
Module 7

The New Economy

New Jobs

New Systems



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Purpose



The purpose of this Module is to inform students about how to prepare for employment in a tight economy.

The activities and supplemental resources provided in this Module are designed for a range of abilities in transition classes at the high school level, allowing for differentiated instruction.

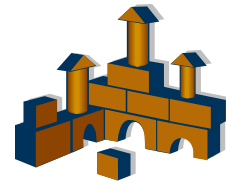
Module Objectives



Students will:

- understand the qualities and skills that are important to employers in any economy
- become familiar with occupations with employment opportunities in the current economy and emerging occupations
- understand strategies for job searching in a tight economy

Alignment with NYS Learning Standards



Career Development and Occupational Studies (CDOS)



Standard 1: *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

(Elementary)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (b) demonstrate an awareness of their interests, aptitudes, and abilities
- (e) explore the preferences for working with people, information, and/or things

(Intermediate)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (a) continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing
- (b) demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research
- (c) understand the relationship of personal interests, skills, and abilities to successful employment

Continued



Standard 2: *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

(Elementary)

- 1) Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills, and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
 - (a) identify academic knowledge and skills that are required in specific occupations

Standard 3a: *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*

(Elementary)

Key Idea 3a-2: (Thinking Skills): Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

- (a) use ideas and information to make decisions and solve problems related to accomplishing a task.

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (b) demonstrate the personal qualities that lead to responsible behavior

(Intermediate)

Key Idea 3a-3: (Personal Qualities): Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

- (a) demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner

Key Idea 3a-7: (Managing Resources): Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

- (a) understand the material, human, and financial resources needed to accomplish tasks and activities

Continued

Family and Consumer Science/Health/ Physical Education



Standard 3: *Students will understand and be able to manage their personal and community resources.*

Key Idea 3-1: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

(Elementary)

- (a) Students understand the kinds of resources available in their community and make informed decisions related to their own use
- (b) Students understand how people acquire, use, and protect money and recognize some factors that influence spending
- (c) Students know the different jobs in their communities and the contributions made by individuals performing those jobs

(Intermediate)

- (f) Students identify their own abilities and interests as possible guides to career choice.

(Commencement)

- (c) Students analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward those goals
- (d) Students understand the concept of entrepreneurship as it exists in today's economy
- (e) Students develop job skills (e.g., communication, effective time management, problem solving, and leadership)

Background Information



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 7.

- **The same professional standards and basic work behaviors are required for employment, regardless of the status of the economy.**

A “tight” economy is when money is stretched “tightly” so that employers are downsizing, limiting hiring, restructuring, and/or closing their doors. Employees are laid off, relocated, or expected to cut back on raises, benefits, and future opportunities for job growth and training.

In a tight economy there is more competition for fewer jobs.

As a result, students in transition need to be more prepared than ever to qualify for available jobs. They need to build a “work history” with internships, volunteer experiences, membership in student organizations, job shadowing, work study, and job readiness classes, to be able to demonstrate a desire to work and an understanding of the requirements of employment.

Students also need to be able to approach employers with confidence either on line or at job fairs, prepare neat and organized applications, and participate in employment interviews.

It is important that students in transition be able to demonstrate an understanding of professional behavior on the job. Students who can show that they can come to work (or related activities) on time, communicate effectively with co-workers and supervisors, and be respectful of business customers and property, will enhance their employment opportunities.

Students with disabilities who will be involved in employment programs also need to be able to adhere to professional standards on the job, even if the work experience is automatically provided as part of a school program.

These pre-employment and on-the-job skills are essential so that students are well-prepared when employment opportunities arise. They are crucial in a tight economy when students may be competing against individuals with higher qualifications or more work experience.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 7.

For some students, the local economy and low employment rates may have them intimidated or discouraged. Instructors should emphasize that students can use pre-employment time to develop and hone job readiness skills so that the students will be a more appealing candidate and be prepared for jobs that become available.

These job readiness skills can come into play when a serious job hunt begins. Current job searches are primarily online and students will need to know how to search for jobs, complete applications, post resumés, and communicate online with potential employers. At the same time they will need to know how to develop personal contacts and communicate in a professional manner as they network and participate in work experiences and job interviews.

- **In a tight economy it may be necessary to focus on new and emerging occupations that have a higher chance of job openings, instead of “dream jobs.”**

Although job readiness classes encourage students to identify their interests and personal goals, it is also important for students to be aware of the realities of the job market.

Some students will be acutely aware of unemployment in their community (or even in their own households), but many students will still believe that they can choose any occupation as long as it matches their skills and interests. Any student who has seen American Idol could easily conclude that success is possible if you just “follow your dream.”

In a tight economy the students may have to recast their vision to match real life employment opportunities and available training programs.

