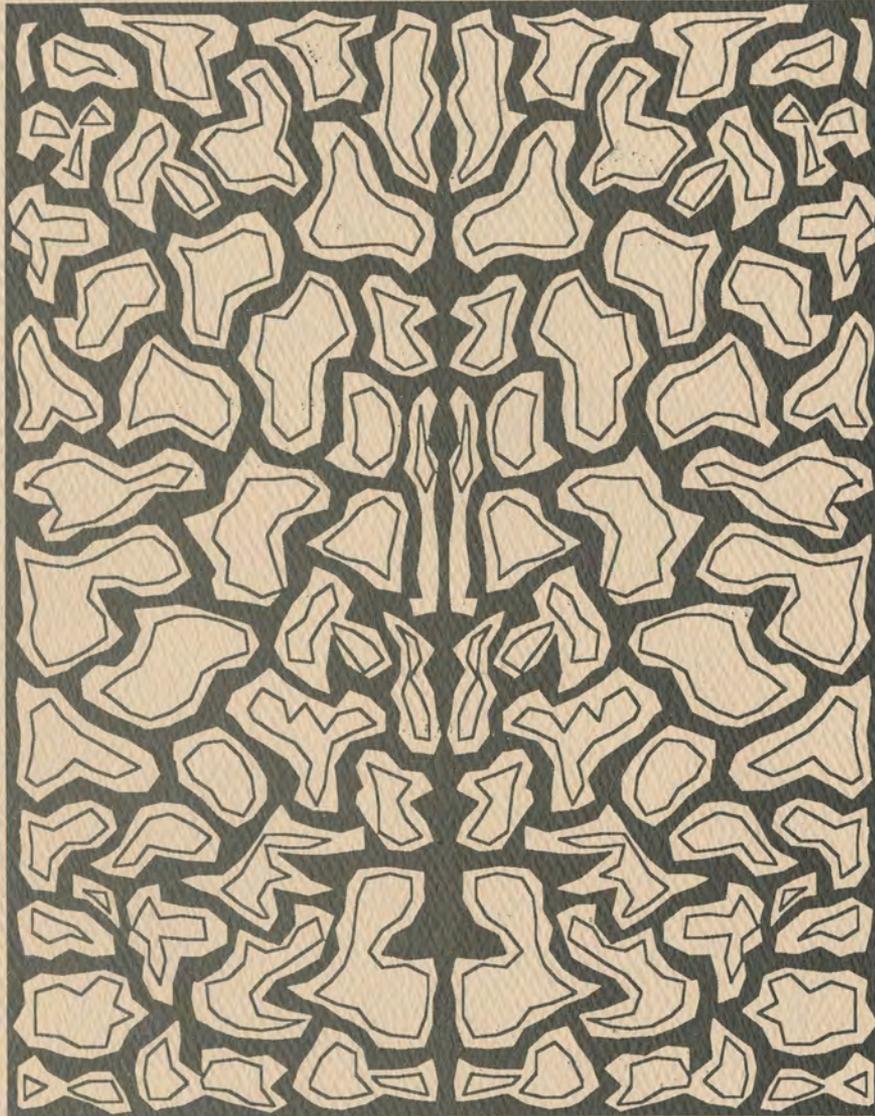


Texas Transition Model



*School to Work
Transition Curriculum
Volume II*

Dallas Center for Independent Living
8625 King George Dr. #210
Dallas, TX 75235

Texas Transition Model:

School to Work Transition Curriculum

Volume II

Marty Barbieri
Project Facilitator

Jerry C. Wircenski
Project Director

University of North Texas

1989

Additional copies may be ordered from:

THE UNIVERSITY OF TEXAS AT AUSTIN
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218
512-471-7716 or 1-800-252-3461 (within Texas)

Stock No. SN 116 I

TABLE OF CONTENTS

TABLE OF CONTENTS

(CONTINUED)

Acknowledgement.....	i
Lesson Plan Design.....	1
Labels A.....	5
Labels B.....	19
Classified A.....	32
Classified B.....	48
Bus Schedule.....	67
Map Skills 1.....	84
Map Skills 2.....	102
Map Skills 3.....	117
Map Skills 4.....	140
How To Buy A Used Car.....	157
Consumerism.....	183
How To Locate Job Openings.....	206
You And The Court.....	247
Developing Interpersonal Business Skills.....	286
Accessing Community Resources.....	337
Checking 1.....	369
Checking 2.....	401
Savings 1.....	422
Savings 2.....	437
Payroll 1.....	456
Payroll 2.....	474
Payroll 3.....	494

TABLE OF CONTENTS

TABLE OF CONTENTS

(CONTINUED)

1
1
Payroll 4.....508
Payroll 5.....529
Comparative Shopping.....546
Time Management.....564
Job Applications.....579
Texas Cultures.....596
102
111
140
157
183
202
247
288
337
389
401
422
437
456
474
492

ACKNOWLEDGEMENTS

This curriculum project involved the time and talents of many persons. The selection of topics to be included in this curriculum was made with the help of a survey sent to vocational directors and teachers throughout the state, as well as, through the suggestions made by the project advisory council. This advisory council helped shape the overall direction of the project and provided support throughout the year long writing, field-testing, and editing process. Many thanks to Eleanor Mikulin of the Texas Education Agency, Sharon Corry from Texas Rehabilitation Commission, Bettye Cole from Dallas County Mental Health-Mental Retardation Center, and Velma Edwin from Irving Independent School District for serving as advisory committee members.

Lewisville Independent School District served as the field test site of the curriculum. Brad Killingsworth selected the teachers for participation and supported the fulfillment of project goals. The field test teachers spent personal time preparing materials for presentation to their students, in rearranging their scheduled lesson plans to make time to teach these units, and even more time in writing critiques for the project staff. Their positive attitudes and patience with changing deadlines and delays were commendable. Those Lewisville vocational teachers that participated in the field test were: Karen Adair, Phyllis Asplund, Phyllis Bender, Peggy Briscoe, Pete Carnes, Terri Collum, Linda Feagins, Mike Gentry, Linda Hill, Dale Hinesly, Keigh Martin, Martha Mears, Charley Roden, Jane Shull, Betty Sirianni, Jay Starnes, Sheila Ukrainetz, and Deidre Williams.

The transformation from broad topic to specific lesson plans was due solely to the creativity, professional expertise and hard work of the writers. Tammy Banning, Janell McDaniel, Mike Gentry, Monya Silverwise, and Chris Wolverton served as a balanced and individually talented writing team. The effort of the writers was refined and supported by the editing work of Marty Barbieri, Suzie Barger, and Jabar Omar.

Lesson Plan Design

These transition skills lesson plans have been written in short, concrete units of information. The skills included range widely in topic but are all related to knowledge and abilities students will need in independent living and community employment. Reading levels and task complexity also vary from unit to unit. The selection of wording and task composition was based upon the reading matter and abilities students will see and need in community functioning. Authors chose to maintain the direct transfer to community needs, rather than to confine lessons to a specific reading/complexity level. The suggestions given in lesson presentation alternatives for small group work and teacher guided activity make these plans usable in several different ability levels.

The authors wrote the lesson plans for approximately fifteen minute presentation periods. The intent of this design was that teachers could use these lessons as warm-up or "sponge" activities during those first minutes of the class period as the students are "settling down" and making the transition from previous class and class break thoughts to your class subject matter. The lessons make use of the overhead projector for drawing attention to information sheets and for answer-guides for self-checking the previous day's activity. Again, as you will read in the lesson presentation alternatives section of this implementation guide, field test teachers used a variety of time blocks for their particular situations. It is hoped that the structure of these plans will allow you great flexibility in presenting these lessons to your class period without disrupting the flow of the material or causing the need for major teacher-intervention in format.

All materials necessary for teaching these lessons are included. You will need to make the appropriate number of copies of the information sheets and activity sheets for your class membership and prepare your own teacher transparencies from the hard copies of information sheets and answer keys provided, but you will not need supplementary materials. In other words, no notes saying "100 popsicle sticks, a ruler for each student, and a digital scanning device must be procured before this lesson is taught." The following steps should be taken...

Before You Begin

1. Briefly review all topics available. Decide how these will "fit" into your schedule. You will find that the lessons fall under many different essential element categories. Some field test teachers (yes, these units were tested in classrooms by real teachers with real students) chose to use units closely related to their current subject matter, while others chose units

precisely because they were different from the daily content and would be a refreshing change for themselves and the students.

2. Once you have targeted lessons for presentation, read carefully through the units you choose to use. This should be done well in advance of presentation dates. This will allow you time to make teacher transparencies and reproduce, collate, and staple student materials. Place each day's materials in a separate folder ready to distribute and use immediately upon the beginning of class. This is a key in staying within the fifteen minute time allotment.

3. Your preview is also important in comparing the complexity of the materials with the skill level of your class. This guide will give some suggestions for adapting presentation of information, but these adaptations will require some shifting of timing/techniques on your part and therefore some pre-planning.

4. Decide how you will handle grading. Some teachers chose not to assign grades for these units at all, while others decided their students needed the "incentive" produced by grading. These grades were used along with subject matter grades in some cases and in others, the grades were used as points for extra credit.

Then units have been selected and previewed, consider these suggestions for...

Lesson Plan Alternatives

The field-test teachers and authors made these suggestions for adapting lessons to a variety of learner ability levels:

1. For a class membership that is fairly skilled condense the simpler units for presentation in one or two days rather than over a five day period, or expand information. For example, one teacher added another step, "the reminder", to the unit on business appointments. The class developed a tickler system for keeping track of business dates. When studying the business call, this same class added the elements of voice tone, pitch, and diction in rating the quality of a role-played call. These ideas can come from your experience or assignments can be made for students to bring in one extra piece of information not included in the basic information available in the lesson plans. The students will find that their friends, neighbors, employers, and parents have some interesting information to share.

2. The topics contained in this curriculum provide an excellent opportunity to enhance the written material and promote community involvement in your program by inviting speakers to your classroom. As an example, one field-test teacher invited a counselor from Texas Employment Commission to speak to the class during the "Locating Job Openings" unit.

3. For class memberships that are composed of students of significantly different academic skill levels, cooperative learning activities work very well with this material. Many of the individual assignments can be used, with little or no modification, for small groups. Assign the group carefully so that each task of reading, writing, synthesizing, and reporting information are matched to a specific group member. This will ensure that each member feels the satisfaction of contributing and will give students a chance to work with persons possessing different skills than their own. This is a "transition skill" in itself.

4. Field-test teachers who worked primarily with special education students, chose to coordinate the units with their existing essential elements and expand these units to full class periods over a period of time. These teachers did more reading for their students and in several instances worked through the activity sheets as a full class activity, thinking through each item aloud and stopping to discuss fully the answers.

5. The nature of this material makes the transfer or application of this knowledge of ultimate importance. Assigning "round-up" activities will be very helpful for students. For instance, develop a scenario involving several variables and requiring a decision to be made that hinges on the information that students have studied over several units. A decision concerning employment, housing options, and transportation choices would involve information from "Classified Ads," "Locating Job Openings," "Applications," "Bus Schedules," "How to Buy a Used Car," and "Time Management."

If several different scenarios are developed, the class can be divided into several three or four person teams and each scenario can be assigned to two teams. Each team would make presentations to the class concerning the decisions they made and their reasoning/justifications for these decisions. In this way all students in the class have the opportunity to participate in applying knowledge from their studies to one sample situation. Each student also hears another approach to solving that same problem, as well as, multiple approaches to the different scenarios assigned to other teams.

6. Some teachers chose to delete or change the format of the pre-test. Even though the teacher emphasized that these tests were not graded and were used only to judge the need for instructional time needed by the class for a particular unit, some students were frustrated because they didn't know the answers to the pre-test questions. If you do not want or need pre-test information for measuring skills acquisition, this test can be eliminated or can be used as an oral quiz in a full class activity.

If you do choose to use the pre-test/post-test format, you might spend some time preparing the students. Emphasize the fact that it is a test taken before any instruction is received, and, therefore, before they are "supposed" to know anything about the subject. One teacher told his class he didn't mind helping with lots of corrections on the pre-test if there was improvement on the post-test. He said it "made him look good." He tried to take the pressure off the prior knowledge aspect and put the emphasis on the learning process occurring during the unit instruction.

7. A few activities/tests do not have a number of items that is divisible by five (makes grading more tedious). The suggestions here are to: a) make an existing question or two optional to bring the total scored to an even five (20, 25, etc.) or, b) add a few items particular to that class (usually taken from class discussion, community speakers, or special assignments).

TEACHER INFORMATION SHEET
LABELS A

UNIT OBJECTIVE: Upon completion of this unit, student will be able to read and interpret product labels for the assistance of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Read a label
2. Determine correct dosage
3. Figure medication schedule
4. Tell what to do in an emergency

LABELS A

TEACHER INFORMATION SHEET
LABELS A

UNIT OBJECTIVE: Upon completion of this unit, student will be able to read and interpret product labels to the satisfaction of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Read a label
2. Determine correct dosage
3. Figure medication schedule
4. Tell what to do in an emergency

A 81881

**TEACHER INFORMATION SHEET
LABELS A**

UNIT DESCRIPTION: These two-week units were designed to be presented sequentially. Each daily lesson is designed to take approximately fifteen minutes of instruction. All materials are included in this unit. The following is a proposed outline of the week's lessons.

- Monday: Introduction of Unit
Pre-test
- Tuesday: Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 (use in class or homework)
- Wednesday: Review/correct Activity Sheet 1 using teacher transparency
Students receive Information Sheet 2
Teacher uses transparency of Information Sheet 2 to lead class discussion
Student receives Activity Sheet 2 (use in class or homework)
- Thursday: Review/correct Activity Sheet 2 using teacher transparency
Review/correct Pre-test using teacher transparency
Use to prepare for Post-test next day
- Friday: Post-test (Grade taken)

SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few minutes each day this week talking about labels. This is not part of our usual class lesson, it is meant to be an extra lesson that will be helpful to you when you leave school and live on your own. We will start today with a Pre-Test. This test score will not be recorded. It will let me know how much you already know about reading labels.

TEACHER NOTE: This unit is designed to be used first in a series of two such units. To help you prepare for teaching, it is suggested that you read the Activity Sheets and Post-Test to understand the type of information being presented.

**LABELS A
PRE-TEST**

1. dosage-
2. physician-
3. overdose-
4. medication-
5. intervals-
6. warning-
7. caution-
8. accidental-
9. exceed-
10. to be used internally-
11. to be used externally-
12. apply to affected area-
13. as needed for pain-
14. If someone takes an overdose of medication, what should you do?

15. If the label directions say: Take 2 tablets every 4 hours and you took 2 tablets at 9:00, what time should you take the next dose?

16. If the label directions say: Children under 6 contact a physician, should you give this medication to a child?

17. If you have been taking medication for 5 days or more and the condition persists what should you do?

ANSWER SHEET
LABELS A
PRE-TEST

1. dosage - the amount you should take based on your age or doctor's orders
2. physician - another word for doctor
3. overdose - to take too much of a drug or medicine
4. medication - another word for medicine
5. intervals - the time between doses of medicine
6. warning - information that may keep an accident from happening
7. caution - to be careful
8. accidental - something that was not planned
9. exceed - to go over a certain limit
10. to be used internally - use on the inside of your body (in mouth, nose, eyes or ears)
11. to be used externally - use on the outside of your body
12. apply to affected area - put the medicine on the sore spot or rash
13. as needed for pain - take the medicine as directed for as long as you have pain
14. If someone takes an overdose of medication, what should you do? Call a physician or poison control center.
15. If the label directions say: Take 2 tablets every 4 hours and you took 2 tablets at 9:00, what time could you take another dose? 1:00
16. If the label directions say: Children under 6 contact a physician, should you give medication to a child? No.
17. If you have been taking medication for 5 days or more and the condition persists what should you do? Call a physician.

ANSWER SHEET
LABELS A
INFORMATION SHEET 1
LABELS A

1. dosage - the amount you should take based on your age or doctor's orders
2. physician - another word for doctor
3. overdose - to take too much of a drug or medicine
4. medication - another word for medicine
5. intervals - the time between doses of medicine
6. warning - information that may keep an accident from happening
7. caution - to be careful
8. accidental - something that was not planned
9. exceed - to go over a certain limit
10. to be used internally - use on the inside of your body (in mouth, nose, eyes or ears)
11. to be used externally - use on the outside of your body
12. apply to affected area - put the medicine on the sore spot or rash
13. as needed for pain - take the medicine as directed for as long as you have pain

ACTIVITY SHEET 1
LABELS A

Use Information Sheet 1 to help you complete this Activity Sheet.

Match these terms to these definitions:

- | | | |
|---------------------------|---------|--|
| a. intervals | ___ 1. | the amount you should take based on your age or doctors orders |
| b. to be used internally | ___ 2. | use on the outside of your body |
| c. dosage | ___ 3. | take the medication as directed for as long as you have pain |
| d. caution | ___ 4. | put the medicine on the sore spot or rash |
| e. as needed for pain | ___ 5. | another word for doctor |
| f. to be used externally | ___ 6. | another word for medicine |
| g. physician | ___ 7. | the time between doses of medicine |
| h. exceed | ___ 8. | information that may keep an accident from happening |
| i. overdose | ___ 9. | use on the inside of your body |
| j. accidental | ___ 10. | something that was not planned |
| k. medication | ___ 11. | to go over a certain limit |
| l. apply to affected area | ___ 12. | to take too much of a drug or medicine |
| m. warning | ___ 13. | to be careful |

ANSWER SHEET
ACTIVITY SHEET 1
LABELS A

Match these terms to these definitions:

- | | | |
|---------------------------|--------------|--|
| a. intervals | <u>c</u> 1. | the amount you should take based on your age or doctors orders |
| b. to be used internally | <u>f</u> 2. | use on the outside of your body |
| c. dosage | <u>e</u> 3. | take the medication as directed for as long as you have pain |
| d. caution | <u>l</u> 4. | put the medicine on the sore spot or rash |
| e. as needed for pain | <u>g</u> 5. | another word for doctor |
| f. to be used externally | <u>k</u> 6. | another word for medicine |
| g. physician | <u>a</u> 7. | the time between doses of medicine |
| h. exceed | <u>m</u> 8. | information that may keep an accident from happening |
| i. overdose | <u>b</u> 9. | use on the inside of your body |
| j. accidental | <u>j</u> 10. | something that was not planned |
| k. medication | <u>h</u> 11. | to go over a certain limit |
| l. apply to affected area | <u>i</u> 12. | to take too much of a drug or medicine |
| m. warning | <u>d</u> 13. | to be careful |

INFORMATION SHEET 2
LABELS A

Below are examples of medicine labels. Be sure you read the entire label, paying special attention to warnings.

SNIF-BE-GONE
NOSE DROPS

Directions: **Adults:** 2 drops in each nostril every 6 hrs. **Children over 6:** 1 drop in each nostril every 6 hrs. Do not exceed 4 doses in a day. Not recommended for children under 6.

WARNING: For internal use only. If condition persists see a physician.

ASPIRIN

For Relief of Headaches

Directions and Dosage

Adults: Take 1 or 2 tablets with water.

Children 6 to 12: Take 1 tablet with water.

Children 3 to 6: Take 1/2 tablet with water. For children under 3, consult your physician.

Dosage may be repeated at 4-hour intervals as needed for pain, but not more than 3 times a day.

WARNING: Keep out of reach of children. In case of overdose, contact a physician or poison control center immediately.

All medication should be administered by adults.

Gooey-Goo Ointment

For External Use Only

Applied to affected area 3 times a day.

WARNING: Keep this and all other medications out of reach of children. If accidentally taken internally contact a physician immediately.

ACTIVITY SHEET 2
LABELS A

To complete this Activity Sheet you will need Information Sheet 2
- Labels A

1. Could you give a 3-year-old child Snif-Be-Gone nose drops?

2. What is the correct dosage of aspirin for a child 8 years old?

3. If a young child puts Gooey-Goo Ointment in his eyes and mouth what should you do?

4. If you have been using Snif-Be-Gone Nose Drops for 10 days and your runny nose persists (doesn't get better) what should you do?