Examples of the fastest growing jobs that do not require a four-year college degree (but may require training and/or certification) follow. Local community colleges and vocational education programs can provide more detailed information about area employment opportunities and training programs.

The organizations that offer these jobs also need employees who have a high school degree. For example, they need employees who can do maintenance, data entry, assembly work, shelving and shipping, delivery, and customer service.

Some students will need to be reminded that if they have the capabilities to pursue these fields, they will have to start in entry-level positions and become familiar with the field.

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 7**.

“Green” Jobs

Jobs related to the energy conservation and renewable energy sectors, such as:

- energy conservation assessment
- environmental technicians
- plumbers and steamfitters
- data processors
- waste management
- solar and wind power installation
- welders
- machinists
- garbage collectors (sanitary engineers)
- recyclers

Health Care Jobs

Employment in hospitals, long term care facilities, and clinics, such as:

- nurses aides
- orderlies
- specialized technicians
- custodians
- long term care meal assistants
- electronic record-keeping
- medical billing
- home health aides

Information Technology Jobs

Jobs that involve any form of technology, such as:

- designing software
- video game design and testing
- repairing computers
- vending machine maintenance and repair
- data entry
- computer-based equipment repair
- cell phone sales and repairs

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 7**.

“Brown” Jobs

Jobs related to the serving individuals with disabilities, such as:

- counseling
- social services providers

Security Jobs

- Online data analysis
- Security installation
- Interpreters

Research these fields on www.careervoyages.gov

Semi-Conductor Jobs

- Repair Technicians
- Equipment Management

Geospatial Technology

- Transportation
- Storage and distribution management

Nanotechnology

- Technicians
- Sales Representative
- Repair (electronics, commercial and industrial equipment)
- Surveying and mapping techniques

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 7**.

- **In a tight economy it is necessary to encourage students to pursue part-time or temporary employment, volunteering experiences, unpaid internships, home-based work activities, and other alternative forms of employment.**

As students with disabilities prepare to transition to the workplace, it cannot be assumed that they will be automatically searching for full-time work. Many students will need supported employment or a few hours a week to succeed at a job.

But some students will be anxious to graduate and begin working in a job that is 30-40 hours a week.

In a tight economy, it is necessary to change that way of thinking. Students need to build their work history so that they can position themselves for full-time employment should it become available. They cannot hold out for full-time work, particularly in communities where jobs are limited and there is stiff competition.

That may mean that students will have to accept low-wage part-time employment, a combination of part-time jobs, or temporary staffing positions so that they can transition into the workplace and build skills, earn income, and expand their work experience.

This also means that the Instructor should include information in a job readiness program about available financial resources and budgeting, food banks and other social services, and the realities of balancing work and personal life when income does not match expenses.

Instructors should remind students that if they are employed in any capacity they are building valuable work history and experience and can move closer to independence.

Continued



Temporary Staffing and Hiring People with Disabilities

Source: <http://www.dol.gov/odep/pubs/ek99/temp.htm>

Temporary staffing agencies work with people with disabilities in the same way they work with people without disabilities. "The ADA did not impact our business dramatically. From inception, our company focused on what people can do in the work place. That is our business, and that is how we create shareholder value," says Mitchell Fromstein, Manpower Chairman and Chief Executive Officer.

The focus of the job placement process for all applicants is on individual abilities, job skills and interests. The staffing industry uses job assessment services, temporary job assignments and work skills training to help individuals with and without disabilities find their employment niche. These services provide job seekers with opportunities to build a work history, experience different types of jobs, and increase their employment marketability and earning potential through enhancement of work skills.

The following features used by staffing agencies result in effective job placement for all persons:

- Individualized applicant assessment procedures
- Focus on individual abilities, job skills and interests
- Systematized skill assessments for a variety of tasks
- Matching employee skills to workplace demands based on an assessment of local customer needs
- Individualized job training
- Providing accommodations as part of the placement process

One Stop Career Centers can provide similar services and connections to training and employment. [www.ServiceLocator.org]

Continued



Finding Employment with a Disability During a Recession

by [Dan Lawton, Disaboom](#)

1. Network, Network, Network

One of the biggest misconceptions of jobseekers is that the job process starts by perusing the classifieds. It doesn't. Over 80 percent of vacancies are filled without advertising, which means that many employment opportunities for individuals with disabilities fly under the radar. So, how do you penetrate the hidden job market? Talk to friends, family members and co-workers and inquire if they know of anyone who works in your desired industry.