5. Should you put Gooey-Goo Ointment all over your body? _____
Why not? _____

6. If you take aspirin how often can you take them?
Every _____ hours, but not more than _____ times a day

7. If you are 16 years old what is the total number of aspirin you could take in one day?

8. How many times can you use Snif-Be-Gone Nose Drops in one day?

ACTIVITY SHEET 2
LABELS A

9. If you take Aspirin and your headache goes away should you take any more?

Why? _____

10. If someone takes an overdose of aspirin and you cannot reach your physician, whom can you call?

ACTIVITY SHEET 2
LABELS A ANSWER KEY

To complete this Activity Sheet you will need Information Sheet 2
- Labels A

1. Could you give a 3-year-old child Snif-Be-Gone nose drops? no
2. What is the correct dosage of aspirin for a child 8 years old?
1 tablet
3. If a young child puts Goey-Goo Ointment in his eyes and mouth what should you do? contact a physician immediately
4. If you have been using Snif-Be-Gone Nose Drops for 10 days and your runny nose persists (doesn't get better) what should you do? contact your physician
5. Should you put Goey-Goo Ointment all over your body? no
Why not? label says apply to affected area only
6. If you take aspirin how often can you take them?
Every 4 hours, but not more than 3 times a day
7. If you are 16 years old what is the total number of aspirin you should take in one day? 6
8. How many times can you use Snif-Be-Gone Nose Drops in one day?
4
9. If you take aspirin and your headache goes away should you take any more? no Why? label says as needed for pain
10. If someone takes an overdose of Aspirin and you cannot reach your physician, who can you call?
poison control center

**LABELS A
POST-TEST**

Match These Definitions and Terms:

- | | | |
|---|-------|---------------------------|
| 1. take the medicine as directed for as long as you have pain | _____ | a. dosage |
| 2. use on the outside of the body | _____ | b. physician |
| 3. put the medicine on the sore spot or rash | _____ | c. overdose |
| 4. to go over a certain limit | _____ | d. medication |
| 5. something that was not planned | _____ | e. intervals |
| 6. use on the inside of your body | _____ | f. warning |
| 7. be careful | _____ | g. caution |
| 8. the amount you should take based on age or doctor's orders | _____ | h. accidental |
| 9. the time between doses of medicine | _____ | i. exceed |
| 10. another word for medicine | _____ | j. to be used internally |
| 11. another word for doctor | _____ | k. to be used externally |
| 12. information that may keep an accident from happening | _____ | l. apply to affected area |
| 13. to take too much of a drug or medicine | _____ | m. as needed for pain |
14. If someone takes an overdose of medication, what should you do? _____
15. If the label directions say: take 2 tablets every 4 hours and you took 2 tablets at 9:00, what time should you take the next dose? _____
16. If the label directions say: Children under 6 contact a physician, should you give medication to a child? _____
17. If you have been taking medication for 5 days or more and the condition persists what should you do? _____

**ANSWER SHEET
LABELS A
POST-TEST**

Match These Definitions and Terms:

- | | | |
|---|-----------|---------------------------|
| 1. take the medicine as directed for as long as you have pain | <u>8</u> | a. dosage |
| 2. use on the outside of the body | <u>11</u> | b. physician |
| 3. put the medicine on the sore spot or rash | <u>13</u> | c. overdose |
| 4. to go over a certain limit | <u>10</u> | d. medication |
| 5. something that was not planned | <u>9</u> | e. intervals |
| 6. use on the inside of your body | <u>12</u> | f. warning |
| 7. be careful | <u>7</u> | g. caution |
| 8. the amount you should take based on age or doctor's orders | <u>5</u> | h. accidental |
| 9. the time between doses of medicine | <u>4</u> | i. exceed |
| 10. another word for medicine | <u>6</u> | j. to be used internally |
| 11. another word for doctor | <u>2</u> | k. to be used externally |
| 12. information that may keep an accident from happening | <u>3</u> | l. apply to affected area |
| 13. to take too much of a drug or medicine | <u>1</u> | m. as needed for pain |
14. If someone takes an overdose of medication, what should you do? call physician or poison control center
15. If the label directions say: take 2 tablets every 4 hours and you took 2 tablets at 9:00, what time could you take another dose? 1:00
16. If the label directions say: Children under 6 contact a physician, should you give medication to a child? no
17. If you have been taking medication for 5 days or more and the condition persists what should you do? consult a physician

TEACHER INFORMATION
LABELS B

UNIT OBJECTIVE: Upon completion of this unit the student will be able to read and interpret product labels to the satisfaction of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Read a product label
2. Determine correct product usage
3. Tell where products should be stored safely
4. Tell health risks associated with use of product

LABELS B

TEACHER INFORMATION
LABELS B

UNIT OBJECTIVE: Upon completion of this unit the student will be able to read and interpret product labels to the satisfaction of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Read a product label
2. Determine correct product usage
3. Tell where products should be stored safely
4. Tell health risks associated with use of product

B LABELS

**TEACHER INFORMATION
LABELS B**

UNIT DESCRIPTION: These two-week units were designed to be presented sequentially. Some of the vocabulary in week one is used again in week two. Each daily lesson is designed to take approximately fifteen minutes of instructional time. All materials are included in this unit. The following is a proposed outline for the week's lesson.

- Monday: Introduction of Unit
Pre-test
- Tuesday: Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 (classwork or homework)
- Wednesday: Review/correct Activity Sheet 1 using teacher transparency
Students receive Information Sheet 2
Teacher uses transparency of Information Sheet 2 to lead class discussion
Students receive Activity Sheet 2 (classwork or homework)
- Thursday: Review/correct Activity Sheet 2 using teacher transparency
Review/correct Pre-test using teacher transparency Students use this to prepare for Post-test next day
- Friday: Post-test (Grade taken)

SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few minutes each day this week talking about labels. This is not a part of our usual class lesson, it is meant to be an extra lesson that will be helpful to you when you leave school and live on your own. We will start today with a Pre-Test. This test score will not be recorded. It will let me know how much you already know about reading labels.

TEACHER NOTE: This unit is designed to be used second in a series of two such units. To help you prepare for teaching, it is suggested that you read the Activity Sheets and Post-Test to understand the type of information being presented.

LABELS B
PRE-TEST

Define These Terms in Your own Words:

1. repellent-

2. induce-

3. flammable-

4. poison-

5. fatal-

6. avoid inhalation
of vapors-

7. flush with water-

8. avoid prolonged
contact with skin-

9. List two places that you consider safe to store harmful products.

1. _____

2. _____

10. What product should not be mixed with bleach?

ANSWER SHEET
LABELS B
PRE-TEST

1. repellent - keeps something away
2. induce - to make something start happening
3. flammable - can easily catch fire and burn
4. poison - any chemical that causes sickness or death
5. fatal - deadly
6. avoid inhalation of vapors - try not to breath the fumes
7. flush with water - to rinse with water
8. avoid prolonged contact with skin - don't let it stay on your skin very long
9. List two places that you consider safe to store harmful products.
 1. On a high shelf, out of reach of children.
 2. In a locked cabinet.
10. What product should not be mixed with bleach?
Ammonia

INFORMATION SHEET 1
LABELS B

1. repellent - keeps something away
2. induce - to make something start happening
3. flammable - can easily catch fire and burn
4. poison - any chemical that causes death
5. fatal - deadly
6. avoid inhalation
of vapors - try not to breath the fumes
7. flush with water - to rinse with water
8. avoid prolonged contact
with skin - don't let it stay on your skin very long
9. REMEMBER: All medicines and cleaning products should be stored
in a locked cabinet or on a high shelf out of the reach of
children.
10. Bleach and ammonia should never be mixed together. When you
combine the two a harmful gas results. If you are in a small
room without fresh air you could become seriously ill.

ACTIVITY SHEET 1
LABELS B

Use Information Sheet 1 to help you complete this Activity Sheet.

Match these terms to these definitions:

- | | |
|--------------------------------------|---|
| a. avoid prolonged contact with skin | ___ 1. don't let it stay on your skin very long |
| b. poison | ___ 2. to make something start happening |
| c. repellent | ___ 3. can easily catch fire and burn |
| d. fatal | ___ 4. to keep away |
| e. flush with water | ___ 5. try not to breathe the fumes |
| f. induce | ___ 6. deadly |
| g. avoid inhalation of vapors | ___ 7. to rinse with water |
| h. flammable | ___ 8. any chemical that causes death |

ANSWER SHEET
LABELS B
ACTIVITY SHEET

Match these terms to these definitions:

a. avoid prolonged contact with skin

a 1. don't let it stay on your skin very long

b. poison

f 2. to make something start happening

c. repellent

h 3. can easily catch fire and burn

d. fatal

c 4. to keep away

e. flush with water

g 5. try not to breathe the fumes

f. induce

d 6. deadly

g. avoid inhalation of vapors

e 7. to rinse with water

h. flammable

b 8. any chemical that causes death

**INFORMATION SHEET 2
LABELS B**

Below are examples of product labels. Be sure to read the entire label before you use the product. Follow directions carefully.

REMEMBER: Bleach and ammonia mixed together cause a harmful gas to form that could be dangerous. Read carefully what to do if **BLEACH OUT** is swallowed.

BLEACH OUT

WARNING: POISON! FOR EXTERNAL USE ONLY!
Use only as directed

Do not mix with Ammonia - harmful fumes will result. Avoid prolonged contact with skin. If splashed in eyes or skin, flush with water for 15 minutes. Call physician if taken internally, give milk, do not induce vomiting.

Flammable means can catch fire easily. Do not keep this product near a heater or fire.

GREENS PAINT THINNER

DANGER: Extremely Flammable

Do not store near heat or flame. Avoid inhalation of vapors and contact with skin. Could be fatal if taken internally; contact physician or poison control center.

**BUG-AWAY
INSECT REPELLENT**

Warning: Flammable

Not for internal use. Keep out of reach of children.

Directions: Hold can upright 6-8 inches from skin. Avoid contact with eyes and mouth.

ACTIVITY SHEET 2
LABELS B

To complete this Activity Sheet you will need Information Sheet 2 - Labels B.

1. List the three steps you should take if someone accidentally swallows bleach.

1. _____

2. _____

3. _____

2. How far away from your body should you hold the can of **BUG-AWAY INSECT REPELLENT**? _____

3. Where should you not store **GREENS PAINT THINNER**?

4. If the paint thinner is swallowed, what could result?

5. If you accidentally splashed bleach in your eyes, what should you do? _____

6. What chemical should never be mixed with bleach? _____

7. What would result if these two things were mixed together?

8. Where should harmful products be stored? _____

9. Why would it not be a good idea to use the paint thinner in a small closed room? _____

ANSWER SHEET
LABELS B
ACTIVITY SHEET 2

1. List the three steps you should take if someone accidentally swallows bleach.
 1. Call a physician
 2. Give milk
 3. Do not induce vomiting
2. How far away from your body should you hold the can of **BUG-AWAY INSECT REPELLENT**?
6-8 inches
3. Where should you not store **GREENS PAINT THINNER**?
Near heat or flame
4. If the paint thinner is swallowed, what could result?
Death
5. If you accidentally splashed bleach in your eyes, what should you do?
Flush with water for 15 minutes
6. What chemical should never be mixed with bleach? Ammonia
7. What would result if these two things were mixed together?
Harmful fumes
8. Where should harmful products be stored?
Out of reach of children
9. Why would it not be a good idea to use the paint thinner in a small closed room?
Inhalation of vapors should be avoided

LABELS B
POST TEST

Match These Definitions and Terms:

- | | |
|---|--|
| 1. any chemical that causes sickness or death | ___ a. repellent |
| 2. try not to breathe the fumes | ___ b. induce |
| 3. to rinse with water | ___ c. flammable |
| 4. don't let it stay on skin for very long | ___ d. poison |
| 5. to keep away | ___ e. fatal |
| 6. can easily catch fire and burn | ___ f. avoid inhalation of vapors |
| 7. to make something start happening | ___ g. flush with water |
| 8. deadly | ___ h. avoid prolonged contact with skin |

9. List two places that you consider safe to store harmful products.

1. _____
2. _____

10. What product should not be mixed with bleach?

11. What would happen if they were mixed?

ANSWER SHEET
LABELS B
POST-TEST

Match These Definitions and Terms:

- | | |
|---|---|
| 1. any chemical that causes sickness or death | <u>5</u> a. repellent |
| 2. try not to breathe the fumes | <u>7</u> b. induce |
| 3. to rinse with water | <u>6</u> c. flammable |
| 4. don't let it stay on skin for very long | <u>1</u> d. poison |
| 5. to keep away | <u>8</u> e. fatal |
| 6. can easily catch fire and burn | <u>2</u> f. avoid inhalation of vapors |
| 7. to make someone start doing something | <u>3</u> g. flush with water |
| 8. deadly | <u>4</u> h. avoid prolonged contact with skin |

9. List two places that you consider safe to store harmful products.

1. On a high shelf, out of reach of children
2. In a locked cabinet

10. What product should not be mixed with bleach?

Ammonia

11. What would happen if they were mixed?

A harmful gas would be produced

ANSWER SHEET
LABEL B
POST-TEST

Match These Definitions and Terms:

- | | |
|---|---|
| 1. any chemical that causes sickness or death | <u>5</u> a. repellent |
| 2. try not to breathe the fumes | <u>7</u> b. induce |
| 3. to rinse with water | <u>6</u> c. flammable |
| 4. don't let it stay on skin for very long | <u>1</u> d. poison |
| 5. to keep away | <u>8</u> e. fatal |
| 6. can easily catch fire and burn | <u>2</u> f. avoid inhalation of vapors |
| 7. to make someone start doing something | <u>3</u> g. flush with water |
| 8. deadly | <u>4</u> h. avoid prolonged contact with skin |

CLASSIFIED ADS PART A

9. List two places that you consider safe to store harmful products.

1. On a high shelf, out of reach of children
2. In a locked cabinet

10. What product should not be mixed with bleach?

Ammonia

11. What would happen if they were mixed?

A harmful gas would be produced

TEACHER INFORMATION SHEET
CLASSIFIED ADS PART A

UNIT OBJECTIVE: Upon completion of this unit student will be able to locate specific jobs under general categories used in newspaper classified ads to the satisfaction of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Describe jobs found in a specific category
2. Match jobs with correct category
3. Using a brief description of worker, tell which category would be appropriate for job search

TEACHER NOTE: To help you prepare for teaching this unit it is suggested that you read the Activity Sheet and Information Sheet to understand the type of information presented. The Information Sheet is lengthy and may need to be used over two days, Tuesday and Wednesday.

SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few minutes each day this week talking about Classified Ads. This is not a part of our usual class lesson. It is meant to be an extra lesson that will be helpful to you when you leave school. We will start with a pre-test. This test score will not be recorded. It will let you and me know how much you already know about reading classified ads.

TEACHER INFORMATION SHEET
CLASSIFIED ADS - PART A

UNIT DESCRIPTION: These two-week units were designed to be presented sequentially. Each daily lesson is designed to take approximately fifteen minutes of instruction. All materials are included in this unit. The following is a proposed outline for the week's lessons.

- Monday:** Introduction of Unit
Pre-test
- Tuesday:** Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 (use in class or homework)
- Wednesday:** Review/correct Activity Sheet 1 using teacher transparency
Students review Information Sheet 1
Teacher uses transparency of Information Sheet 1 for review
Students receive Activity Sheet 2 (use in class or homework)
- Thursday:** Review/correct Activity Sheet 2 using teacher transparency
Review/correct Pre-Test
Students use to prepare for Post-Test the next day
- Friday:** Post-Test (Grade taken)

SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few minutes each day this week talking about Classified Ads. This is not a part of our usual class lesson. It is meant to be an extra lesson that will be helpful to you when you leave school. We will start with a pre-test. This test score will not be recorded. It will let you and me know how much you already know about reading classified ads.

TEACHER NOTE: To help you prepare for teaching this unit it is suggested that you read the Activity Sheet and Information Sheet to understand the type of information presented. The Information Sheet is lengthy and may need to be used over two days, Tuesday and Wednesday.

TEACHER INFORMATION SHEET
CLASSIFIED ADS - PART A

TEACHER NOTE: This material is an excellent springboard for occupational information discussion in your classroom. If you decide to add this dimension to these lessons, you might consider presenting only two to three categories each day. During each of those fifteen minute lessons, take time to discuss the types of jobs listed, particular training needed, where/how training could be obtained, and what skills might be needed for specific job duties. If you have a vocational counselor on your campus, you might discuss his/her participation with you in presenting these lessons to your class.

1. television repairman _____
2. hospital nurse _____
3. keyboard operator _____
4. computer operator _____
5. clerk for clothing store _____
6. waiter _____
7. receptionist _____
8. carpenter _____
9. florist delivery driver _____
10. engineer _____

CLASSIFIED ADS - PART A
PRE-TEST

Below is a list of jobs. Write the general heading from the answer box under which you would find each job.

Answer Box		
General Office	Retail	Restaurant/Bar/
Trades	Secretary/	Hotel
Sales	Bookkeeper	Medical/Dental
General Help Wanted	Professional	Data Processing

1. television repairman _____
2. hospital nurse _____
3. keypunch operator _____
4. computer operator _____
5. clerk for clothing store _____
6. waiter _____
7. receptionist _____
8. carpenter _____
9. florist delivery driver _____
10. engineer _____

**ANSWER SHEET
CLASSIFIED ADS - PART A
PRE-TEST**

Below is a list of jobs. Write the general heading from the answer box under which you would find each job.

Answer Box		
General Office	Retail	Restaurant/Bar/Hotel
Trades	Secretary/	Hotel
Sales	Bookkeeper	Medical/Dental
General Help Wanted	Professional	Data Processing

1. television repairman Trades
2. hospital nurse Medical/Dental
3. keypunch operator Data Processing
4. computer operator Data Processing
5. clerk for clothing store Retail
6. waiter Restaurant/Bar/Hotel
7. receptionist General Office
8. carpenter Trades
9. florist delivery driver General Help Wanted
10. engineer Professional

**INFORMATION SHEET 1
CLASSIFIED ADS - PART A**

The classified ads are often called want ads. They are classified or grouped according to what kind of advertisement they are. We will be learning about employment or job ads.

Job ads are usually classified by the type of work you will be doing. Some of the major categories are listed below along with a definition or description. Not all newspapers use the same categories. If you are looking for a job, knowing how to use the categories will save you time. If you know what kind of work you want and what your qualifications are you can go directly to that category.

Secretary/Bookkeeper - These jobs are for people who will be working in an office typing, taking dictation, and recording entries in a general ledger or working with payroll. Usually specific training or experience is required.

General Office - Jobs in this category may require typing, answering phones, filing, taking orders and messages. Specific job training may be required but not always. Some jobs are for workers with no experience. These are called entry level positions.

Medical/Dental - These jobs include nurses, lab technicians, chairside assistants, appointment receptionists, nurses aides, therapists, and orderlies. Many of these positions require experience and/or training. Some require a college degree.

Trades - In this category you will find jobs such as welder, painter, plumber, electrician, TV/Stereo technicians, mechanics, and machinists. Trades usually require experience. Some are entry level jobs. Some are apprentice jobs where you learn the trade as you work with an experienced worker.

General Help Wanted - This is a very broad category that includes a variety of jobs. Many of these jobs are entry level jobs, others require experience but no training. These jobs may pay less than jobs that require training.

Sales - You will be selling either directly door-to-door or in a showroom such as cars or large appliances. Some are phone soliciting which require you to contact people on the phone. Experience may be necessary but not always. These jobs often pay on a commission basis. Commission is a percentage of what you sell.

INFORMATION SHEET 1
CLASSIFIED ADS - PART A

Retail - This includes sales work in a store. Examples are department stores, variety stores, hardware or gift shops. Experience not always necessary.

Professional - Jobs in this category almost always require specific training and education. You may need to have a college degree. Examples of jobs in this area are teachers, accountants, engineers, counselors, and banking.

Data Processing - Some positions in this category require training and experience. College degrees may be required for some jobs. Examples are computer operators, technicians, data entry clerks, and keypunch operators.

Restaurant/Bar/Hotel - Jobs in this category include waiter/waitress, bell boys, maid, bartenders, cocktail hostess, room clerks, cooks, and managers. Not all positions require experience. Some will train workers on the job.

**INFORMATION SHEET 1
CLASSIFIED ADS - Part A
TRANSPARENCY SHEET**

Secretary/Bookkeeper - These jobs are for people who will be working in an office typing, taking dictation, and recording entries in a general ledger or working with payroll. Usually specific training or experience is required.

General Office - Jobs in this category may require typing, answering phones, filing, taking orders and messages. Specific job training may be required but not always. Some jobs are for workers with no experience. These are called entry level positions.

Medical/Dental - These jobs include nurses, lab technicians, chairside assistants, appointment receptionists, nurses aides, therapists, and orderlies. Many of these positions require experience and/or training. Some require a college degree.

Trades - In this category you will find jobs such as welder, painter, plumber, electrician, TV/Stereo technicians, mechanics, and machinists. Trades usually require experience. Some are entry level jobs. Some are apprentice jobs where you learn the trade as you work with an experienced worker.

General Help Wanted - This is a very broad category that includes a variety of jobs. Many of these jobs are entry level jobs, others require experience but no training. These jobs may pay less than jobs that require training.

Sales - You will be selling either directly door-to-door or in a showroom such as cars or large appliances. Some are phone soliciting which require you to contact people on the phone. Experience may be necessary but not always. These jobs often pay on a commission basis. Commission is a percentage of what you sell.

Retail - This includes sales work in a store. Examples are department stores, variety stores, hardware or gift shops. Experience not always necessary.

Professional - Jobs in this category almost always require specific training and education. You may need to have a college degree. Examples of jobs in this area are teachers, accountants, engineers, counselors, and banking.

Data Processing - Some positions in this category require training and experience. College degrees may be required for some jobs. Examples are computer operators, technicians, data entry clerks, and keypunch operators.

Restaurant/Bar/Hotel - Jobs in this category include waiter/waitress, bell boys, maid, bartenders, cocktail hostess, room clerks, cooks, and managers. Not all positions require experience. Some will train workers on the job.

ACTIVITY SHEET 1
CLASSIFIED ADS - PART A

Below is a list of jobs. Next to each write the letter of the heading under which you would find the job listed. Use Information Sheet 1 to help you complete this Activity Sheet.

HEADINGS:

- | | |
|-------------------------|-------------------------|
| A) Secretary/Bookkeeper | F) Sales |
| B) General Office | G) Retail |
| C) Medical/Dental | H) Professional |
| D) Trades | I) Data Processing |
| E) General Help Wanted | J) Restaurant/Bar/Hotel |

___ 1. plumber's assistant

___ 2. payroll clerk

___ 3. delivery person for florist

___ 4. nurse's aide

___ 5. clothing salesperson

___ 6. computer operator

___ 7. new car salesperson

___ 8. receptionist

___ 9. lawyer

___ 10. waiter or waitress

**ANSWER SHEET
CLASSIFIED ADS - PART A
ACTIVITY SHEET 1**

Below is a list of jobs. Next to each write the letter of the heading under which you would find the job listed. Use Information Sheet 1 to help you complete this Activity Sheet.

HEADINGS:

- | | |
|-------------------------|-------------------------|
| A) Secretary/Bookkeeper | F) Sales |
| B) General Office | G) Retail |
| C) Medical/Dental | H) Professional |
| D) Trades | I) Data Processing |
| E) General Help Wanted | J) Restaurant/Bar/Hotel |

D 1. plumber's assistant

A 2. payroll clerk

E 3. delivery person for florist

C 4. nurse's aide

G 5. clothing salesperson

I 6. computer operator

F 7. new car salesperson

B 8. receptionist

H 9. lawyer

J 10. waiter or waitress

ACTIVITY SHEET 2
CLASSIFIED ADS - PART A

Below are brief descriptions of people looking for jobs. After each description write the general heading they will look under to find a job. Use Information Sheet 1 for the headings.