2. Schedule an informational Interview

If you locate a company you'd like to work for, ask if you can schedule an informational interview with an employee or manager. Use this opportunity as a learning exercise to find out about the company and its operating philosophy, structure and strategy. If you're able to speak with a current employee, ask them what they like about the job and what they don't like. If you speak with a manager, inquire about their current needs. If there's an open position you're interested in, ask to submit a cover letter and resume to the hiring manager. However, be careful not to be too pushy. "Job seeking is like dating," said Goodwill Job Connections Coordinator Anne Guthrie. "You can't build a relationship by giving them everything at once."

3. Focus On Your Strengths, Not Your Disabilities

Never think in terms of what "disability jobs" you're qualified for. In many circumstances, your disability is either barely relevant or not relevant at all. Start the conversation by emphasizing the skills that you have and only mention your disability if it will significantly inhibit you or if they are actively looking to increase their employees with disabilities.

Never disclose your disability until it's necessary to do so. Unfortunately, many employers may hesitate to move along in the hiring process if you inform them early on that you have a disability. However, once they see that you have the skills and experience to be a competent and successful employee, they will feel more comfortable hiring you and making accommodations. Lastly, if you do disclose your disability, remind employers that by hiring you they may receive a tax credit from the Federal Work Opportunity Credit.

Continued



4. Cast a Wide Net. Be Flexible to Multiple Industries

A common mistake many job applicants make during the search process is sticking to a few industries. Many skills--such as customer service, equipment operation, organizational techniques and more--are transferable across industries. By casting a wider net, people with disabilities have a much better chance of finding employment.

5. Show Your Passion

Most job counselors agree that the most important ingredient to finding a job is passion and dedication. Be prompt and courteous with potential employers, make sure to send follow up letters and thank you notes and also appear enthusiastic. One strategy for breaking into an industry is to find a way to do some volunteer work. This will show potential employers that you're a passionate worker who's truly invested in their industry.

Yes, today's job market may not be the friendliest to employment for people with disabilities. However, if you are active, determined and enthusiastic, your disability shouldn't stand in the way of scoring a great job.

Source: Disaboomjobs

DisaboomJobs is the leading online resource for jobs for people with disabilities. These aren't "disability" jobs, they're ability-, skill set- and professional-expertise jobs. The companies represented on this site are, however, actively seeking to recruit and provide employment for people with disabilities as part of their inclusive workforce. Search among more than 600,000 jobs and/or career opportunities, create a profile, upload a resumé, and showcase skills to potential employers today.

<http://www.disaboomjobs.com/career-resources/disability-employment-general/finding-employment-with-a-disability-during-a-recession>

Continued

Module Vocabulary



Before conducting job readiness activities in this module, review the following key vocabulary words with the students:

- ❖ Want ads
- ❖ Application
- ❖ Resumé
- ❖ Employment
- ❖ Unemployment
- ❖ Volunteer
- ❖ Pre-employment skills
- ❖ Economy
- ❖ Tight economy
- ❖ Recession
- ❖ Quotation/quote
- ❖ Laid off
- ❖ Job shadowing
- ❖ Customer/clients

Module Journal Topics



Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”

Suggested journal topics:

- How can I prepare myself for a job in a tight economy?
- Instead of worrying about a problem, I’m going to try to solve it. What problem should I work on?

Activities

Module 7



Activity #1 –What’s Your Q Sheet?

Description of Activity

In this activity students compile statements about their skills, work habits, and attitude from teachers, employers, volunteer supervisors, and other adults, for the purpose of creating a page of quotations or “Q” Sheet.



Supplies



- ❖ **Optional:** Instructor’s personal report cards, evaluation reports, notes from family members, and other documents that contain quotes about behaviors and attitudes

Handouts

- ❖ _____’s Q Sheet
- ❖ Suggested Words for the Q Sheet

Activity Directions

Optional Introduction:

ASK: Would you like to hear some quotes that were said about me?

(The instructor should define “quotation” and “quote.”)

The instructor can begin this activity by reading from personal evaluation reports, notes from family members, old report cards, and other personal resources, if available.

The purpose is to show students that teachers and other significant adults will create “quotes” that describe positive behaviors and attitudes.

The instructor should share the positive comments only, and discuss how the quotes made them feel when received.

ASK: What was your reaction to these quotes?

- Discuss how the positive comments can help form opinions about someone.
- Discuss how it is important to have strong work skills and positive behaviors and attitudes because they form an impression of a person’s ability to succeed in a job.

ASK: What is your reaction when you hear the following quotes?

(Note: These are possible quotes based on background information.)

He may have difficulty reading but he is charming and smart and should continue to participate in the theater program.

This quote is about Tom Cruise actor, who is dyslexic.

She always works very hard at everything she does, and manages to keep a big smile on her face at the same time.

This quote is about Heather Whitestone, Miss America 1995, who is deaf.

It doesn't matter how long it takes Stephen to accomplish something. He puts his mind to it and doesn't give up.