-
1. Bill is in high school. He has been taking construction Building Trades class for two years. He would like a job as a carpenter.
-

2. Lisa has had one year of typing and shorthand. She can file and answer phones.
-

3. Larry has experience as a cook in a Wham-O-Burger. He would like to work in a nicer restaurant.
-

4. Gary has had two years of data entry training in high school. He has never had a job before.
-

5. Sarah wants to sell clothes and jewelry.
-

6. Mike has experience as a cashier but wants to try selling trucks. He has no experience doing this.
-

7. April dropped out of school last year. She has never had vocational or job training and has never had a job. Which categories could she look in?
-

ACTIVITY SHEET 2
CLASSIFIED ADS - PART A

8. Stephanie has been going to junior college training to become a lab technician. She wants a job at a hospital.
-

9. Mark graduated from college with a degree in accounting.
-

10. Patsy wants a job after school. She has never worked before. A friend told her about a job putting radios together. Under what heading could she find this job?
-

1. Larry has experience as a cook in a Wham-O-Burger. He would like to work in a nicer restaurant.

2. Gary has had two years of data entry training in high school. He has never had a job before.

3. Sarah wants to sell clothes and jewelry.

4. Mike has experience as a cashier but wants to try selling trucks. He has no experience doing this.

5. April dropped out of school last year. She has never had vocational or job training and has never had a job. Which categories could she look in?

ANSWER SHEET
CLASSIFIED ADS - PART A
ACTIVITY SHEET 2

Below are brief descriptions of people looking for jobs. After each description write the general heading they will look under to find a job. Use Information Sheet 1 for the headings.

1. Bill is in high school. He has been taking construction Building Trades class for two years. He would like a job as a carpenter.
Trades
2. Lisa has had one year of typing and shorthand. She can file and answer phones.
General Office or Secretary/Bookkeeper
3. Larry has experience as a cook in a Wham-O-Burger. He would like to work in a nicer restaurant.
Restaurant/Bar/Hotel
4. Gary has had two years of training in high school in data entry. He has never had a job before.
Data Processing
5. Sarah wants to sell clothes and jewelry.
Retail
6. Mike has experience as a cashier but wants to try selling trucks. He has no experience doing this.
Sales
7. April dropped out of school last year. She has never had a job. Which categories could she look in?
General Help Wanted, Retail, Restaurant/Bar/Hotel
8. Stephanie has been going to junior college training to become a lab technician. She wants a job at a hospital.
Medical/Dental
9. Mark graduated from college with a degree in accounting.
Professional
10. Patsy wants a job after school. She has never worked before. A friend told her about a job putting radios together. Under what heading could she find this job?
General Help Wanted

CLASSIFIED ADS - PART A
POST-TEST

Match these job descriptions to their correct classified ad heading.

- | | |
|--------------------------|---|
| ___ classified ads | A. people working in office, typing, taking dictation and working with payroll |
| ___ sales | B. variety of jobs from delivery drivers to assembly workers |
| ___ professional | C. nurses, lab technicians, chairside assistants, nurses' aides, therapists |
| ___ retail | D. carpenters, welders, plumbers, painters, repairmen, mechanics |
| ___ restaurant/bar/hotel | E. often called want ads - the section of the newspaper where jobs are listed |
| ___ data processing | F. typing, filing, answering phones, taking messages |
| ___ general help wanted | G. selling by phone or in person |
| ___ trades | H. working in a store selling clothing, jewelry, records, etc. |
| ___ general office | I. jobs usually requiring college degrees such as lawyers, teachers, computer programmers |
| ___ secretary/bookkeeper | J. computer repair persons, data entry clerks, computer operators |
| ___ medical/dental | K. waiters/waitress, bartender, room clerk, maid |

ANSWER SHEET
CLASSIFIED ADS - PART A
POST-TEST

Match these job descriptions to their correct classified ad heading.

- | | |
|-------------------------------|---|
| <u>E</u> classified ads | A. people working in office, typing, taking dictation and working with payroll |
| <u>G</u> sales | B. variety of jobs from delivery drivers to assembly workers |
| <u>I</u> professional | C. nurses, lab technicians, chairside assistants, nurses' aides, therapists |
| <u>H</u> retail | D. carpenters, welders, plumbers, painters, repairmen, mechanics |
| <u>K</u> restaurant/bar/hotel | E. often called want ads - the section of the newspaper where jobs are listed |
| <u>J</u> data processing | F. typing filing, answering phones, taking messages |
| <u>B</u> general help wanted | G. selling by phone or in person |
| <u>D</u> trades | H. working in a store selling clothing, jewelry, records, etc. |
| <u>F</u> general office | I. jobs usually requiring college degrees such as lawyers, teachers, computer programmers |
| <u>A</u> secretary/bookkeeper | J. computer repair persons, data entry clerks, computer operators |
| <u>C</u> medical/dental | K. waiters/waitress, bartender, room clerk, maid |

ANSWER SHEET
CLASSIFIED ADS - PART A
POST-TEST

Match these job descriptions to their correct classified ad heading.

A. people working in office, typing, taking dictation and working with payroll	classified ads	<u>F</u>
B. variety of jobs from delivery drivers to assembly workers	sales	<u>G</u>
C. nurses, lab technicians, chaise assistants, nurses' aides, therapists	professional	<u>I</u>
D. carpenters, welders, plumbers, painters, repairmen, mechanics	retail	<u>H</u>
E. often called want ads - the section of the newspaper where jobs are listed	restaurant/bar/hotel	<u>K</u>
F. typing filing, answering phones, taking messages	data processing	<u>J</u>
G. selling by phone or in person	general help wanted	<u>B</u>
H. working in a store selling clothing, jewelry, records, etc.	trades	<u>D</u>
I. jobs usually requiring college degrees such as lawyers, teachers, computer programmers	general office	<u>F</u>
J. computer repair persons, data entry clerks, computer operators	secretary/bookkeeper	<u>A</u>
K. waiters/waitress, bartender, room clerk, maid	medical/dental	<u>C</u>

CLASSIFIED ADS - PART B

TEACHER INFORMATION SHEET
CLASSIFIED ADS - PART B

UNIT OBJECTIVE: Upon completion of this unit student will demonstrate ability to read and interpret classified ads by successfully completing the Post-Test with 70% accuracy.

ENABLING OBJECTIVES: The student will be able to:

1. Define common classified ad abbreviations
2. Match worker descriptions with ads
3. Tell if he/she meets criteria called for in ad

Monday:
Tuesday:
Wednesday:
Thursday:
Friday: Post-Test (Grade taken)

Teacher
day

TEACHER NOTE: To help you prepare for teaching this unit it is suggested that you read the Activity Sheets and Post-Test to understand the type of information being presented.

about reading classified ads. It will let you and me know how much you already know will start with a pre-test. This test score will not be lesson that will be helpful to you when you leave school. We not a part of our usual class lesson. It is meant to be an extra minutes each day this week talking about Classified Ads. This is SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few

TEACHER INFORMATION SHEET
CLASSIFIED ADS - PART B

UNIT DESCRIPTION: These two-week units were designed to be presented sequentially. Some of the vocabulary from week one will be repeated this week. Each daily lesson is designed to take approximately fifteen minutes of instruction. All materials are included in this unit. The following is a proposed outline of the week's lessons.

- Monday:** Introduction of Unit
Pre-test
- Tuesday:** Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 (use in class or homework)
- Wednesday:** Review/correct Activity Sheet 1 using teacher transparency
Students receive Information Sheet 2
Teacher uses transparency of Information Sheet 2 to lead class discussion
Students receive Activity Sheet 2 (use in class or homework)
- Thursday:** Review/correct Activity Sheet 2 using teacher transparency
Review/correct Pre-Test using transparency
Students use to prepare for Post-Test the next day
- Friday:** Post-Test (Grade taken)

SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few minutes each day this week talking about Classified Ads. This is not a part of our usual class lesson. It is meant to be an extra lesson that will be helpful to you when you leave school. We will start with a pre-test. This test score will not be recorded. It will let you and me know how much you already know about reading classified ads.

TEACHER NOTE: To help you prepare for teaching this unit it is suggested that you read the Activity Sheets and Post-Test to understand the type of information being presented.

**CLASSIFIED ADS - PART B
PRE-TEST**

In your own words tell what each newspaper abbreviation or term means.

1. exper. nec.-

2. avail. immed.-

3. must have own transp.-

4. perm.-

5. temp.-

6. appt.-

7. refer.-

8. resume-

9. tech.-

10. deg. req.-

11. H.S. grad.-

12. eves. & wknds.-

13. wpm-

14. PT-

15. FT-

16. GED-

Matching

A. Cindy, 19 years old. Has worked as stores as refer. Has own transp. Not working at present.

B. Bob, 22 years old. Has driven trucks for 3 years. Wants FT job. Did not finish H.S.

C. Patty, 17 years old. Student. Never had a job.

D. Jason, 23 years old. Experience as delivery driver. H.S. graduate.

E. Stan, 19 years old. College student. Wants job during holidays.

19. Counter clerk no exper. nec. pt. eves & wknds

20. Truckers wanted must have exp. call for appt.

21. Sales help. Temp/pt call for appt.

22. Electricians helper no exp. nec. must have own transp. Avail. immed.

23. Driver must have experience: perm. FT HS grad.

CLASSIFIED ADS - PART B
PRE-TEST

17. Should a high school student apply for a full time job?

_____ Why? _____

18. If you are currently working at a job and want to leave it to take another job what should you do?

Matching

- | | |
|---|---|
| _____ 19. Counter clerk no exper. nec. pt. eves & wknds | A. Cindy, 19 years old. Has worked as stereo assembler. Has own transp. Not working at present. |
| _____ 20. Truckers wanted must have exp. call for appt. | B. Bob, 22 years old. Has driven trucks for 3 years. Wants FT job. Did not finish H.S. |
| _____ 21. Sales help. Temp/pt call for appt. | C. Patty, 17 years old. H.S. student. Never had a job. |
| _____ 22. Electricians helper no expr. nec. must have own transp. Avail. immed. | D. Jason, 23 years old. Has experience as delivery driver. H.S. graduate. |
| _____ 23. Driver must have experience: perm. FT HS grad. | E. Stan, 19 years old. College student. Wants job during holidays. |
| | F. Patrick, 20 years old. Wants to learn trade. Is now working at restaurant. Has car. |

ANSWER SHEET
CLASSIFIED ADS - PART B
PRE-TEST

1. exper. nec. - experience necessary - You must have had a job similar to this one in order to apply.
2. avail. immed. - available immediately - You must be able to start work right away.
3. must have own transp. - must have own transportation - You need a car or truck of your own. If you ride the bus, carpool, or ride with your parents, you are not using your own transportation.
4. perm. - permanent - The job is ongoing. You will be expected to work as long as the company needs you.
5. temp. - temporary - The job is for a short period of time. At the end of this short period you will have to find another job. Example: Jobs during summer vacation, or Christmas holidays.
6. appt. - appointment - You need to call or write the company or store to set up a special time to apply for the job.
7. refer. - references - You will be expected to give the full name and address of adults who know you well and can tell what kind of worker you will be.
8. resume - A typewritten list of all the jobs you have had, the names of all your bosses, training/education, and several references.
9. tech. - technician - A person who has specialized training and experience in a specific job.
10. deg. req. - degree required - You must have a degree from a college or university to apply for this job.
11. H.S. grad. - High School graduate - If you have graduated from high school you can apply. The employer does not want an applicant who has dropped out of school.
12. eves. & wknd. - evenings and weekends - Your work hours will include evenings and weekends.
13. wpm - words per minute - You should be able to type a certain number of words per minute without errors before you can apply for this job.

**ANSWER SHEET
CLASSIFIED ADS - PART B
PRE-TEST**

14. PT - part-time - You will work less than 40 hours a week. Part-time workers do not usually receive benefits such as vacations and insurance.
15. FT - full-time - You will work 40 hours or more every week. Full-time workers usually receive benefits such as vacations and insurance.
16. GED - General Equivalency Diploma - The employer will accept a GED in place of a high school graduation diploma.
17. Should a high school student apply for a full-time job?
No Why? Since a student must attend school during the day, he could not have a full-time job.
18. If you are currently working at a job and want to leave it to take another job what should you do? Give your present boss one to two weeks notice before your last day.

Matching:

- | | |
|--|---|
| <u>C</u> 19. Counter clerk no exper. nec. pt. eves & wknds | A. Cindy, 19 years old. Has worked as stereo assembler. Has own transp. Not working at present. |
| <u>B</u> 20. Truckers wanted must have exp. call for appt. | B. Bob, 22 years old. Has driven trucks for 3 years. Wants FT job. Did not finish H.S. |
| <u>E</u> 21. Sales help. Temp/pt call for appt. | C. Patty, 17 years old. H.S. student. Never had a job. |
| <u>A</u> 22. Electricians helper no expr. nec. must have own transp. Avail. immed. | D. Jason, 23 years old. Has experience as delivery driver. H.S. graduate. |
| <u>D</u> 23. Driver must have experience: perm. FT HS grad. | E. Stan, 19 years old. College student. Wants job during holidays. |
| | F. Patrick, 20 years old. Wants to learn trade. Is now working at restaurant. Has car. |

INFORMATION SHEET 1
CLASSIFIED ADS - PART B

1. exper. nec. - experience necessary - You must have had a job similar to this one in order to apply.
2. avail. immed. - available immediately - You must be able to start work right away.
3. must have own transp. - must have own transportation - You need a car or truck of your own. If you ride the bus, carpool, or ride with your parents, you are not using your own transportation.
4. perm. - permanent - The job is ongoing. You will be expected to work as long as the company needs you.
5. temp. - temporary - The job is for a short period of time. At the end of this short period you will have to find another job. Example: Jobs during summer vacation, or Christmas holidays.
6. appt. - appointment - You need to call or write the company or store to set up a special time to apply for the job.
7. refer. - references - You will be expected to give the full name and address of adults who know you well and can tell what kind of worker you will be.
8. resume - A typewritten list of all the jobs you have had, the names of all your bosses, and several references.
9. tech. - technician - A person who has specialized training and experience in a specific job.
10. deg. req. - degree required - You must have a degree from a college or university to apply for this job.
11. H.S. grad. - High School graduate - If you have graduated from high school you can apply. The employer does not want an applicant who has dropped out of school.
12. eves. & wknd. - evenings and weekends - Your work hours will include evenings and weekends.
13. wpm - words per minute - You should be able to type a certain number of words per minute before you can apply for this job.

INFORMATION SHEET 1
CLASSIFIED ADS - PART B

14. PT - part-time - You will work less than 40 hours a week. Part-time workers do not usually receive benefits such as vacations and insurance.
15. FT - full-time - You will work 40 hours or more every week. Full-time workers usually receive benefits such as vacations and insurance.
16. GED - General Equivalency Diploma - The employer will accept a GED in place of a high school graduation diploma.

ACTIVITY SHEET 1
CLASSIFIED ADS - PART B

Use Information Sheet 1 to help you complete this Activity Sheet.

Matching:

- | | | | |
|-----------------------------|----|----|------------------------------|
| _____ eves. & wknd. | A. | A. | experience necessary |
| _____ FT | B. | B. | must have own transp. |
| _____ GED | C. | C. | degree required |
| _____ wpm | D. | D. | appointment |
| _____ PT | E. | E. | must have own transportation |
| _____ refer. | F. | F. | full time |
| _____ appt. | G. | G. | available immediately |
| _____ tech. | H. | H. | evenings and weekends |
| _____ deg. req. | I. | I. | resume |
| _____ resume | J. | J. | General Equivalency Diploma |
| _____ H.S. grad. | K. | K. | technician |
| _____ temp. | L. | L. | permanent |
| _____ exper. nec. | M. | M. | words per minute |
| _____ avail. immed. | N. | N. | part time |
| _____ perm. | O. | O. | references |
| _____ must have own transp. | P. | P. | high school graduate |

ANSWER SHEET
CLASSIFIED ADS - PART B
ACTIVITY SHEET 1

Use Information Sheet 1 to help you complete this Activity Sheet.

Matching:

- | | |
|--------------------------------|---------------------------------|
| <u>H</u> eves. & wknd. | A. Experience necessary |
| <u>F</u> FT | B. Temporary |
| <u>J</u> GED | C. degree required |
| <u>M</u> wpm | D. appointment |
| <u>N</u> PT | E. must have own transportation |
| <u>O</u> refer | F. full time |
| <u>D</u> appt. | G. available immediately |
| <u>K</u> tech. | H. evenings and weekends |
| <u>C</u> deg.req. | I. resume |
| <u>I</u> resume | J. General Equivalency Diploma |
| <u>P</u> H.S. grad. | K. technician |
| <u>B</u> temp. | L. permanent |
| <u>A</u> exper. nec. | M. words per minute |
| <u>G</u> avail. immed. | N. part time |
| <u>L</u> perm | O. references |
| <u>E</u> must have own transp. | P. high school graduate |

**INFORMATION SHEET 2
CLASSIFIED ADS - PART B**

Classified ads use common abbreviations to save space. Below are some classified ads you may see in the newspaper. When reading ads you need to be sure to fill all the requirements. For example, if you are still in school you can't work at a full-time job. If you do not have experience and the ad clearly says "exper. nec." you would not qualify. Some ads state "must be avail. immed." If you are already working at one job you will have to give notice to your boss that you will be leaving. You would give one to two weeks notice before your last day.

1	Electronic tech. exper. nec. FT/perm. must have refer. call appt. 734-2113	6	PJ's Towing Service now hiring drivers towing exper. nec. appt. 383-7202
2	PT cashier H.S.grad. will train evens. & wknds. Showtime Theater 278-4119	7	Asst. Mgr. for restaurant will train FT must have refer. call for appt. 299-8743
3	Insurance Supervisor deg. req. exper. nec. send resume PO Box 3427 Tempe, Ariz.	8	Dental Tech. exper. preferred avail. immed. PT 912-7680
4	General Office - H.S./GED 60 wpm temp./FT call for appt. must have refer. 329-6749	9	Secretary - word processing exper. 60 wpm perm. overtime required call 541-0073
5	Driver Wanted - must have own transp. perm./PT evens. & wknds. avail. immed. 743-2655	10	Waiter/Waitress FT/PT avail. immed. call 732-7155

ACTIVITY SHEET 2
CLASSIFIED ADS - PART B

1. Jesse is 19. He is a high school graduate. He would like to work in a restaurant. He has worked as a cook and waiter but would like to become a manager.

___ What job could he apply for?

- a. Driver b. Assistant Manager c. Insurance Supervisor

___ What must Jesse have when he applies for the job?

- a. His own transportation b. GED c. references

Jesse will be working _____ if he gets this job.

- a. Full-time b. Part-time

2. Bruce is 20. He did not finish high school. He has worked as a stocker in a local warehouse. He has his own car and can start work immediately.

_____ Which jobs could he apply for? (More than one answer.)

- a. Driver b. Waiter c. Assistant Manager

___ Why can't Bruce apply for the Cashier job?

- a. He has no experience b. He isn't a high school graduate

3. Cindy is 20. She has worked as a dental technician for one year. She is looking for a full-time job. She has a job now and will have to give notice of leaving to her boss.

What are the two reasons she should not apply for the dental technician job?

a. _____

b. _____

ACTIVITY SHEET 2
CLASSIFIED ADS - PART B

4. Mark is 18. He has taken electronics courses in high school and worked on the weekends in an electronics shop. He is interested in the electronic technician job. He will not finish high school until May.

Why is this job not available to him?

5. Marcy is 17. She is still in high school courses. She would like to work part-time to earn money to buy a car. Which job could she apply for?

Why can't she apply for the cashier's job?

ANSWER SHEET
CLASSIFIED ADS - PART B
ACTIVITY SHEET 2

1. Jesse is 19. He is a high school graduate. He would like to work in a restaurant. He has worked as a cook and waiter but would like to become a manager.

b What job could he apply for?

a. Driver b. Assistant Manager c. Insurance Supervisor

c What must Jesse have when he applies for the job?

a. His own transportation b. GED c. references

Jesse will be working a if he gets this job.

a. Full-time b. Part-time

2. Bruce is 20. He did not finish high school. He has worked as a stocker in a local warehouse. He has his own car and can start work immediately.

a b c Which jobs could he apply for? (More than one answer.)

a. Driver b. Waiter c. Assistant Manager

b Why can't Bruce apply for the Cashier job?

a. He has no experience b. He isn't a high school graduate

3. Cindy is 20. She has worked as a dental technician for one year. She is looking for a full-time job. She has a job now and will have to give notice of leaving to her boss.

What are the two reasons she should not apply for the dental technician job?

a. It is a part-time job.

b. She cannot go to work immediately.

4. Mark is 18. He has taken electronic courses in high school and worked on the weekends in an electronic shop. He is interested in the electronic technician job. He will not finish high school until May.

Why is this job not available to him?

A full-time student can't have a full-time job.

5. Marcy is 17. She is still in high school courses. She would like to work part-time to earn money to buy a car. Which job could she apply for? Waitress

Why can't she apply for the cashier's job?

Must be a high school graduate

**CLASSIFIED ADS - PART B
POST-TEST**

In your own words tell what each newspaper abbreviation or term means.

1. exper. nec.-

2. avail. immed.-

3. must have own transp.-

4. perm.-

5. temp.-

6. appt.-

7. refer.-

8. resume-

9. tech.-

10. deg. req.-

11. H.S. grad.-

12. eves. & wknd.-

13. wpm-

14. PT-

15. FT-

16. GED-

CLASSIFIED ADS - PART B
POST-TEST

17. Should a high school student apply for a full time job?

Why? _____

18. If you are currently working at a job and want to leave it to take another job what should you do?

Matching

- ___ 19. Counter clerk no exper. nec. pt. eves & wknds
- ___ 20. Truckers wanted must have exp. call for appt.
- ___ 21. Sales help. Temp/pt call for appt.
- ___ 22. Electricians helper no expr. nec. must have own transp. Avail. immed.
- ___ 23. Driver must have experience: perm. FT HS grad.