This quote is about Stephen Hawking, one of the world's most brilliant physicists, who has cerebral palsy.

When he decides to work on something, he gets busy and keeps going until he has it right. He never hesitates to ask others for help so that he can do the best work possible.

This quote is about Stevie Wonder, musician, who is blind.

- Explain to the students that they are going to be gathering quotes from teachers and other adults in the school to create a "Q Sheet," or page of quotations. Their "Q Sheet" can be used when they are applying for jobs.

A Q Sheet is often attached to a resumé, or presented to an employer at an interview. The Q Sheet is especially useful if the applicant has limited work experience.

Students who have difficulty expressing themselves can use a Q Sheet to share information with potential employers about their skills, work behaviors, and attitude.

- Explain that the students will have time (determined by the Instructor) to collect quotes from teachers and other adults who are familiar with their skills, work behaviors, and attitude.

The students can explain that the Q Sheet will be attached to job applications and resúmes and should reflect positively on the students.

The instructor should encourage the students to collect a full page of quotes, and should suggest adults in the school who may be willing to create a quote.

Some adults may have difficulty describing positive behaviors and attitudes. The Instructor should start the **Q Sheet** by providing the first quote so that adults know what is expected.

Sample quotes:

- *Lee is always willing to work hard.*
 - *Marietta is very good at making sure everything is neat and organized.*
 - *I can count on Jordan to have a smile when he greets me every day. He's always on time!*
 - *Bill is anxious to go to work and use his mechanical skills.*
-
- The students can attach the handout Suggested Words for the Q Sheet to use as a guide.

_____ 'S Q SHEET FOR EMPLOYERS



**The following quotes were written
by my teachers and other adults
who are familiar with my skills,
behaviors, and attitudes.**

SUGGESTED WORDS FOR THE Q SHEET

Cooperative

Enthusiastic

Friendly

Conscientious

Organized

Careful

On time

Positive Attitude

Considerate

Responsible

Helpful

Reliable

Hard worker

Pleasant

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #2 – Don't Panic – Get Busy!

Description of Activity

In this Activity students will be encouraged to concentrate on positive problem solving instead of worrying about the state of the economy and limited job opportunities.



Supplies



Optional: Stress balls (rubber balls for squeezing when stressed)

Handouts

- ❖ You are ABLE to Work
- ❖ Don't Awfulize – Solve the Problem
- ❖ Take Care of Yourself
- ❖ Build Your Application
- ❖ Job Searching in a Tight Economy

Activity Directions

ASK: Have you ever heard anyone say:

- *I can't get a job!*
- *There are no jobs around here.*
- *I keep sending in applications and no one every responds.*

ASK: What would you say in response to these comments?

Would you say:

- *Well, maybe you should give up.*
- *That's true – not a single person is working.*
- *You're so right – everything is terrible.*

ASK: Or would you say:

- *Maybe you need to think about looking for something different. Change it up!*

OR

- *Maybe someone can look over your applications and help you figure out how to get noticed.*

OR

- *Have you considered getting more training? Or doing some volunteering to get work experience?*

- Explain that when the economy is tight some people tend to “awfulize.”

“Awfulizing” is when a tough situation is described as terrible, awful, hopeless, even unbearable.

Of course, there are situations that are especially horrible and it is only natural that in these situations people will feel depressed and miserable and will require support and understanding.

For those individuals who have been earnestly seeking employment with no luck, the situation may seem rather hopeless. Students may have heard people say:

- *The economy is horrible. It's just hopeless.*
- *I'm miserable and so is everyone else.*
- *I don't know what I'm going to do. This is so awful.*

ASK: Do you understand what awfulizing is?

Can you give an example of when you have seen or experienced awfulizing?

Examples:

- When I couldn't go to a school dance I decided to _____.
- My sister did badly on a test – it was horrible and she never wanted to study again.

ASK: Let's turn awfulizing into problem-solving.

Examples:

- When I couldn't go to the dance I decided to _____
 - Go to a movie with friends
 - Make pizza with my brother
 - Watch a marathon of Project Runway, my favorite show
- When my sister did badly on a test she decided to _____
 - Talk to her teacher
 - Ask her older brother to tutor her

ASK: What else could she do?

Reinforce positive, problem-solving suggestions.

ASK: What would be a problem-solving response to the job statements?

I can't get a job.

Possible responses:

- Let's look at where you have been applying and see if it makes sense.
 - Let's see how we can highlight and build your qualifications.
 - Let's practice an interview.
-

There are no jobs around here.

Possible responses:

- Let's go online and see what jobs are posted.
 - Maybe we need to change your goals during this tight economy.
-

I keep sending in applications but no one ever responds.