- A. Cindy, 19 years old. Has worked as stereo assembler. Has own transp. Not working at present.
- B. Bob, 22 years old. Has driven trucks for 3 years. Wants FT job. Did not finish H.S.
- C. Patty, 17 years old. H.S. student. Never had a job.
- D. Jason, 23 years old. Has experience as delivery driver. H.S. graduate.
- E. Stan, 19 years old. College student. Wants job during holidays.
- F. Patrick, 20 years old. Wants to learn trade. Is now working at restaurant. Has car.

CLASSIFIED ADS - PART B
POST-TEST

1. exper. nec. - experience necessary - You must have had a job similar to this one in order to apply.
2. avail. immed. - available immediately - You must be able to start work right away.
3. must have own transp. - must have own transportation - You need a car or truck of your own. If you ride the bus, carpool, or ride with your parents, you are not using your own transportation.
4. perm. - permanent - The job is ongoing. You will be expected to work as long as the company needs you.
5. temp. - temporary - The job is for a short period of time. At the end of this short period you will have to find another job. Example: Jobs during summer vacation, or Christmas holidays.
6. appt. - appointment - You need to call or write the company or store to set up a special time to apply for the job.
7. refer. - references - You will be expected to give the full name and address of adults who know you well and can tell what kind of worker you will be.
8. resume - A typewritten list of all the jobs you have had, the names of all your bosses, and several references.
9. tech. - technician - A person who has specialized training and experience in a specific job.
10. deg. req. - degree required - You must have a degree from a college or university to apply for this job.
11. H.S. grad. - High School graduate - If you have graduated from high school you can apply. The employer does not want an applicant who has dropped out of school.
12. eves. & wknd. - evenings and weekends - Your work hours will include evenings and weekends.
13. wpm - words per minute - You should be able to type a certain number of words per minute without errors before you can apply for this job.

**ANSWER SHEET
CLASSIFIED ADS - PART B
POST-TEST**

14. PT - part-time - You will work less than 40 hours a week. Part-time workers do not usually receive benefits such as vacations and insurance.
15. FT - full-time - You will work 40 hours or more every week. Full-time workers usually receive benefits such as vacations and insurance.
16. GED - General Equivalency Diploma - The employer will accept a GED in place of a high school graduation diploma.
17. Should a high school student apply for a full-time job?
No Why? Since a student must attend school during the day, he could not have a full-time job.
18. If you are currently working at a job and want to leave it to take another job what should you do? Give your present boss one to two weeks notice before your last day.

Matching:

- | | |
|--|---|
| <u>C</u> 19. Counter clerk no exper. nec. pt. eves & wknds | A. Cindy, 19 years old. Has worked as stereo assembler. Has own transp. Not working at present. |
| <u>B</u> 20. Truckers wanted must have exp. call for appt. | B. Bob, 22 years old. Has driven trucks for 3 years. Wants FT job. Did not finish H.S. |
| <u>E</u> 21. Sales help. Temp/pt call for appt. | C. Patty, 17 years old. H.S. student. Never had a job. |
| <u>A</u> 22. Electricians helper no expr. nec. must have own transp. Avail. immed. | D. Jason, 23 years old. Has experience as delivery driver. H.S. graduate. |
| <u>D</u> 23. Driver must have experience: perm. FT HS grad. | E. Stan, 19 years old. College student. Wants job during holidays. |
| | F. Patrick, 20 years old. Wants to learn trade. Is now working at restaurant. Has car. |

TEACHER INFORMATION SHEET
BUS SCHEDULES

UNIT OBJECTIVES: Upon completion of this unit the student will be able to interpret bus schedules to the satisfaction of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Compute bus fare
2. Read bus schedule
3. Compute time of trip

BUS SCHEDULES

**TEACHER INFORMATION SHEET
BUS SCHEDULES**

UNIT OBJECTIVE: Upon completion of this unit the student will be able to interpret bus schedules to the satisfaction of the instructor.

ENABLING OBJECTIVES: The student will be able to:

1. Compute bus fare
2. Read bus schedule
3. Compute time of trip

BUS SCHEDULES

**TEACHER INFORMATION SHEET
BUS SCHEDULES**

UNIT DESCRIPTION: This is a one week unit. Each daily lesson is designed to take approximately fifteen minutes of instruction. All materials are included in this unit. The following is a proposed outline of the week's lessons.

Monday: Introduction of Unit
Pre-test

Tuesday: Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 (use in class or homework)

Wednesday: Review/correct Activity Sheet 1 using teacher transparency
Students receive Information Sheet 2
Teacher uses transparency of Information Sheet 2 to lead class discussion
Student receives Activity Sheet 2 (use in class or homework)

Thursday: Review/correct Activity Sheet 2 using teacher transparency
Review/correct Pre-test using teacher transparency
Use to prepare for Post-test next day

Friday: Post-test (Grade taken)

SUGGESTED INTRODUCTION TO UNIT: We are going to spend a few minutes each day this week reading and discussing bus schedules. This is not part of your usual lesson, it is meant to be an extra that will be useful to you when you leave school. We will begin with a pre-test. This score will not be recorded. It will let me know how much you know about reading bus schedules.

TEACHER NOTE: To help you prepare for teaching, it is suggested that you preview Activity Sheets 1 and 2 and the Post-Test to better understand the type of information being presented.

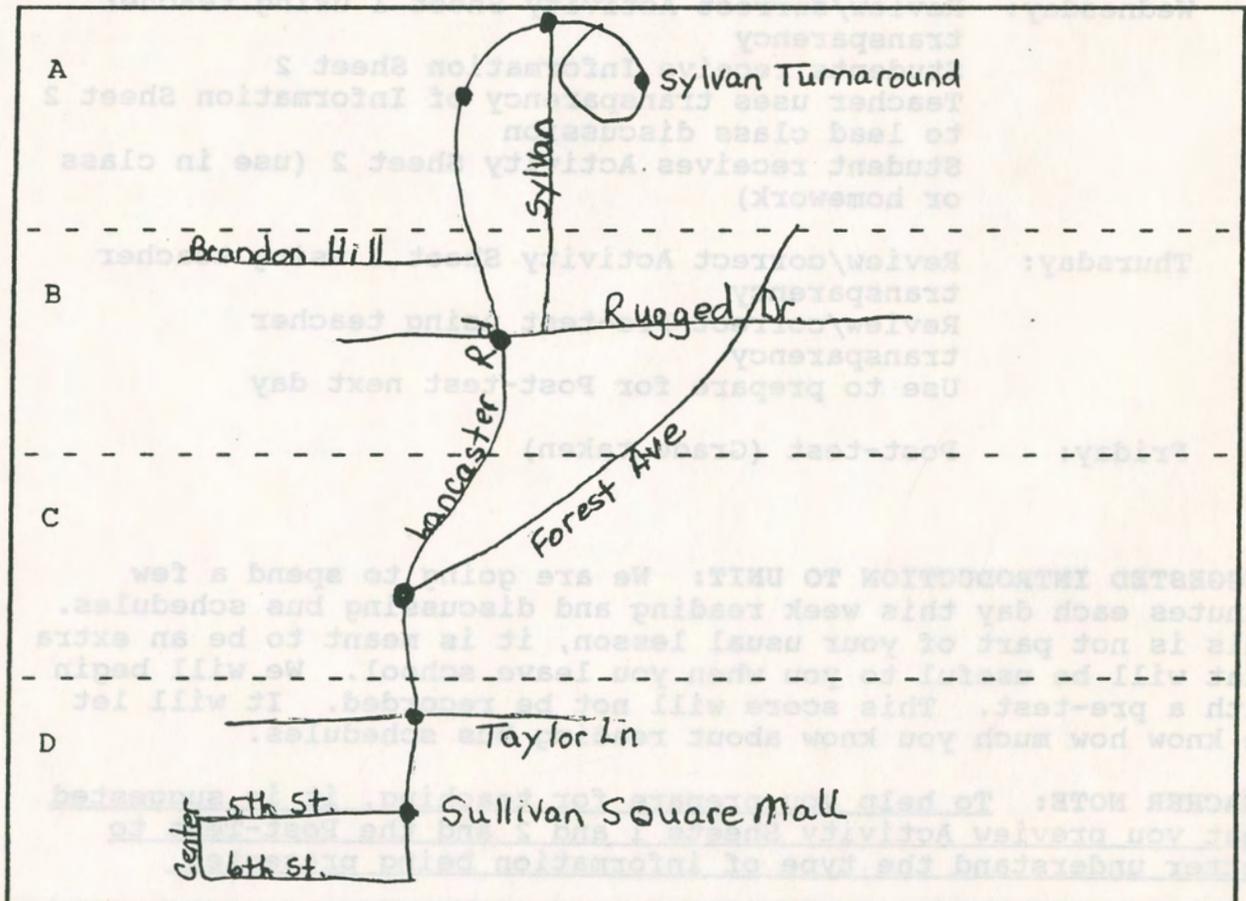
**BUS SCHEDULES
PRE-TEST**

In your own words tell what these words mean.

1. zone -
2. fare -
3. destination -

Use the map below to answer the following questions.

Bus Map



**BUS SCHEDULES
PRE-TEST**

4. In what zone is the corner of Lancaster and Taylor?

5. In what zone is the corner of Lancaster and Forest Ave?

Use the fare schedule below and the map to answer the following questions.

Fare Schedule		
Zone A-B	\$.50	Correct
Zone A-C	\$.75	Change
Zone A-D	\$1.00	Only

6. If you get on the bus at Lancaster and Sylvan and ride to Lancaster and Taylor what would your fare be?

7. If you get on the bus at Lancaster and Taylor and ride to Lancaster and Forest what would your fare be?

8. You need \$.75 to ride the bus. You have a one dollar bill. What must you do before you get on the bus?

BUS SCHEDULES
PRE-TEST

Use the time schedule below and the map on page 61 to answer the following questions.

	Lancaster Sylvan	Lancaster Rugged	Lancaster Forest	Sullivan Square Mall
	A	B	C	D
Bus 1	7:05	7:20	7:49	8:06
Bus 2	8:10	8:25	8:45	8:52
Bus 3	9:00	9:15	9:44	10:01

9. How long does it take the bus to travel from Zone A to Zone D?

10. You have to be at work at the Sullivan Square Mall by 8:30. You live at Lancaster and Rugged. Which bus should you catch?

11. How long will it take you to get to the mall from Lancaster and Rugged?

12. Your friend lives on 6th Street. Where is the nearest bus stop?

ANSWER SHEET
BUS SCHEDULES
PRE-TEST

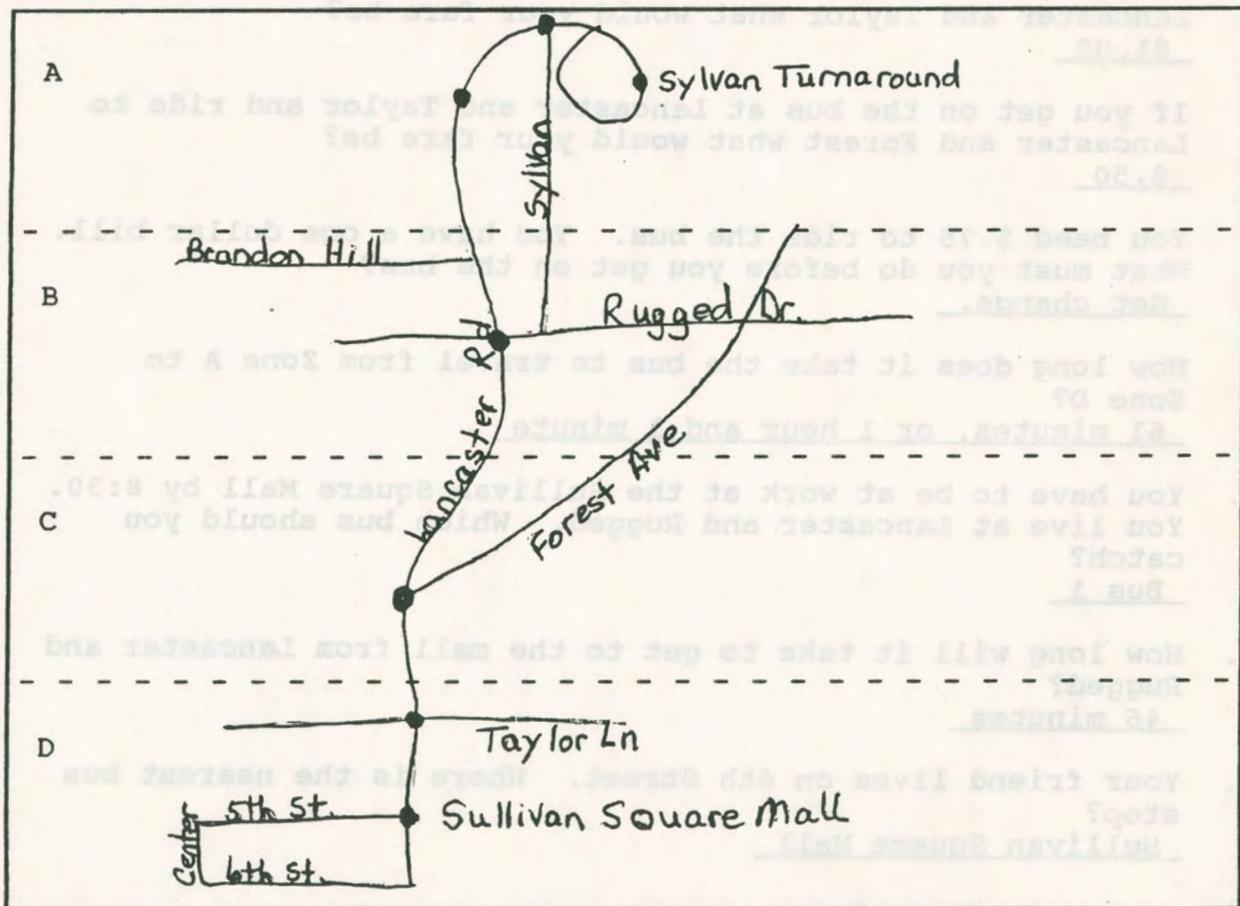
1. Zone - a certain area of a map or city.
2. Fare - the cost of riding the bus. The cost is figured by how far you ride.
3. Destination - where you want to go. The point where you will get off the bus.
4. In what zone is the corner of Lancaster and Taylor?
Zone D
5. In what zone is the corner of Lancaster and Forest Ave?
Zone C
6. If you get on the bus at Lancaster and Sylvan and ride to Lancaster and Taylor what would your fare be?
\$1.00
7. If you get on the bus at Lancaster and Taylor and ride to Lancaster and Forest what would your fare be?
\$.50
8. You need \$.75 to ride the bus. You have a one dollar bill. What must you do before you get on the bus?
Get change.
9. How long does it take the bus to travel from Zone A to Zone D?
61 minutes, or 1 hour and 1 minute
10. You have to be at work at the Sullivan Square Mall by 8:30. You live at Lancaster and Rugged. Which bus should you catch?
Bus 1
11. How long will it take to get to the mall from Lancaster and Rugged?
46 minutes
12. Your friend lives on 6th Street. Where is the nearest bus stop?
Sullivan Square Mall

**INFORMATION SHEET 1
BUS SCHEDULES**

1. Zone - a certain area of a map or city.
2. Fare - the cost of riding the bus. The cost is figured by how far you ride.
3. Destination - where you want to go. The point where you will get off the bus.

The following map shows a simple bus route. The map is divided into four zones. Each zone is divided by a dotted or broken line. The bus stops are shown with dark dots. You may not live near a bus stop. You may check the map to find the bus stop closest to your house. The fare is the cost of riding the bus. The fare depends on how far you ride; the more zones you travel through, the more it costs. Notice the fare schedule says **Correct Change Only**. You must have the correct coins. The driver will not make change for you.

Bus Map



Fair Schedule		
Zone A-B	\$.50	Correct Change Only
Zone A-C	\$.75	
Zone A-D	\$1.00	

ACTIVITY SHEET 1
BUS SCHEDULES

Use the map and fare schedule on Information Sheet 1 to help you complete this page.

1. How many zones are there on the map? _____
2. How are the bus stops shown on the map? _____
3. How many bus stops are there? _____
4. You live on 6th Street. Where must you go to catch the bus?

5. You live at the corner of Forest and Rugged. Where is the nearest bus stop?
_____ and _____
6. If you get on the bus at Sylvan and Lancaster and ride to Forest and Lancaster how many zones do you travel through?

7. What would your fare be? _____
8. Sarah gets on the bus at Sullivan Square Mall and rides to Taylor Rd. and Lancaster. What is the fare?

9. Terry gets on the bus at Forest and Lancaster and rides to Sylvan and Lancaster. She has ridden through _____ zones. Her fare is _____.
10. You want to visit a friend who lives on Brandon Hill Rd. You catch the bus at Lancaster and Taylor. Where should you get off the bus? _____ and _____. How much will the trip cost? _____.

ANSWER SHEET
ACTIVITY SHEET 1
BUS SCHEDULES

Use the map and fare schedule on Information Sheet 1 to help you complete this page.

1. How many zones are there on the map? 4
2. How are the bus stops shown on the map? dark dots
3. How many bus stops are there? 7
4. You live on 6th Street. Where must you go to catch the bus?
Sullivan Square Mall
5. You live at the corner of Forest and Rugged. Where is the nearest bus stop?
Rugged and Lancaster
6. If you get on the bus at Sylvan and Lancaster and ride to Forest and Lancaster how many zones do you travel through?
3
7. What would your fare be? \$.75
8. Sarah gets on the bus at Sullivan Square Mall and rides to Taylor Rd. and Lancaster. What is the fare?
\$.50
9. Terry gets on the bus at Forest and Lancaster and rides to Sylvan and Lancaster. She has ridden through 3 zones. Her fare is \$.75.
10. You want to visit a friend who lives on Brandon Hill Rd. You catch the bus at Lancaster and Taylor. Where should you get off the bus? Rugged and Lancaster. How much will the trip cost? \$.75.

**INFORMATION SHEET 2
BUS SCHEDULES**

Notice the bus schedules below. There are two schedules. One is for busses traveling southbound from the turnaround to Sullivan Square Mall. The second schedule is for busses traveling northbound from Sullivan Square Mall to the turnaround. It is important that you read the correct schedule when planning a trip.

WEEKDAY SCHEDULE

**Southbound
to Sullivan Square Mall**

	Sylvan Turnaround	Rugged Lancaster	Forest Lancaster	Sullivan Square Mall
	A	B	C	D
Bus 1	6:30	6:40	6:55	7:10
Bus 2	6:50	7:00	7:10	7:25
Bus 3	7:15	7:25	7:40	7:55

**Northbound
to turnaround**

	Sullivan Square Mall	Forest Lancaster	Rugged Lancaster	Turnaround
	A	B	C	D
Bus 1	7:10	7:25	7:40	7:50
Bus 2	7:25	7:40	7:55	8:05
Bus 3	7:55	8:10	8:25	8:35

Remember when using the bus to allow extra time for walking to and from the bus stop as well as waiting. The busses are not always on time. If you are going on a job interview or to work it is better to arrive early rather than late.

ACTIVITY SHEET 2
BUS SCHEDULES

To complete this Activity Sheet you will need Information Sheets 1 and 2.

1. Figure the total trip time southbound from zone B, Rugged and Lancaster to zone D, Sullivan Square Mall. _____
2. Find the total trip time northbound from zone A, Sullivan Square Mall to zone B, Forest and Lancaster. _____

3. If you rode from zone A to D what is the total trip time?

4. If you rode round-trip what is the total trip time?

5. Kyle is working at Sullivan Square Mall. He lives on Brandon Hill Rd. He must be at work by 7:30. Where should he catch the bus?
_____ and _____

6. How much will his trip cost? _____
7. Which bus should he catch? _____

8. Sheryl lives on Center St. She has a job interview at Zinger Department Store on Sylvan and Rugged. Her appointment is for 8:00. Where does she go to catch the bus?

9. How much does the trip cost? _____

10. Where does she get off the bus?
_____ and _____

11. Which bus should she catch? _____

12. Sheryl took Bus 2 to get to her job interview. She was 15 minutes late to the interview. What did Sheryl forget when she planned her trip?

1. _____
2. _____

**ANSWER SHEET
BUS SCHEDULES
ACTIVITY SHEET 2**

To complete this Activity Sheet you will need Information Sheets 1 and 2.

1. Figure the total trip time southbound from zone B, Rugged and Lancaster to zone D, Sullivan Square Mall. 30 min.
2. Find the total trip time northbound from zone A, Sullivan Square Mall to zone B, Forest and Lancaster. 15 min.
3. If you rode from zone A to D what is the total trip time?
40 min.
4. If you rode round-trip what is the total trip time?
80 min. or 1 hour and 20 min.
5. Kyle is working at Sullivan Square Mall. He lives on Brandon Hill Rd. He must be at work by 7:30. Where should he catch the bus?
Lancaster and Rugged
6. How much will his trip cost? \$.75
7. Which bus should he catch? Bus 1
8. Sheryl lives on Center St. She has a job interview at Zinger Department Store on Sylvan and Rugged. Her appointment is for 8:00. Where does she go to catch the bus?
5th St. and Lancaster or Sullivan Square Mall
9. How much does the trip cost? \$.75
10. Where does she get off the bus?
Lancaster and Rugged
11. Which bus should she catch? Bus 1
12. Sheryl took Bus 2 to get to her job interview. She was 15 minutes late to the interview. What did Sheryl forget when she planned her trip?
 1. Busses do not always run on time.
 2. She needed time to walk to the bus stop.

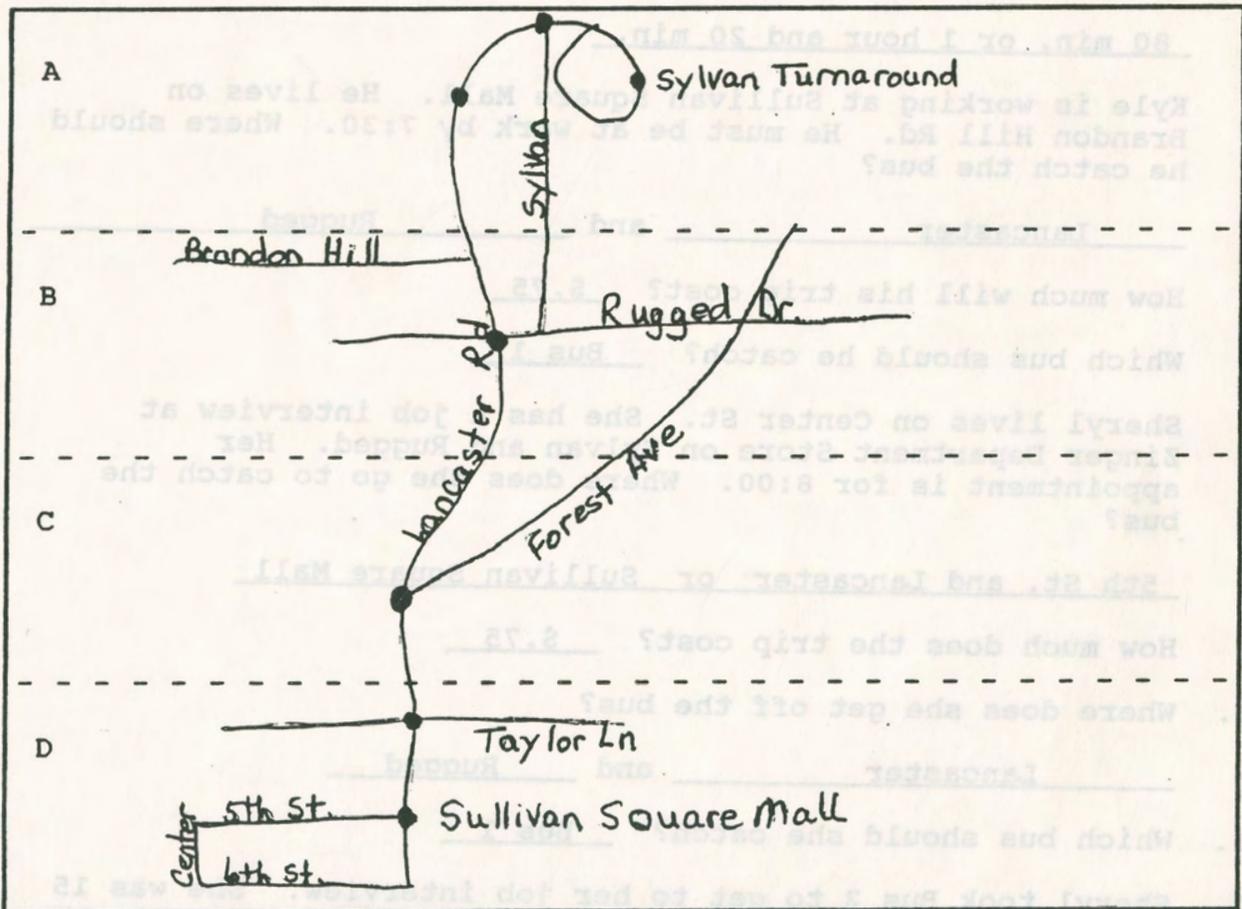
**BUS SCHEDULES
POST-TEST**

In your own words tell what these words mean.

1. zone -
2. fare -
3. destination -

Use the map below to answer the following questions.

Bus Map



**BUS SCHEDULES
POST-TEST**

4. In what zone is the corner of Lancaster and Taylor?

5. In what zone is the corner of Lancaster and Forest Ave?

Use the fare schedule below and the map to answer the following questions.

Fare Schedule		
Zone A-B	\$.50	Correct Change Only
Zone A-C	\$.75	
Zone A-D	\$1.00	

6. If you get on the bus at Lancaster and Sylvan and ride to Lancaster and Taylor what would your fare be?

7. If you get on the bus at Lancaster and Taylor and ride to Lancaster and Forest what would your fare be?

8. You need \$.75 to ride the bus. You have \$1.00. What must you do before you get on the bus?

**BUS SCHEDULES
POST-TEST**

Use the time schedule below and the map on page 65 to answer the following questions.

	Lancaster Sylvan	Lancaster Rugged	Lancaster Forest	Sullivan Square Mall
	A	B	C	D
Bus 1	7:05	7:20	7:49	8:06
Bus 2	8:10	8:25	8:45	8:52
Bus 3	9:00	9:15	9:44	10:01

9. How long does it take the bus to travel from Zone A to Zone D?

10. You have to be at work at the Sullivan Square Mall by 8:30. You live at Lancaster and Rugged. Which bus should you catch?

11. How long will it take you to get to the mall from Lancaster and Rugged?

12. Your friend lives on 6th Street. Where is the nearest bus stop?

**ANSWER SHEET
BUS SCHEDULES
POST-TEST**

1. Zone - a certain area of a map or city.
2. Fare - the cost of riding the bus. The cost is figured by how far you ride.
3. Destination - where you want to go. The point where you will get off the bus.
4. In what zone is the corner of Lancaster and Taylor?
Zone D
5. In what zone is the corner of Lancaster and Forest Ave?
Zone C
6. If you get on the bus at Lancaster and Sylvan and ride to Lancaster and Taylor what would your fare be?
\$1.00
7. If you get on the bus at Lancaster and Taylor and ride to Lancaster and Forest what would your fare be?
\$.50
8. You need \$.75 to ride the bus. You have \$1.00. What must you do before you get on the bus?
Get change.
9. How long does it take the bus to travel from Zone A to Zone D?
61 minutes, or 1 hour and 1 minute
10. You have to be at work at the Sullivan Square Mall by 8:30. You live at Lancaster and Rugged. Which bus should you catch?
Bus 1
11. How long will it take to get to the mall from Lancaster and Rugged?
46 minutes
12. Your friend lives on 6th Street. Where is the nearest bus stop?
Sullivan Square Mall

ANSWER SHEET
BUS ROUTES
POST-TEST

1. Zone - a certain area of a map or city.
2. Fare - the cost of riding the bus. The cost is figured by how far you ride.
3. Destination - where you want to go. The point where you will get off the bus.
4. In what zone is the corner of Lancaster and Taylor?
Zone D
5. In what zone is the corner of Lancaster and Forest Aves?
Zone C
6. If you get on the bus at Lancaster and Sylvan and ride to Lancaster and Taylor what would your fare be?
\$1.00
7. If you get on the bus at Lancaster and Taylor and ride to Lancaster and Forest what would your fare be?
\$1.50
8. You need \$1.75 to ride the bus. You have \$1.00. What must you do before you get on the bus?
Get change.
9. How long does it take the bus to travel from Zone A to Zone D?
61 minutes, or 1 hour and 1 minute
10. You have to be at work at the Sullivan Square Mall by 8:30. You live at Lancaster and Rugged. Which bus should you catch?
Bus 1
11. How long will it take to get to the mall from Lancaster and Rugged?
46 minutes
12. Your friend lives on 6th Street. Where is the nearest bus stop?
Sullivan Square Mall

MAP SKILLS 1

TEACHER INFORMATION--MAP SKILLS 1

UNIT OBJECTIVE: Upon completion of this unit, the student will demonstrate the ability to locate streets on a city map and give simple directions to and from specific points on a map by completing the Post-Test with at least 70% accuracy.

ENABLING OBJECTIVES: The student will be able to:

1. Define specific map terms
2. Use a map index to find grid reference points
3. Use grid reference points to find streets and/or specific locations on a map
4. Label eight points on the compass
5. Use the compass points to describe the location of one specific place in relation to another specific place
6. Write simple directions to/from specific locations on a map

TEACHER INFORMATION SHEET
MAP SKILLS

UNIT DESCRIPTION: This is week one of a two-week unit. These units should be 15 minutes of instructional time. All necessary materials are included in the instructional packet. The following is a suggested outline of the unit.

- Monday:** Brief unit introduction (teacher)
Pre-Test 1 (written test)
- Tuesday:** Terminology, grids, map index, and reference points
Students receive Information Sheet 1
Teacher talks through information sheet using transparency
Students receive Activity Sheet 1 (complete in class or as homework)
- Wednesday:** Students self-check Activity Sheet 1 with teacher using transparency
- New Topics:** Compass points and writing directions
Students receive Information Sheet 2
Teacher talks through this information sheet using transparency
Students receive Activity Sheet 2 (complete in class or as homework)
- Thursday:** Students self-check Activity Sheet 2 using teacher transparency
Unit Review: Students self-check Pre-Test
- Friday:** Post-Test

SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day talking about reading maps and understanding directions. This is meant to be an "extra" that will be helpful when you leave school. This is not a part of our usual class lessons. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kind of things will be included in this unit and will let me know what you already know about map reading and writing directions.

MAP SKILLS 1
PRE-TEST

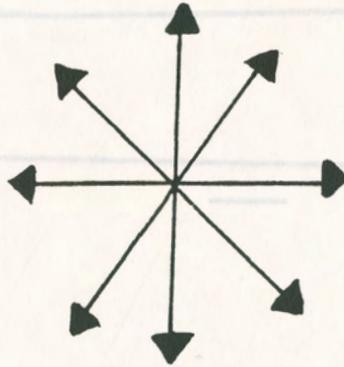
Define the following terms:

Index

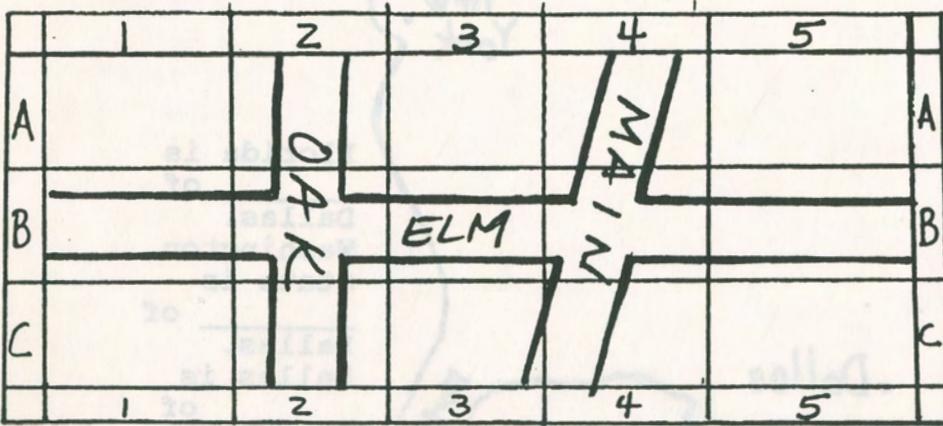
Grid

Reference points

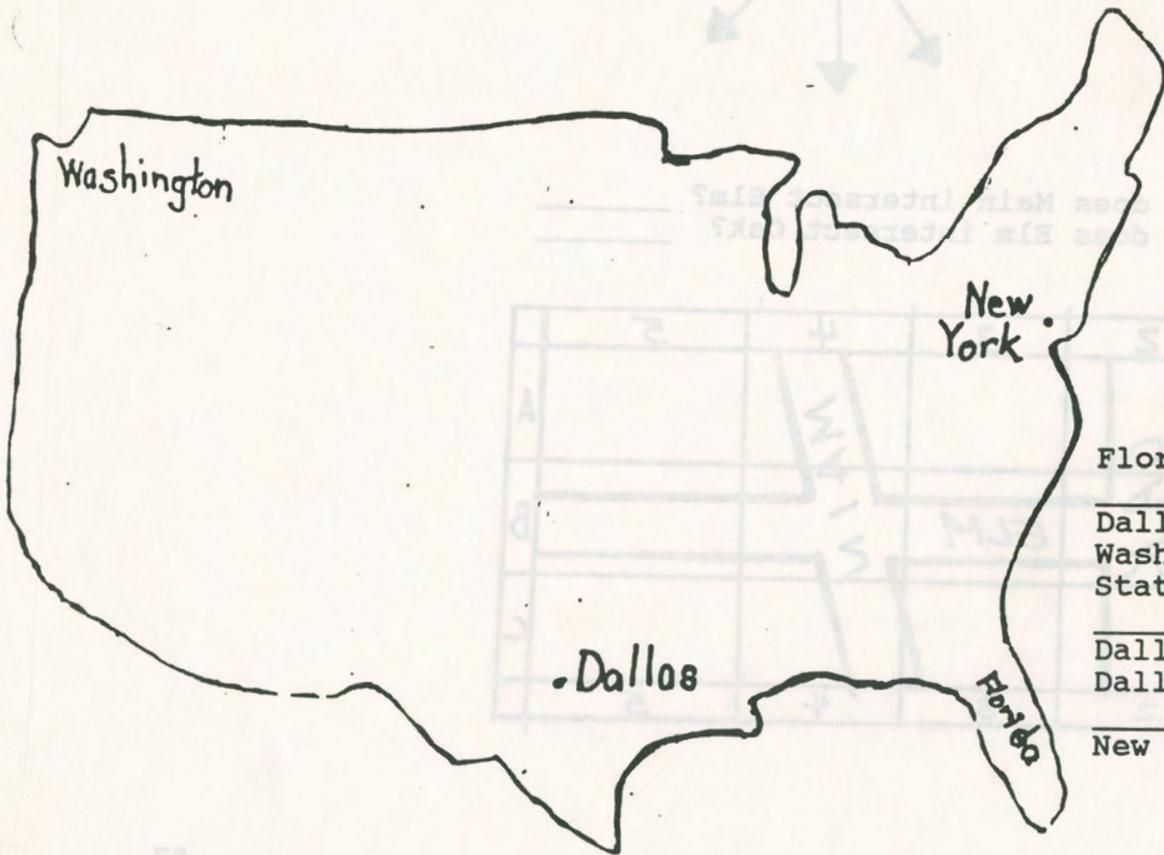
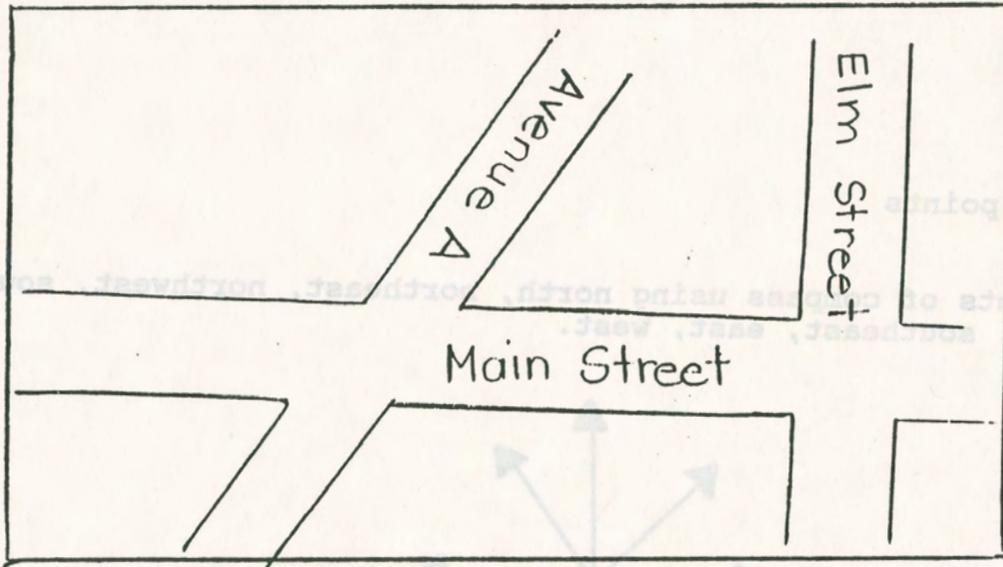
Label points of compass using north, northeast, northwest, south, southwest, southeast, east, west.



In which grid does Main intersect Elm? _____
In which grid does Elm intersect Oak? _____



Fill in blanks using compass points.



Florida is _____ of
Dallas.
Washington
State is _____ of
Dallas.
Dallas is _____ of
New York.

**ANSWER SHEET
MAP SKILLS 1
PRE-TEST**

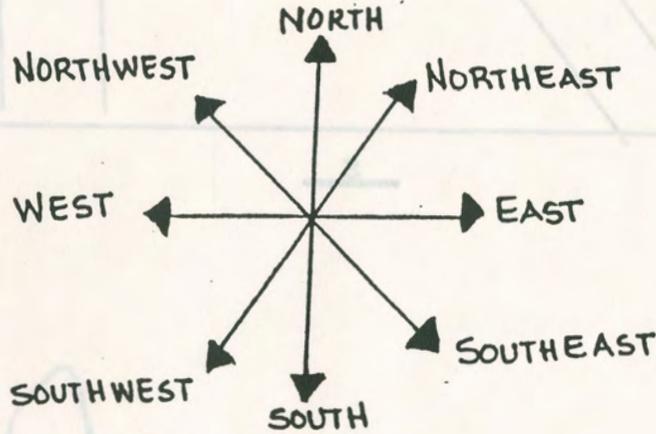
Define the following terms:

Index: The list of streets and other points of interest of a city map.

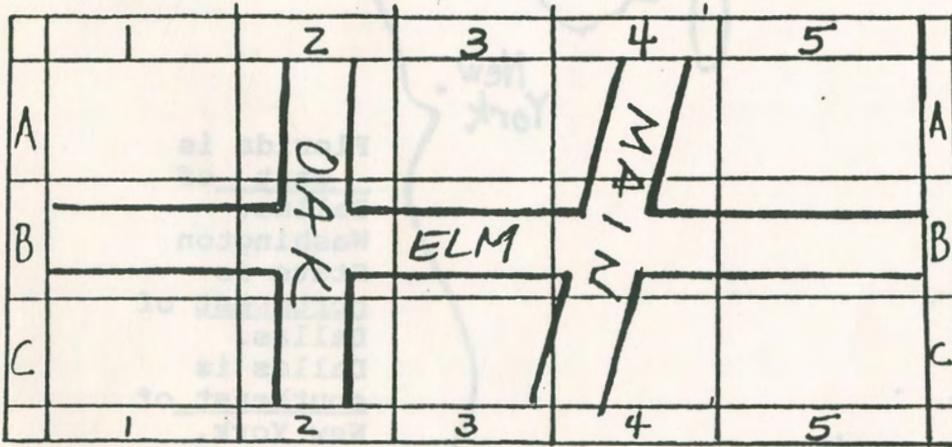
Grid: Areas marked off on a map to help locate specific places.

Reference points: Numbers and letters assigned to each grid.

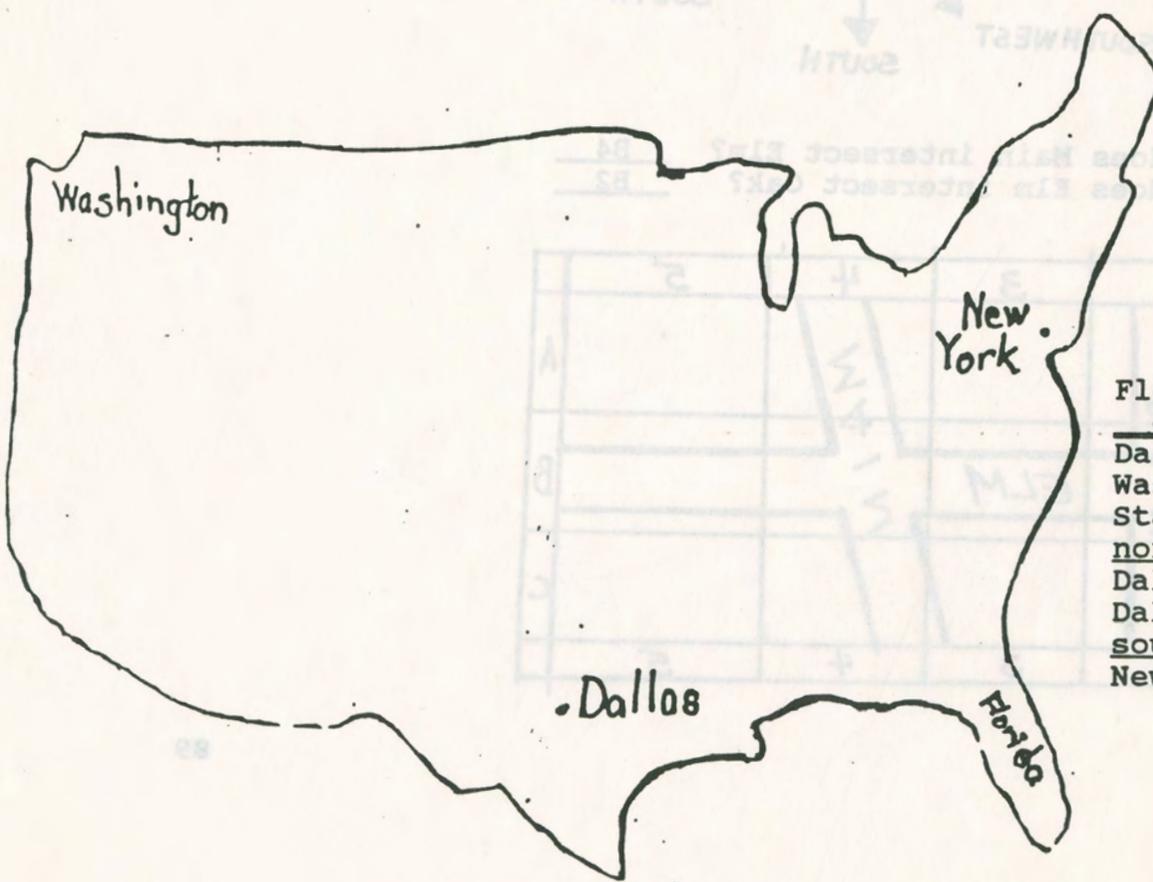
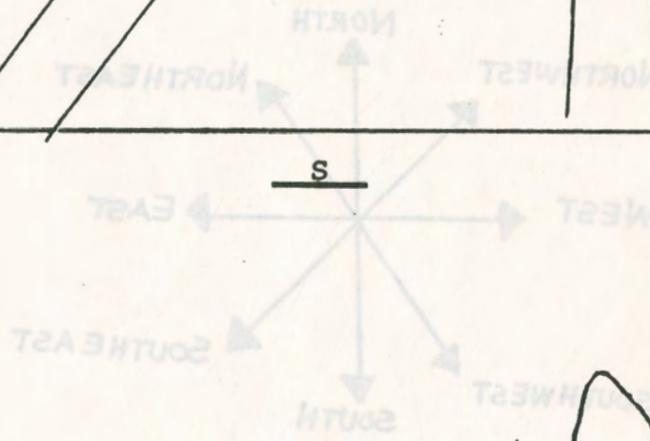
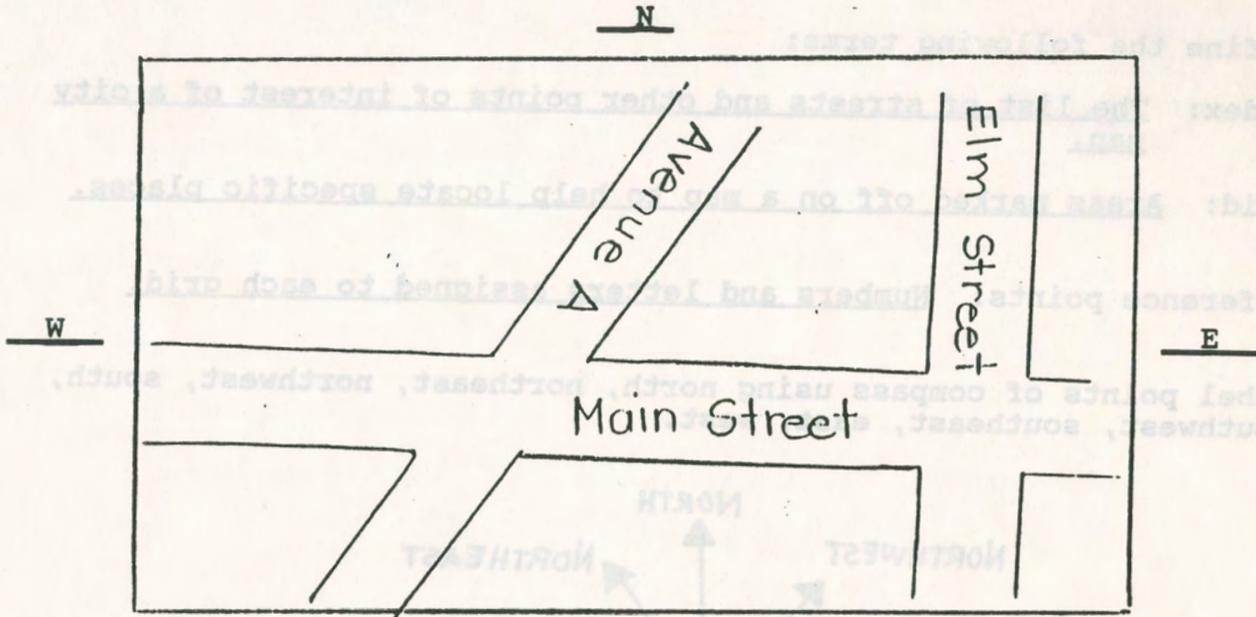
Label points of compass using north, northeast, northwest, south, southwest, southeast, east, west.