Possible responses:

- It's true that there's a lot of competition so that's probably why they haven't responded. Let's see where you are sending them and make sure your application matches the job, and that your application stands out.
-

- Discuss with students how they may assume that they have a reduced chance at a job because of their disability.

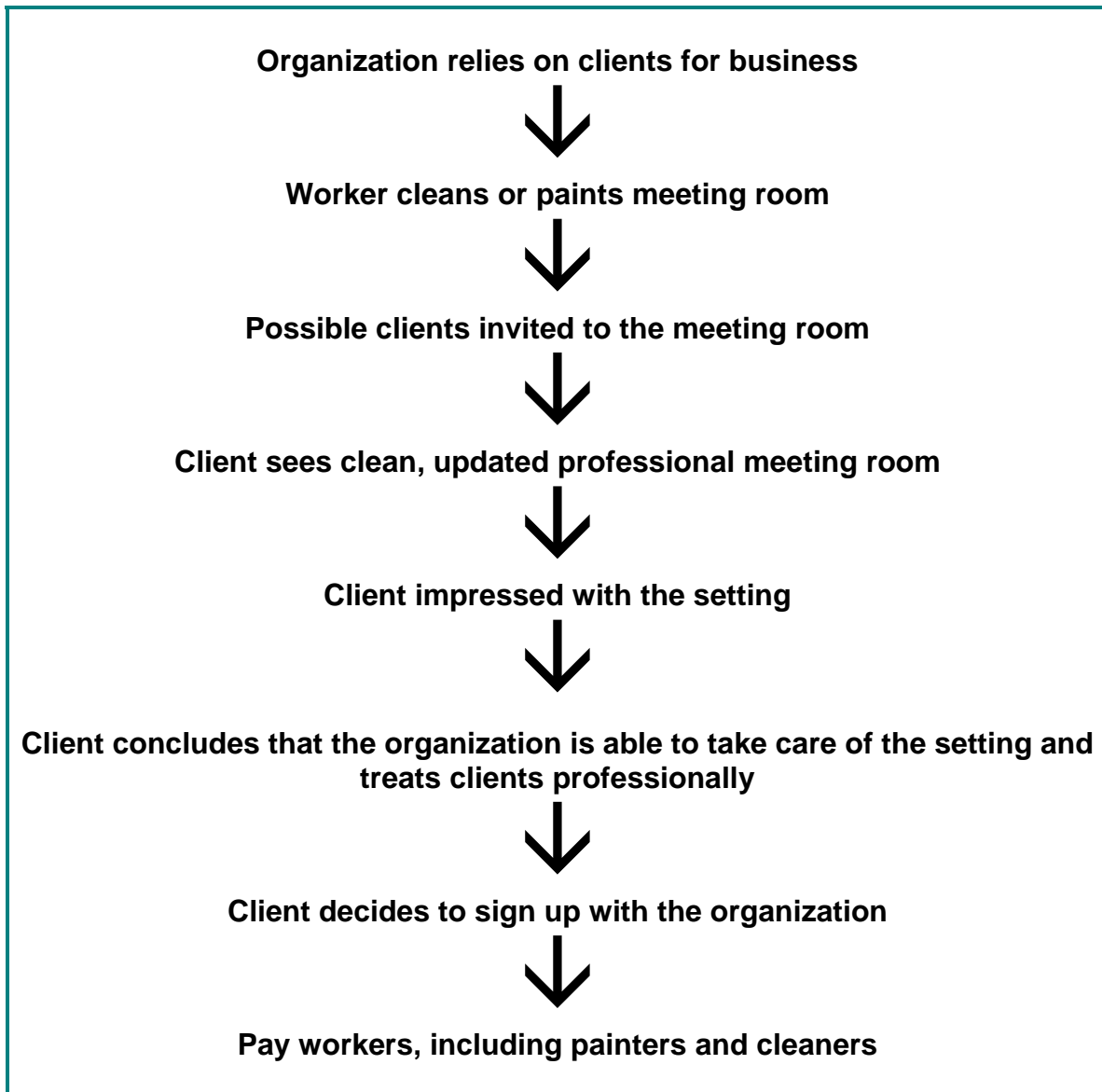
Explain that it is what is on paper (or submitted online) that gets employers to schedule an interview. Students should focus on what they can provide as an initial impression. They need evidence that they are willing to work hard.

- Distribute the Handout ***You Are ABLE to Work!*** and discuss the definition of "work" and how all of the students can build their work experience.

Review each picture on the handout and discuss how the task or assignment is contributing to the overall success of an organization.

Explain that every job in an organization is vital.

ASK: Would painting or cleaning a meeting room be important to an organization? (The instructor should explain the meaning of “client.”)