In which grid does Main intersect Elm? B4
 In which grid does Elm intersect Oak? B2



Fill in blanks using compass points.



Florida is east of Dallas.
Washington State is northwest of Dallas.
Dallas is southeast of New York.

TEACHER INFORMATION SHEET
MAP SKILLS 1

Note: Please read or paraphrase for students. This information will be a good introduction to map skills study. The terminology will help students during the course of study and the rationale gives a "need to know" that they can relate to their own independence.

Maps are the most reliable source of information available to a person needing to get from one place to another. Learning to read and interpret the information on a map is essential to giving you the confidence and ability to get to the places that you want to go.

Different types of maps are available, depending on your needs. Interpretation of this information will save time, money, and frustration. This unit is designed for that purpose.

Maps available:

City Maps - ideal for finding a specific street, most direct route or alternate route. City maps usually use a grid formation with numbers across the top and letters along the side. Streets are in alphabetical order. When looking for an unknown street, this limits the area that you have to scan.

State Maps - overall view of an individual state, shows distance between major cities, interstate, federal, and state highways, routes available, scenic or direct. The legend gives you the symbols for points of interests, highways under construction, divided highways, measurements signifying distance, and recreational areas.

United States Maps - used when you travel from state to state - always check the legend first for information available.

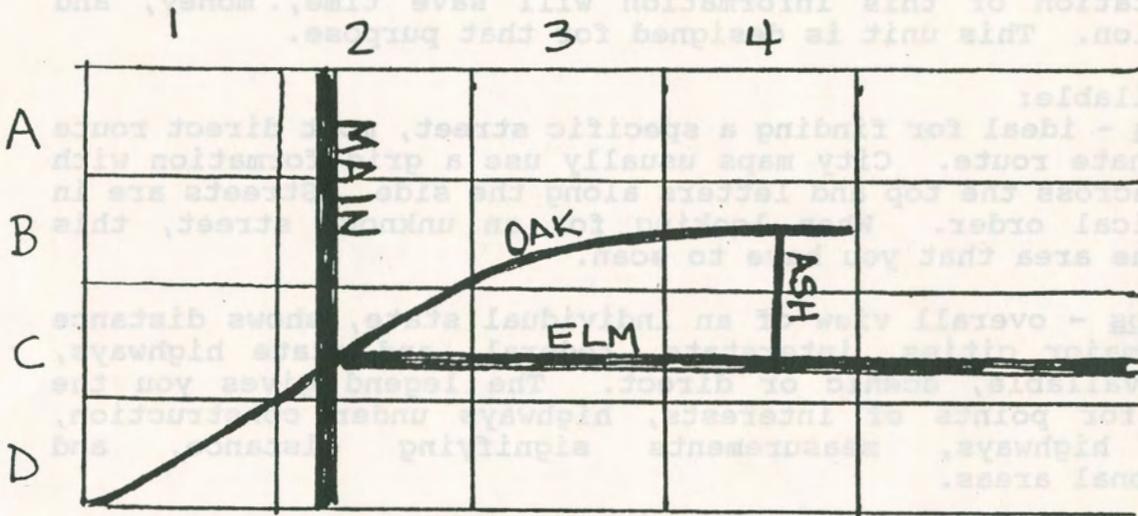
World Maps - used for finding out about other countries.

There are also many other types of maps. For example, weather maps, physical relief maps, bus routes, and time zone maps are just a few. The first part of our map study will begin with the use of grids and reference points used on maps.

INFORMATION SHEET 1
MAP SKILLS 1

Grids are areas marked off on a map to help locate specific places. Reference points are numbers and letters assigned to each grid.

Index:
Ash B4
Elm C2
Main A2
Oak D1

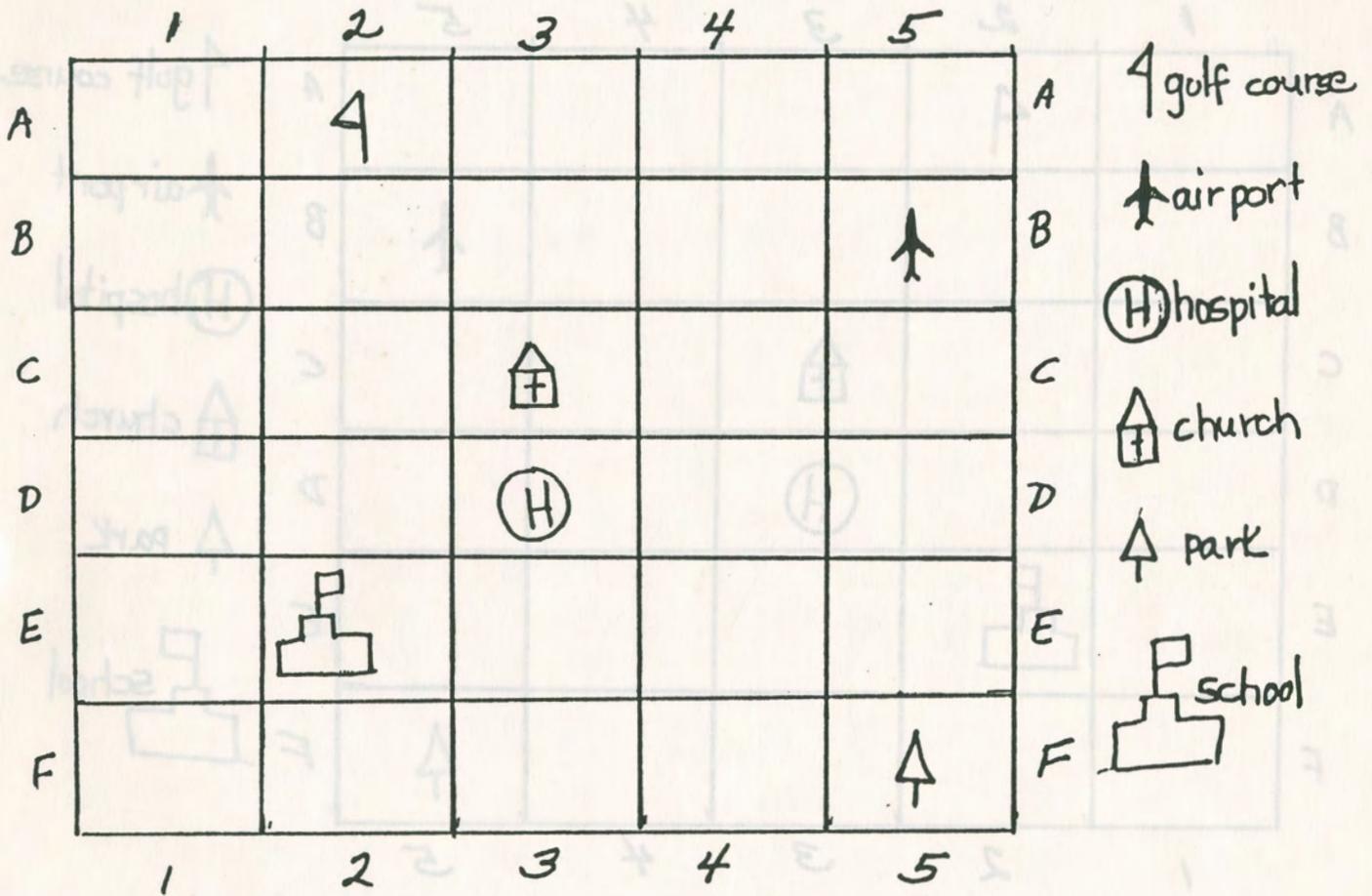


City maps list streets and other points of interest in the index. You can find a street (alphabetical order) in the index, then follow the reference points listed by that street to find it on the map. Move your finger across the map on the reference letters and up and down the map on the reference numbers.

FOR EXAMPLE: The index lists Main Street at A2. If you begin at grid row A and move across to grid column 2, you will find Main Street.

**MAP SKILLS 1
ACTIVITY SHEET 1
GRID REFERENCE POINTS**

Example: By moving your finger across on C and up on 3, you will find the church at C3.

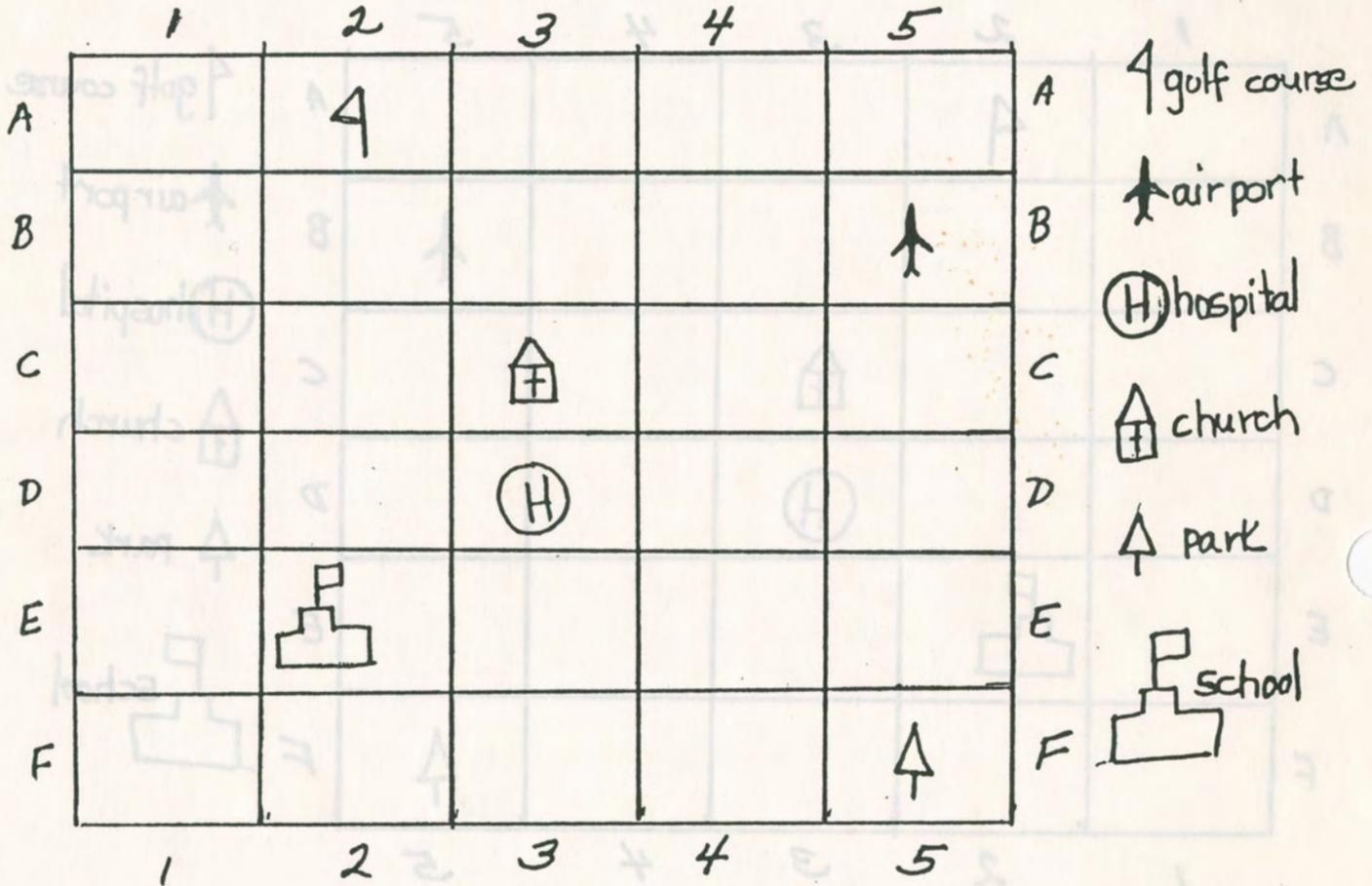


Fill in the blanks by using the grid reference points.

1. What will you find at A2? _____
2. The hospital is at _____
3. Where is the school? _____
4. What is located at F5? _____
5. Where is the airport? _____

ANSWER SHEET
MAP SKILLS 1 GRID REFERENCE POINTS
ACTIVITY SHEET 1

Example: By moving your finger across on C and up on 3, you will find the church at C3.

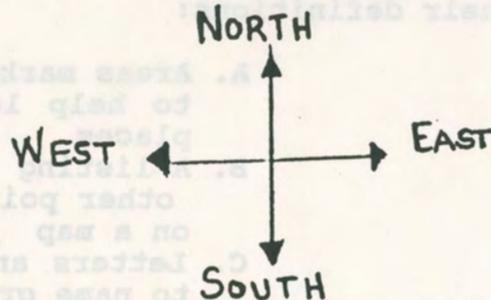


Fill in the blanks by using the grid reference points.

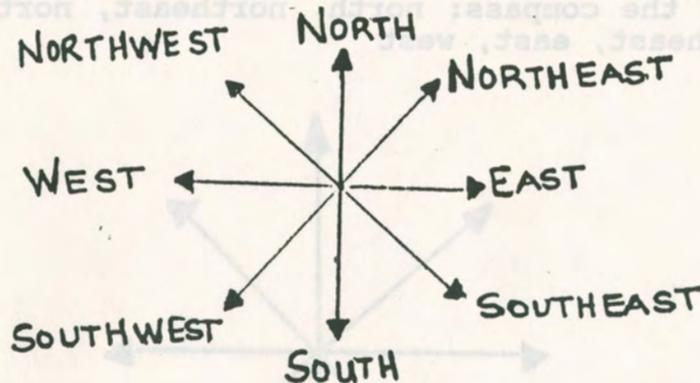
1. What will you find at A2? golf course
2. The hospital is at D3
3. Where is the school? E2
4. What is located at F5? park
5. Where is the airport? B5

INFORMATION SHEET 2
MAP SKILLS 1

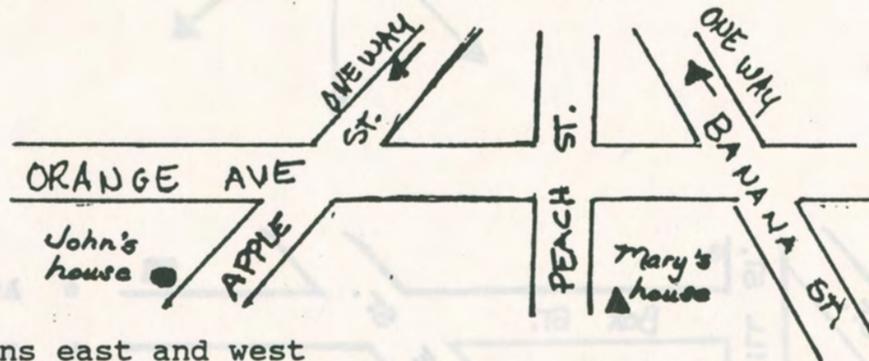
These compass points are used when giving directions:



To help make directions more specific, sometimes the compass points are combined:



These compass points can be used to describe streets on a map:



Orange Ave. runs east and west
Peach St. runs north and south
Apple St. runs southwest
Banana St. runs northwest

The compass points are also used in giving directions from one place to another.

To go from Mary's house to John's house:

Go north on Peach St. to Orange Ave.

Go west on Orange Ave. to Apple St.

Go south on Apple St. to John's house.

ACTIVITY SHEET 2
MAP SKILLS 1

Match these terms to their definitions:

_____ Grid

_____ Reference Points

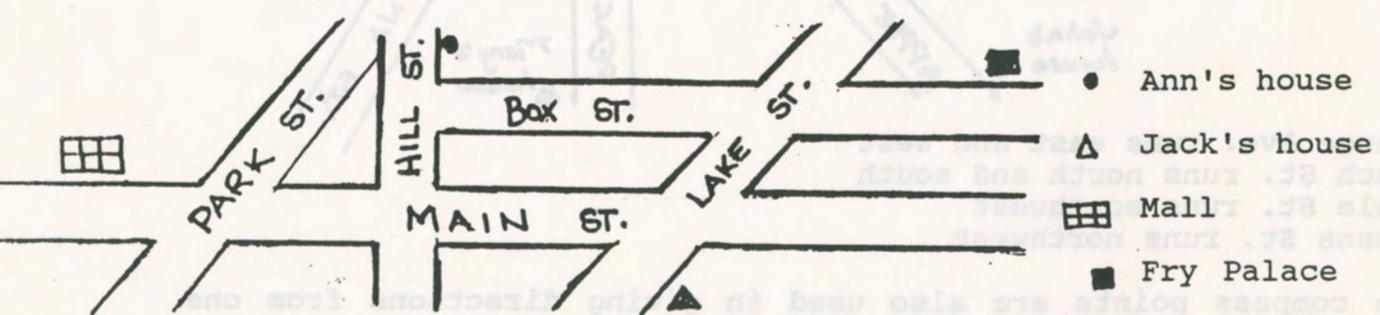
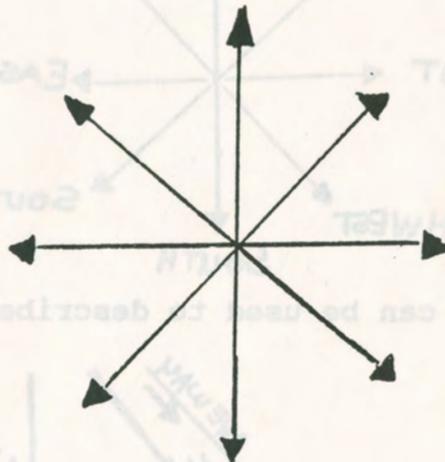
_____ Index

A. Areas marked off on a map to help locate specific places

B. A listing of streets and other points of interest on a map

C. Letters and numbers used to name grids on a map

Label points of the compass: north, northeast, northwest, south, southwest, southeast, east, west



Write directions from:
Ann's house to Jack's house

Write directions from:
Fry Palace to Mall

**ANSWER SHEET
ACTIVITY SHEET 2
MAP SKILLS 1**

Match these terms to their definitions

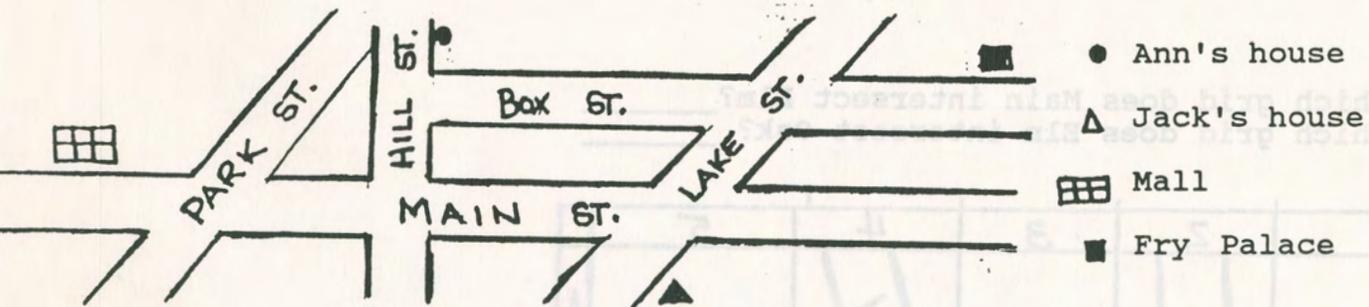
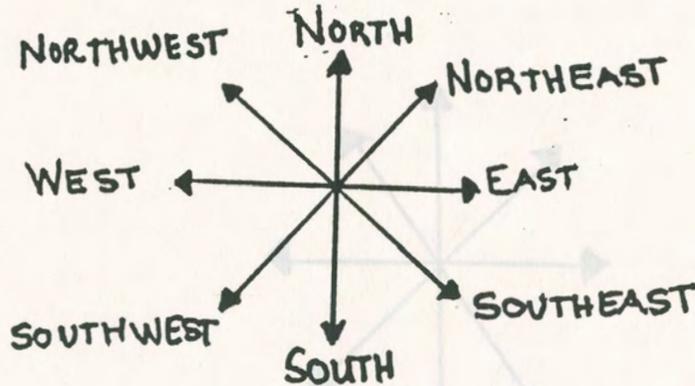
 A Grid