- Show the handout ***Don't Awfulize - Solve the Problem***.

ASK: So when you hear negative comments or feel discouraged, what should you do?

Don't awfulize!

Solve the problem!

- Distribute the handout ***Take Care of Yourself*** and discuss how a tight economy can sometimes make people feel stressed. Review the suggestions on the handout and refer to Module 5 in the Job Readiness curriculum for further information about stress management.
- Distribute the handout ***Build Your Application*** and discuss each item, identifying specific people the students can talk to about adding experiences to their work history. For example, if the student wants to volunteer in the school setting, who should the student approach about volunteer opportunities?

The types of experiences will depend upon the capabilities of the students, but if they follow through they will all be demonstrating a desire to work and a commitment to positive work habits.

Explain to the students that it's not the number of hours or the level of difficulty of the work, it's the commitment.

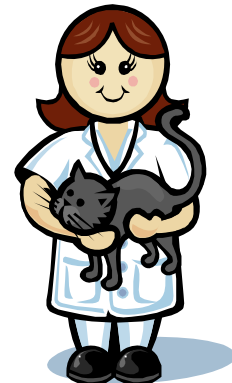
For example, explain that a student could volunteer to unload boxes at the refreshment booth during school football games. If the student is reliable and hard-working, the work habits could be more important than the type of work and the works involved.

- As a follow up activity or for homework, distribute the handout ***Job Searching in a Tight Economy*** and review each item on the checklist.

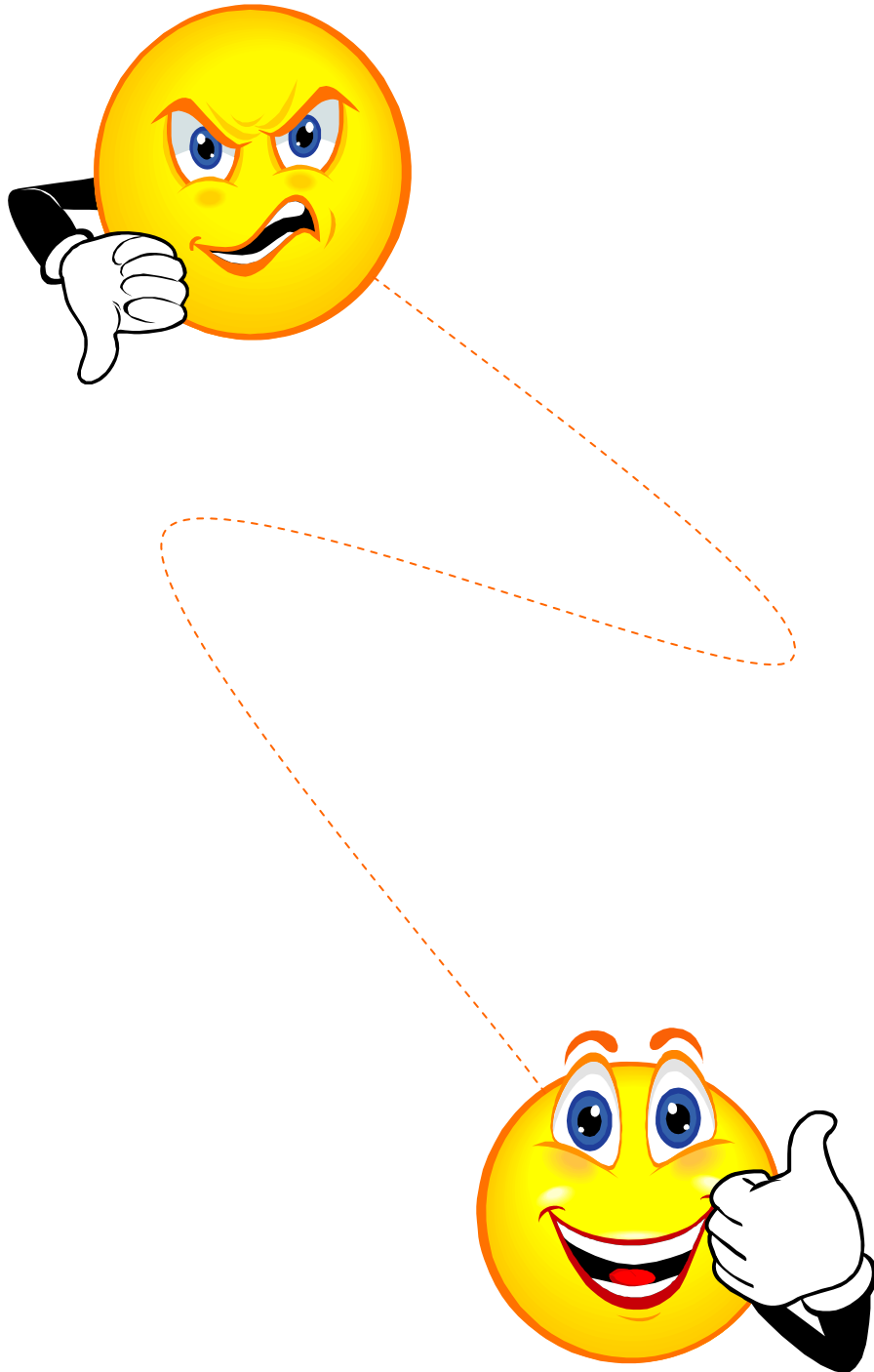
YOU ARE **ABLE** TO WORK!