 C Reference Points

 B Index

- A. Areas marked off on a map to help locate specific places
- B. A listing of streets and other points of interest on a map
- C. Letters and numbers used to name grids on a map

Label points of the compass: north, northeast, northwest, south, southwest, southeast, east, west



Write directions from:

Ann's house to Jack's house

south on Hill St. to Main St.
east on Main St. to Lake St.
southwest on Lake St. to Jack's house

Write directions from:

Fry Palace to Mall

west on Box St. to Lake St.
southwest on Lake St. to Main
west on Main to Mall

**MAP SKILLS 1
POST-TEST**

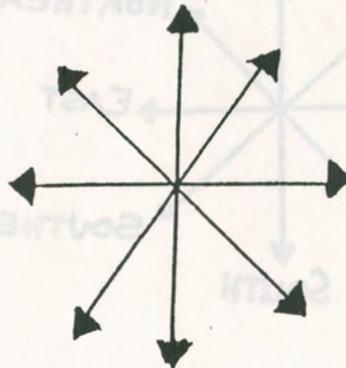
Define the following terms:

Index

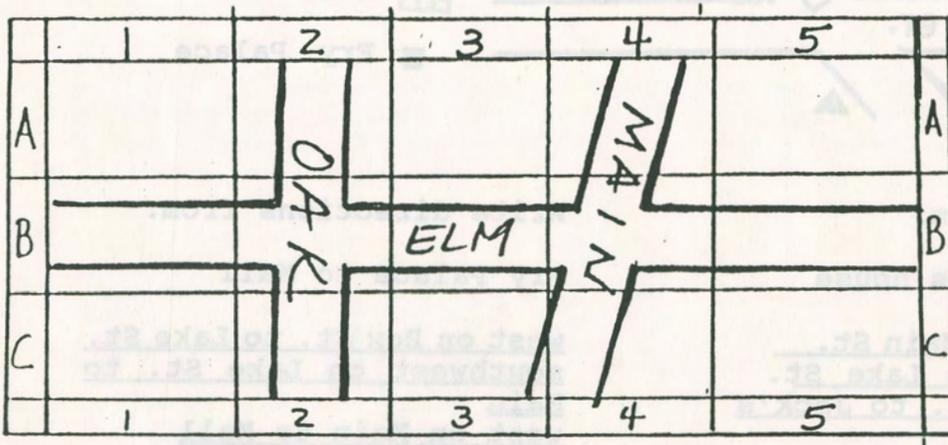
Grid

Reference points

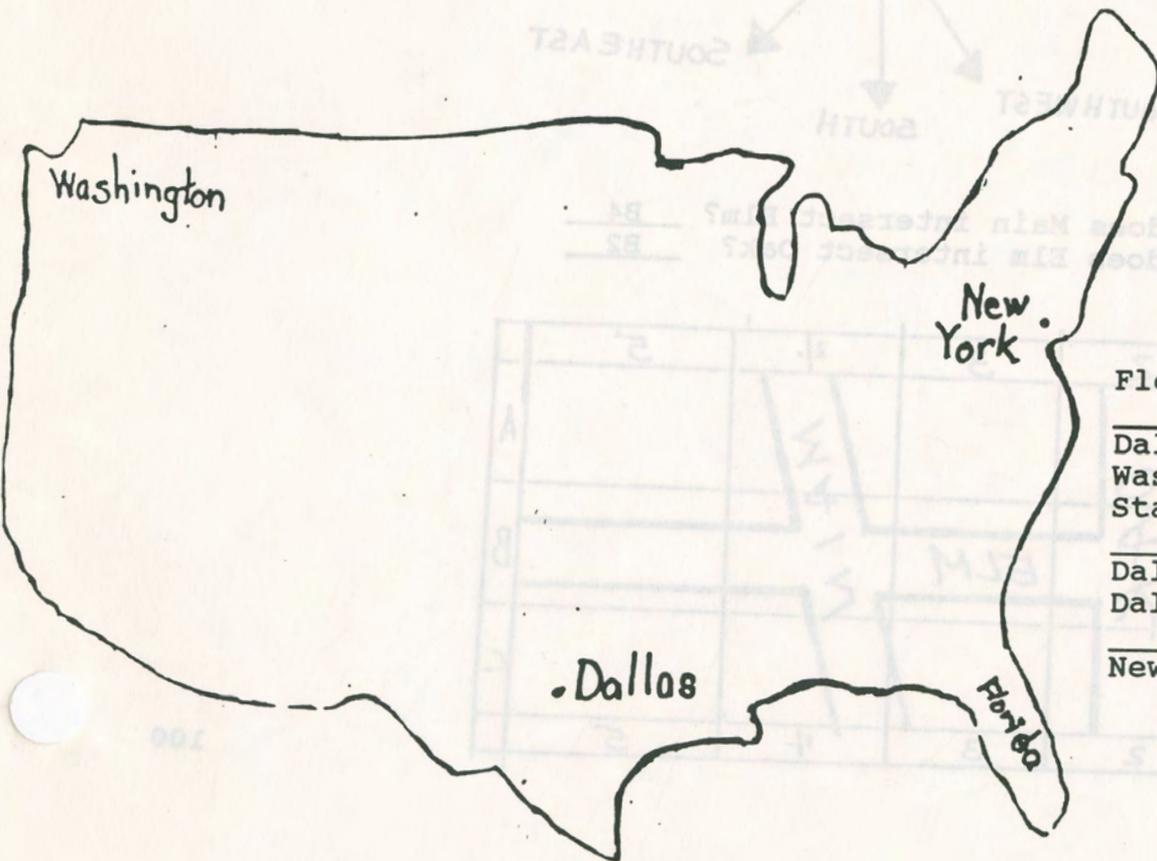
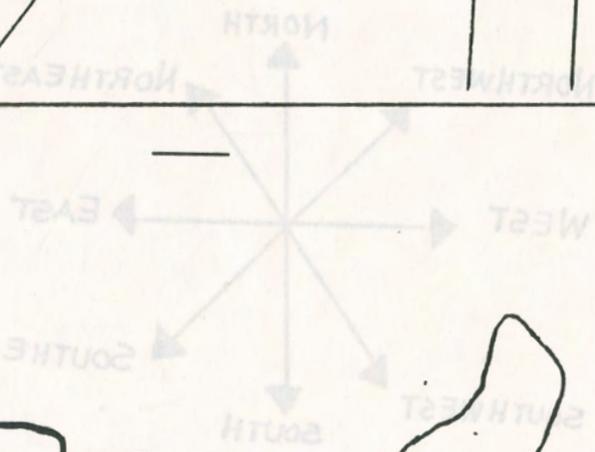
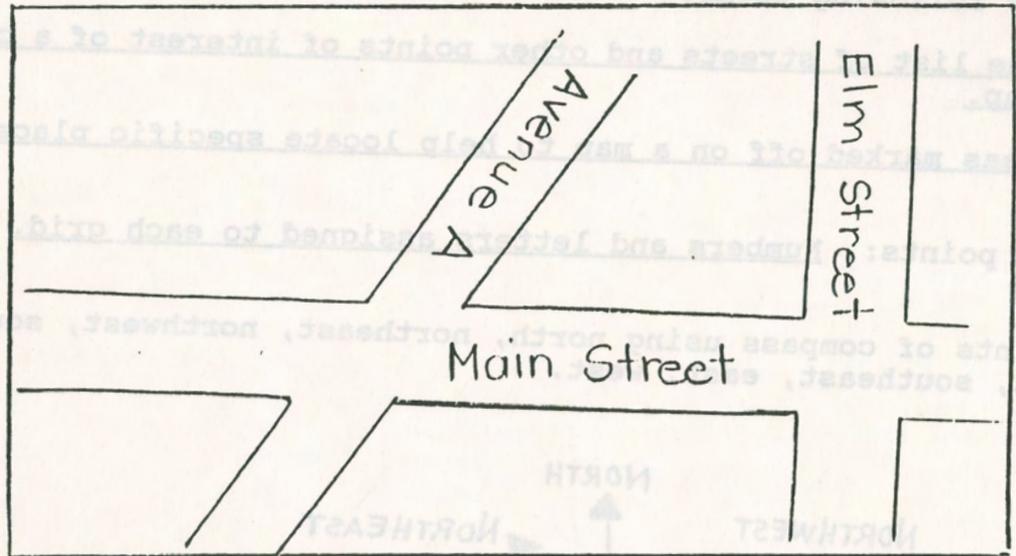
Label points of compass using north, northeast, northwest, south, southwest, southeast, east, west.



In which grid does Main intersect Elm? _____
 In which grid does Elm intersect Oak? _____



Fill in blanks using compass points.



Florida is _____ of
 Dallas.
 Washington
 State is _____ of
 Dallas.
 Dallas is _____ of
 New York.

**ANSWER SHEET
MAP SKILLS 1
POST-TEST**

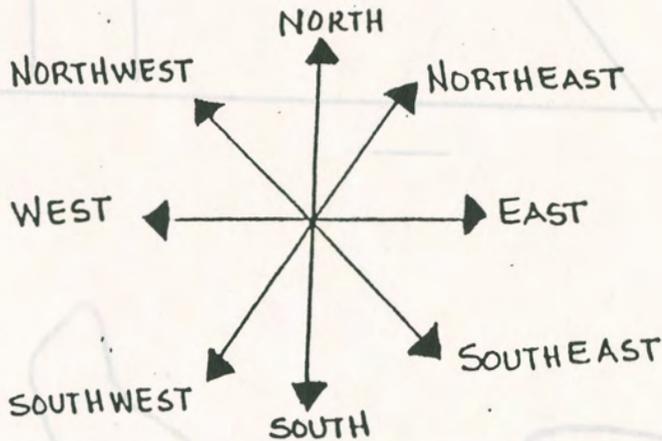
Define the following terms:

Index: The list of streets and other points of interest of a city map.

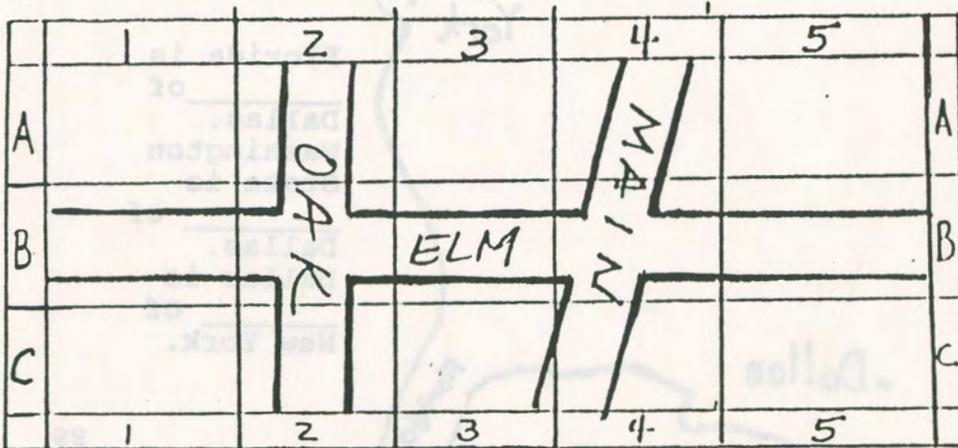
Grid: Areas marked off on a map to help locate specific places.

Reference points: Numbers and letters assigned to each grid.

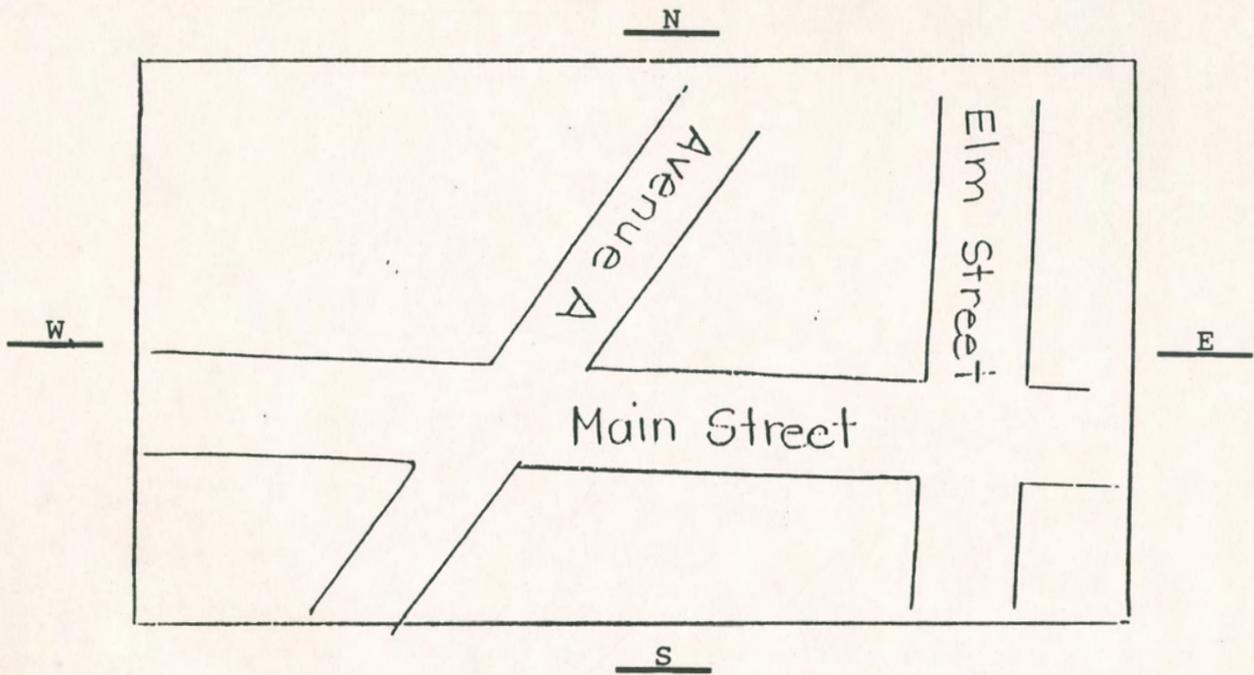
Label points of compass using north, northeast, northwest, south, southwest, southeast, east, west.



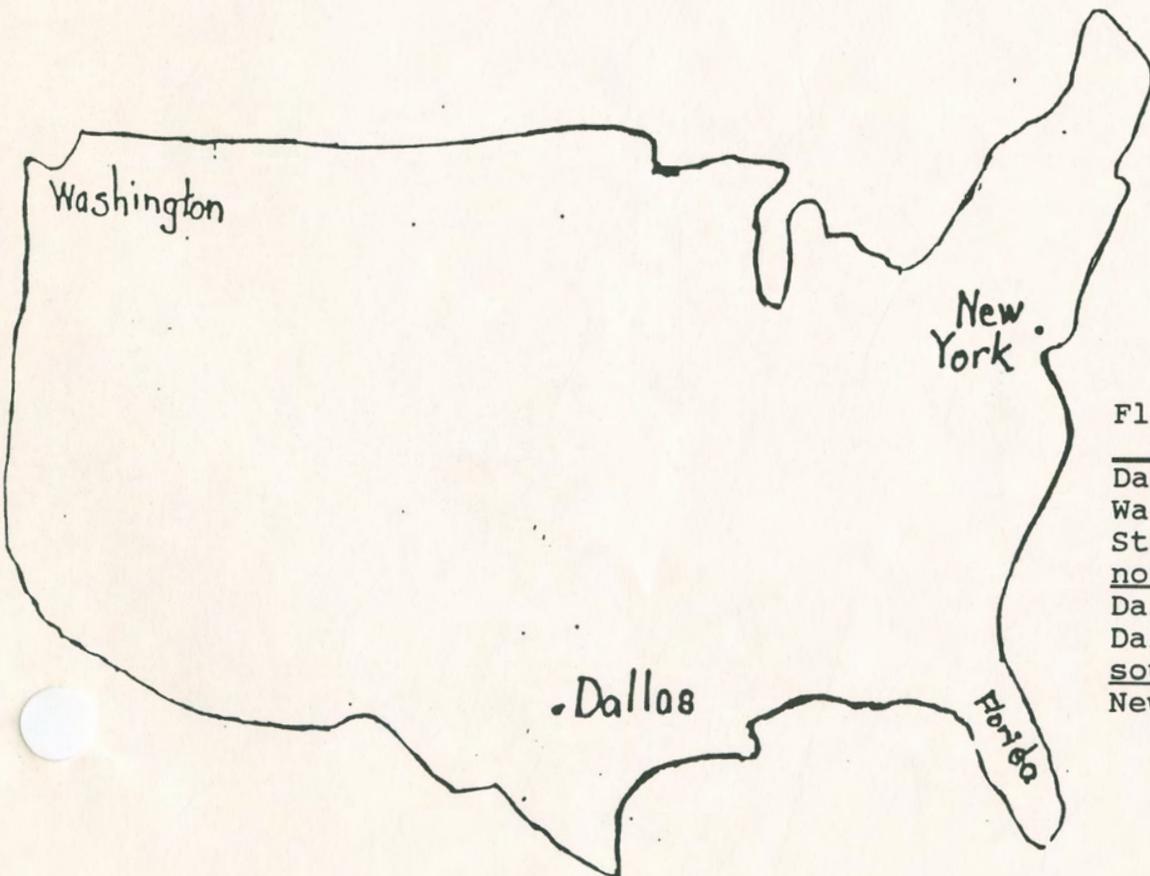
In which grid does Main intersect Elm? B4
 In which grid does Elm intersect Oak? B2



Fill in blanks using compass points.



MAP SKILLS 3

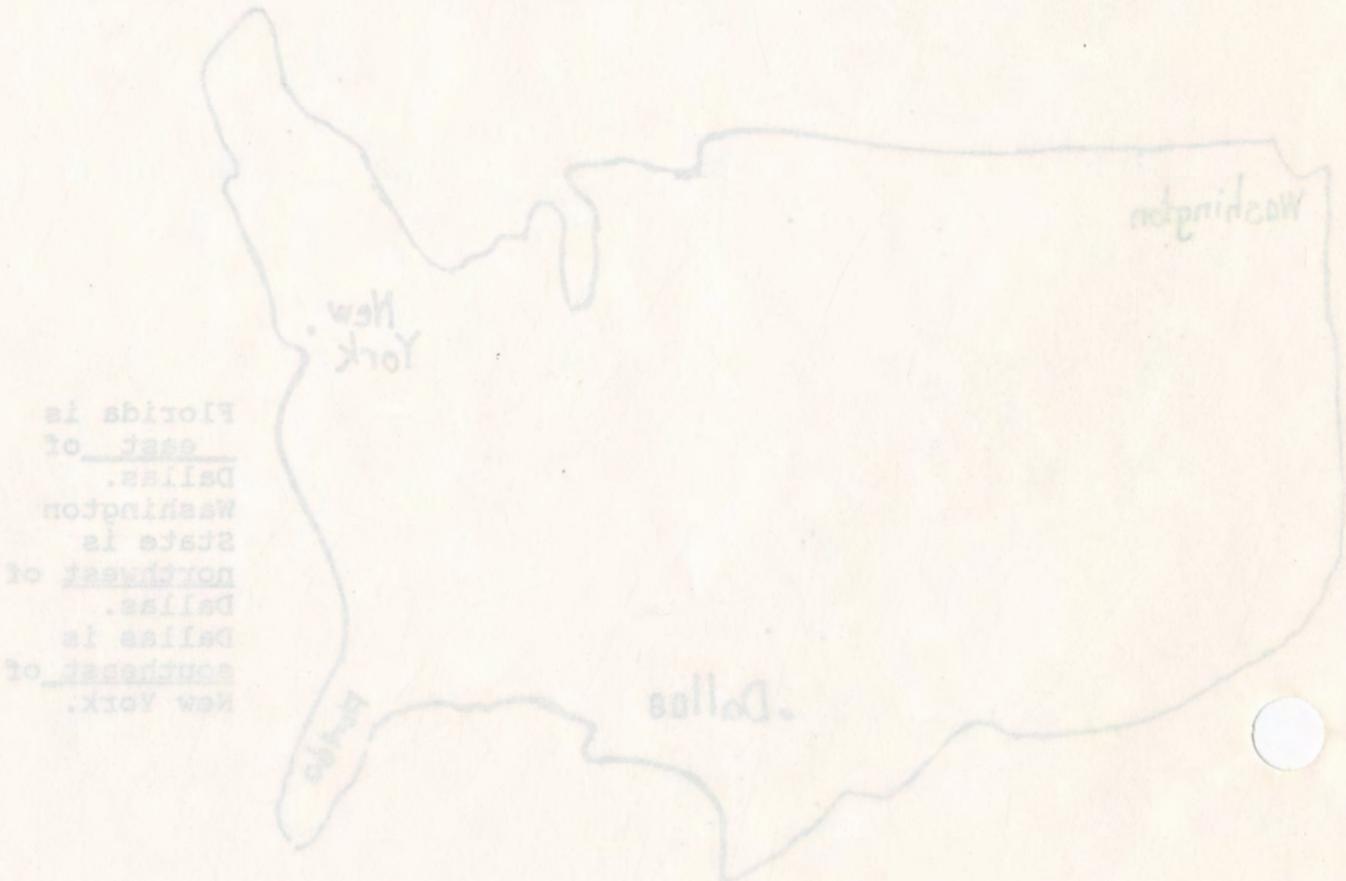


Florida is east of Dallas.
Washington State is northwest of Dallas.
Dallas is southeast of New York.