WHAT IS **WORK**?

A TASK OR ASSIGNMENT THAT IS PART OF A LARGER ACTIVITY



DON'T AWFULIZE!



SOLVE THE PROBLEM!

Take Care of Yourself

If the News about a tight economy is causing you stress, then here are some tips for taking care of yourself.

- ❖ Don't watch the news!
- ❖ Take the steps necessary to get a job in any economy.
- ❖ Talk to friends and relatives about possibilities that are realistic.
- ❖ Spend time with people who are supportive.
- ❖ Don't listen to "downers" unless they have solid facts, a good track record for giving sound advice, and positive suggestions.
- ❖ Spend time with people who are supportive.
- ❖ Participate in social networking to build support, make new friends, and develop contacts. Be careful about revealing too much personal information, but use websites for applications.
- ❖ Take one day at a time. Every day do at least one thing related to your job search.
- ❖ Take care of your personal health so that you are ready when there is an opportunity for a new job!



BUILD YOUR APPLICATION

VOLUNTEERS

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> School | <input type="checkbox"/> Sports team |
| <input type="checkbox"/> Neighborhood | <input type="checkbox"/> Business |
| <input type="checkbox"/> Religious organizations | <input type="checkbox"/> Health care |
| <input type="checkbox"/> Club | <input type="checkbox"/> School clubs |

PART-TIME WORK

- | | |
|---|--|
| <input type="checkbox"/> Local business | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Work study | <input type="checkbox"/> Work center |
| <input type="checkbox"/> Supported employment | <input type="checkbox"/> Occasional work |

TRAINING

- | | |
|--|--|
| <input type="checkbox"/> Job readiness classes | <input type="checkbox"/> Online training |
| <input type="checkbox"/> Job training | <input type="checkbox"/> Computer training |

Job Searching In A Tight Economy

When there are several applicants for few jobs, it is important to do everything possible to receive serious consideration.

- Research the background of the places where you will be applying.
- Review your application or cover letter and resumé for errors. Tailor your application to the employer.
- Ask at least 2 people to review your application.
- Make sure you have highlighted your strong points. Are you hiding your skills?
- Check with your references to discuss what you would like them to emphasize about your skills and job search.
- Include positive adjectives and descriptions of your experiences and qualities in your application.
- Dress for job success, even if you are just dropping of an application. Be clean.
- Practice phone calls and interviews.
- Be prepared to answer phone calls from employers so that you can show that you are serious and professional.
- Enroll in classes, training programs, or on-line education to show that you are interested in building your skills.
- Volunteer in your field of interest as you seek paid work.
- Don't get discouraged! Employers appreciate candidates who demonstrate perseverance and a clear interest in working.

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #3 – What’s Out There?

Description of Activity

In this activity students learn about job opportunities in their local area.



Supplies



- ❖ Newspaper want ads
- ❖ Students will need to be able to do research on computer websites. (Check school policies to see if internet research is allowed.)

Handouts

- ❖ What’s Out There?
- ❖ What Are These Jobs?

Activity Directions

- Students have probably been hearing about the state of the economy and may be confused and scared. They may not really understand it, but they might be worried, particularly if the “new economy” has affected their family’s finances.

However, some students may not be aware of changes in employment rates, available jobs, and opportunities for training and part-time work experiences.

To familiarize students with the employment conditions in their local area, the instructor should focus on what is available rather than the decline in job opportunities.

ASK: What types of jobs do your friends and family members have?

Discuss the types of jobs they have observed or heard about. Students may not know job titles, but can describe job responsibilities.

ASK: Do you think they do those jobs because it was their dream or because the job was available?

Ideally, everyone would work at a job that is satisfying and rewarding, but sometimes it is necessary to secure employment because it is readily available and provides a paycheck.

Discuss how some employment is simply for paying the bills and covering benefits such as health insurance and retirement savings.

Explain that this does not mean that all jobs for the rest of their lives have to be for convenience or income only. They can learn something new on every job and build strong work experiences that show they are reliable and committed to their employer. When the economy and/or their finances allow, they should be able to transfer into employment that is more personally rewarding.

ASK: What kinds of jobs do you think I had before this one? Did all of those jobs lead to teaching about job readiness skills?

The instructor should point out how summer jobs, part-time employment, internships, and job shadowing experiences all contributed to a strong work ethic and a better understanding of personal goals. Instructors may

want to describe their future goals and how their current employment will lead to that goal.

ASK: Do you know anyone who is looking for a job? What types of jobs are they looking for?

The students may not know the answer to this, so instructors should be prepared to share information from local newspapers and websites that describe popular jobs in the area. For example, a new business may have opened in the area and hundreds of applications were received.

Discuss how many people may apply for one position and only the most qualified will get an interview. “Most qualified” does not necessarily mean “most experienced” because entry level workers may be less expensive for the employer to hire.

Students can be “qualified” if they have acquired work experiences such as volunteering, internships, work study, supported employment, and part-time work.

- Explain that most employment opportunities are listed online, although local print newspapers do still carry want ads.

Distribute the handout ***What’s Out There?***

Some of the websites go beyond the local geographic area, but the students can see typical job offerings that consistently appear.

- Suggest students look for part-time and entry level opportunities.
- Distribute the handout ***What Are These Jobs?*** and review the Background Information section of this Module. Assist students in researching these emerging careers that have a number of different job opportunities.

Most of the jobs require additional training beyond high school and/or college courses (many at the community college level) but some of the jobs require a high school education and contribute to the production of the organization. They may not all be offered in the local area, but the students should be aware of jobs that will continue to grow in the future.



WHAT'S OUT THERE?

CHECK THESE OUT!

Snag A Job

<http://www.snagajob.com/>

Student Jobs

<http://jobsearch.studentjobs.gov/>

Job Searches for Teens, Students, and College Grads

http://jobsearch.about.com/od/teenstudentgrad/Job_Search_for_Teens_Students_and_College_Grads.htm

Groove Job

<http://www.groovejob.com/>

DON'T FORGET SOCIAL NETWORKING

Facebook

Twitter

Craigslist

OR MAKE YOUR OWN WEBSITE!

WHAT ARE THESE JOBS?*



“Green” Jobs

waste management repair
solar and wind power
installation
recyclers
sanitary engineer

Health Care

home health aide
orderlies
custodians
long term care meal
assistants
electronic record-keeping
medical billing

Security

Online data analysis
Interpreters
Security installation

“Brown” Jobs

social services providers

Information Technology

computer equipment repair
cell phone repair
vending machine maintenance and repair
data entry



Nanotechnology*

Technicians
Repair
Surveying and mapping

Geospatial Technology*

Transportation
Storage and distribution
management

Semi-Conductor Jobs*

Equipment management
Repair technicians

*Research these fields on www.careervoyages.gov

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Module 7

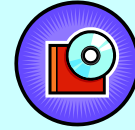
Additional Resources



Note that all website addresses are current as of December 2009.



Related Resources



- **One Stop Career Centers for the U.S. Department of Labor**
Students can contact with One Stops for free career counseling, job listings, computer and Internet access, workshops on resumé and computer skills www.ServiceLocator.org to find the closest One Stop.
- **Write A Resumé for Teens**
This website skims quickly over key points so they should be discussed with an instructor See video on Tips for Writing, Teen Resumes, and Job Interview Tips for Teens [<http://video.about.com/jobsearch/Write-a-Resume-for-Teens.htm>]
- **Career Resources for People With Disabilities**
This South Carolina site contains a helpful list of a variety of resources for students who are interested in reading more about job opportunities. [<http://www.sc.edu/career/Webresources/disability.html>]
- **Campaign for Disability Employment**
This site contains two public service announcements entitled *What Can You Do?* and *Meet Sue?* that should encourage students to feel confident about pursuing employment. [<http://www.whatcanyoudocampaign.org/>]
- **Career Center Online – University of Maine Link**
Click on the thorough list of People With Disabilities Resources [<http://www.umaine.edu/career/diversity.html>]
- **How To Find a Job**
A variety of job searching tips including job banks, jobs by career field, ten steps to find a job, and job search engines. [<http://jobsearch.about.com/od/jobsearchehlp/a/findajob.htm>]
- **Money Smart – A Financial Education Program**
MoneySmart for Young Adults
Encourage students to learn how to manage finances, particularly when money is tight. [<http://www.fidc.gov/consumers/consumer/moneysmart/young.html>]
- **Career Cruiser**
A career and education planning guide from the Florida Department of Education that comes with a Teacher’s Guide. Loaded with information for more advanced students. Page 18 provides detailed information on Green Jobs. [www.fldoe.org/workforce/publication.asp]