Fill in blanks using compass points.



MAP SKILLS 2



TEACHER INFORMATION SHEET
MAP SKILLS 2

UNIT OBJECTIVE: Upon completion of this unit the student will demonstrate the ability to use a map legend and index to locate specific points on a map by completing the Post-Test with at least 70% accuracy.

ENABLING OBJECTIVES: The student will be able to:

- Define specific map terms
- Use a map legend to explain symbols used on a map
- Label 8 compass points
- Use a map index to find grid reference points
- Use grid reference points to locate specific streets
- Use compass points to describe the spatial relationship of places on a map

UNIT DESCRIPTION: This is the second week of a two-week unit. These units are designed to be used sequentially. Each daily lesson is designed to take approximately 15 minutes of instructional time. All necessary materials are included in this packet. The following is a suggested outline for the week:

- Monday: Introduction to unit
Pre-Test
- Tuesday: Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 (complete in class or as homework)
- Wednesday: Students self-check Activity 1 using teacher transparency
Students receive Information Sheet 2
Teacher reads through information sheet with class
Students receive Activity Sheet 2 (complete in class or as homework)
- Thursday: Students self-check Activity Sheet 2 using teacher transparency
Students review unit by self-checking Pre-Test using teacher transparency
- Friday: Post-Test

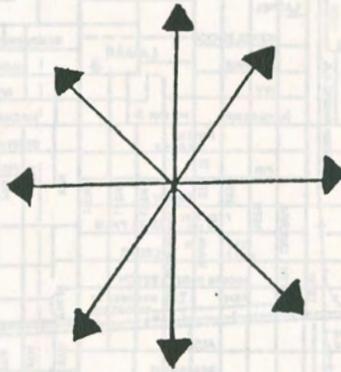
SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day talking about reading maps and understanding directions. This is meant to be an "extra" that will be helpful when you leave school. This is not a part of our usual class lessons. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kind of things will be included in this unit and will let me know what you already know about map reading and writing directions.

MAP SKILLS 2
PRE-TEST

Define the following terms:

1. direct route
2. alternate route
3. legend
4. Use these directions to label the compass points: south, west, north, east, northeast, southeast, northwest, southwest



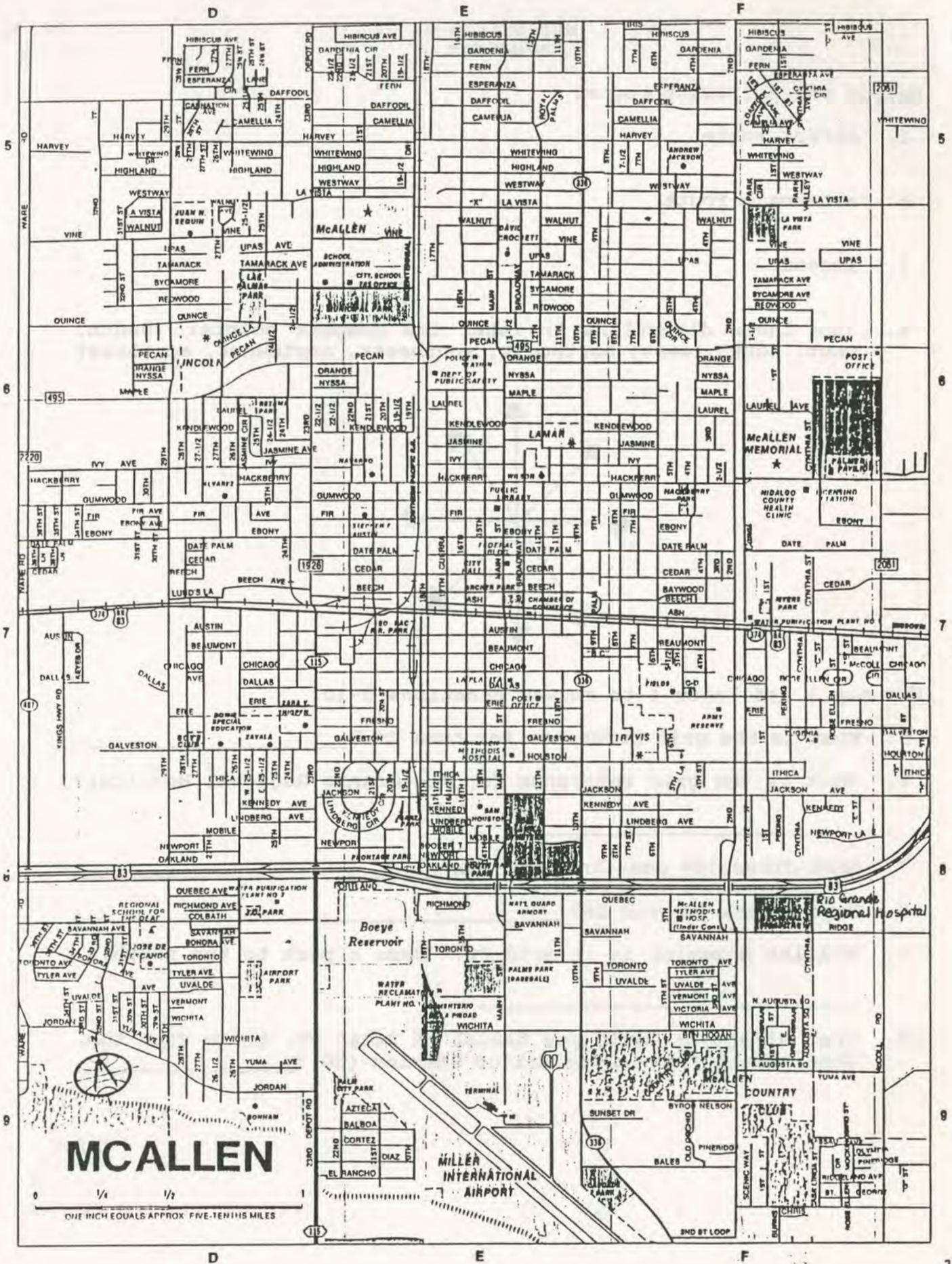
Use map 1 and Index 1 to answer questions 5-10.

5. What is the grid reference for Yuma Rd.? _____
6. What is the grid reference for Rio Grande Regional Hospital?

7. What direction does 2nd. St. run? _____
8. Name a park in grid D5? _____
9. McAllen Memorial is in grid F6. Name a park to the north.

10. What direction would you travel on Pecan St. to go from the Post Office (F6) to the Police Station (E6)? _____

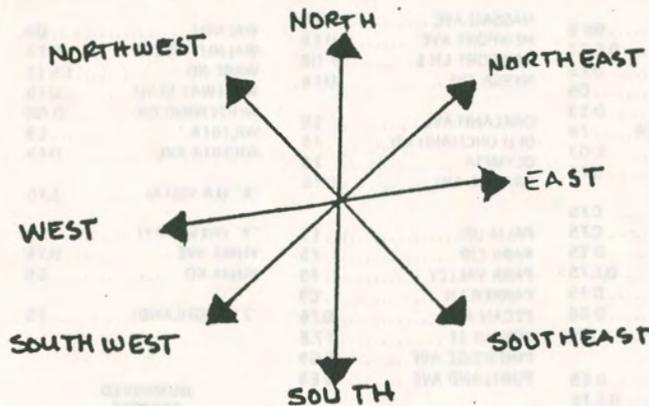
**MAP 1
MAP SKILLS 2
PRE-TEST**



ANSWER SHEET
PRE-TEST
MAP SKILLS 2

Define:

1. direct route - simplest, quickest plan to go from one place to another
2. alternate route - back-up plan - is used in the times that traffic jams, road construction, or some other travel problem makes the direct route undesirable
3. legend - explains the symbols used on a map
4. Use these directions to label the compass points: south, west, north, east, northeast, southeast, northwest, southwest



Use map 1 and Index 1 to answer questions 5-10.

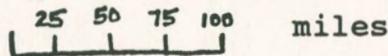
5. What is the grid reference for Yuma Rd.? C9
6. What is the grid reference for Rio Grande Regional Hospital?
F8
7. What direction does 2nd. St. run? north and south
8. Name a park in grid D5? Las Palmas Park or Municipal Park
9. McAllen Memorial is in grid F6. Name a park to the north.
La Vista Park
10. What direction would you travel on Pecan St. to go from the Post Office (F6) to the Police Station (E6)? west

MAP SKILLS 2

A map legend explains the symbols or pictures on a map. These are examples of some symbols you would find listed on a legend.

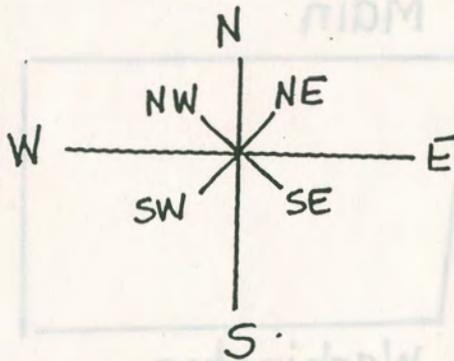
- † hospital
- ⌒ golf course
- ↑ airport

Some legends also give information about the way roads and highways are drawn on the map. By referring to the legend, you will find information about the roadways; which lines show divided highways, interstates, toll highways, and so on. Legends usually tell the reader how to determine distance by showing a sample measuring line like this:



Sometimes legends have symbols for highways that are under construction. This helps in planning direct and alternate routes for trips. A direct route is the simplest, quickest plan for going from one place to another. An alternate route, or back-up plan, is used in the times that traffic jams, road construction, or some other travel problems make the direct route undesirable.

For the activities this week, you will need to remember the compass points:



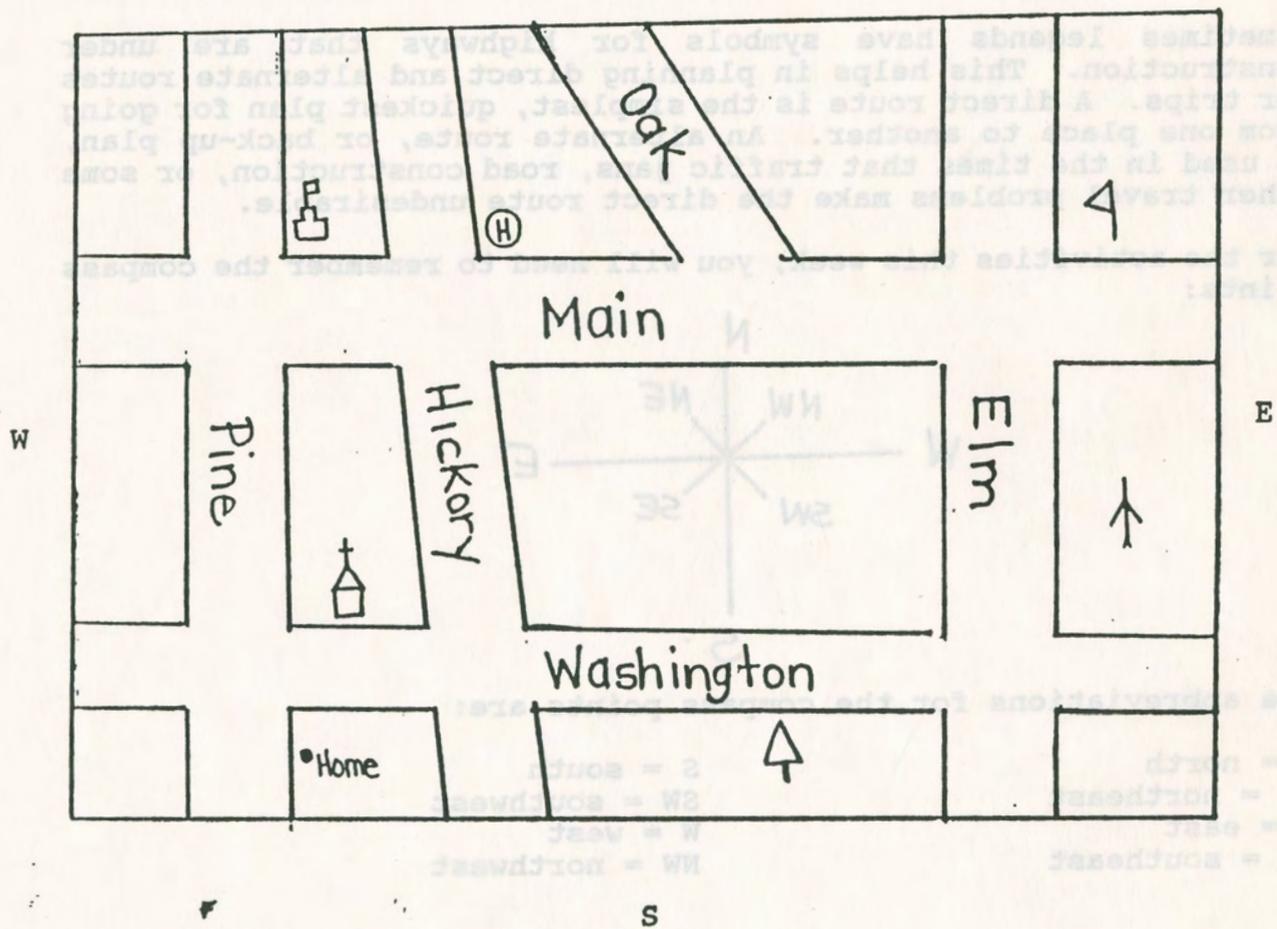
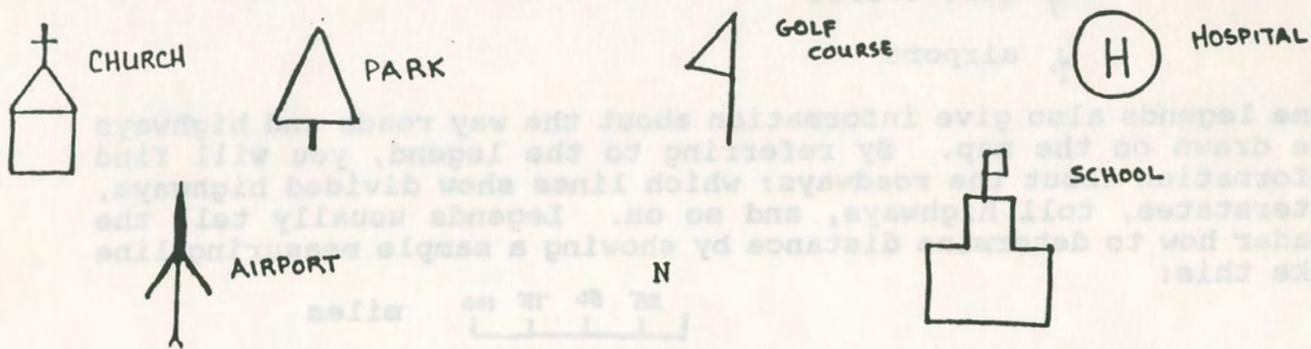
The abbreviations for the compass points are:

- | | |
|----------------|----------------|
| N = north | S = south |
| NE = northeast | SW = southwest |
| E = east | W = west |
| SE = southeast | NW = northwest |

ACTIVITY SHEET 1
MAP SKILLS 2

MAP LEGENDS

A legend tells the special symbols used on a map.



Use this map to answer the questions on the next page.

ACTIVITY SHEET 1
MAP SKILLS 2

1. What is located at the northeast corner of Elm and Main?

2. The school is on the corner of _____ and _____.
3. The hospital is _____ of the school.
(a) north (b) east (c) south (d) west
It is located on the corner of _____ and _____.
4. How could you go to the airport from church?
Direct route _____

- Alternate route _____

5. On which street is the park located? _____
6. The golf course is at the _____ (direction) corner
of the map. It is at the corner of _____ and
_____.
7. What direction would you have to go if you needed to go from
the park to the school? _____
8. How would you go from home to the golf course?
Direct route _____

- Alternate route _____

9. What direction would you go from home to school? _____
10. The golf course is _____ (direction) of the school.

ANSWER SHEET
ACTIVITY SHEET 1
MAP SKILLS 2

1. What is located at the northeast corner of Elm and Main?
golf course

2. The school is on the corner of Pine and Main.

3. The hospital is (b) east of the school.
(a) north (b) east (c) south (d) west

It is located on the corner of Hickory and Main.

4. How could you go to the airport from church?

Direct route - east (left) on Washington, north (left) on Elm
Alternate route - north on Elm, east on Main, and south on Pine.

5. On which street is the park located? Washington

6. The golf course is at the northeast (direction) corner of the map. It is at the corner of Main and Elm.

7. What direction would you have to go if you needed to go from the park to the school? northwest

8. How would you go from home to the golf course?

Direct route - north (right) on Pine, east (right) on Washington, north (left) on Elm

Alternate route - north (right) on Pine, east (right) on Main to Elm

9. What direction would you go from home to school? north

10. The golf course is east (direction) of the school.

ACTIVITY SHEET 2
MAP SKILLS 2

This activity sheet will use information you learned about grids and grid reference numbers last week. Remember the steps for finding a street or specific location on a map:

1. look in the index
2. note the grid reference letter and number
3. look down the side of the map for the letter, move finger across the map
4. look across the top of the map for the number, move finger down the map

You have been given the map and index for the city of McAllen. Use these to answer the following questions.

Ex. The Police Station is located in what grid? _____

1. What hospital will you find in grid F8? _____

2. What grid reference are listed by Pecan Ave.? _____

What direction does it run? _____

(a) east and west (b) north and south

3. In what grid will you find Parker Lane? _____

4. In what grid will you find the Miller International Airport?

5. What direction does 8th street run? _____

(a) east and west (b) north and south

ANSWER SHEET
ACTIVITY SHEET 2
MAP SKILLS 2

You have been given the map and index for the city of McAllen. Use these to answer the following questions.

Ex. The Police Station is located in what grid? E6

1. What hospital will you find in grid F8? McAllen Methodist Hospital

2. What grid references are listed for Pecan Ave.? D, F6

What direction does it run? (a) east and west

(a) east and west (b) north and south

3. In what grid will you find Parker Lane? C9

4. In what grid will you find the Miller International Airport?

E9

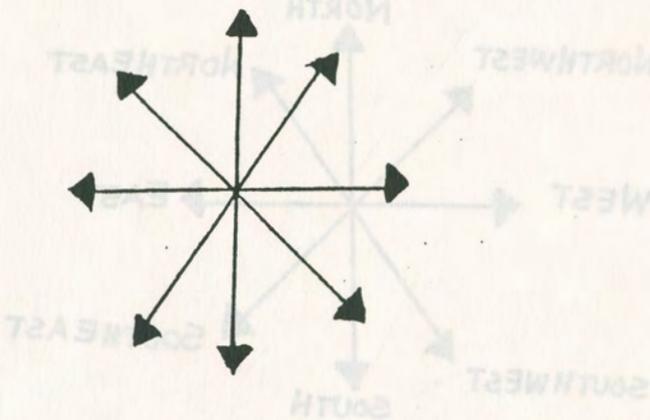
5. What direction does 8th Street run? (b) north and south

(a) east and west (b) north and south

POST-TEST
MAP SKILLS 2

Match these terms to their definitions:

- | | | |
|--------------------|----------|--|
| 1. direct route | _____ a. | explains symbols used on a map |
| 2. alternate route | _____ b. | a plan to go from one place to another in case the easiest route is not usable |
| 3. legend | _____ c. | the simplest, quickest plan to go from one place to another |
4. Label these compass points:



Use Map 1 and Index 1 to answer questions 5-10.

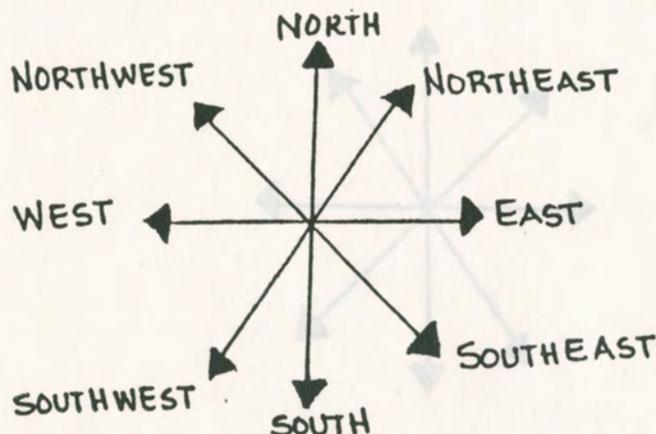
5. What is the grid reference for Palm Dr.? _____
6. In which grid is McAllen Memorial? _____
7. What direction does Pecan Street run? _____
8. What park is in grid F5? _____
9. In grid E5, Fern is _____ of Daffodil.
(a) north (b) east (c) south (d) west
10. What direction would you travel on Quebec Ave. to go from the Civic Center (E8) to Rio Grande Regional Hospital (F8)?

(a) north (b) east (c) south (d) west

ANSWER SHEET
MAP SKILLS 2
POST-TEST

Match these terms to their definitions:

- | | | |
|--------------------|----------|---|
| 1. direct route | <u>3</u> | a. explains symbols used on a map |
| 2. alternate route | <u>2</u> | b. a plan to go from one place to another in case the easiest route is not usable |
| 3. legend | <u>1</u> | c. the simplest, quickest plan to go from one place to another |
4. Label these compass points:



Use Map 1 and Index 1 to answer questions 5-10.

5. What is the grid reference for Palm Dr.? E7
6. In which grid is McAllen Memorial? F6
7. What direction does Pecan Street run? east and west
8. What park is in grid F5? La Vista Park
9. In grid E5, Fern is (a) north of Daffodil.
(a) north (b) east (c) south (d) west
10. What direction would you travel on Quebec Ave. to go from the Civic Center (E8) to Rio Grande Regional Hospital (F8)?
(b) east
(a) north (b) east (c) south (d) west

MAP SKILLS 3
TEACHER INFORMATION SHEET
MAP SKILLS 3

UNIT OBJECTIVES: Upon completion of this unit, the student will demonstrate the ability to read and show practical application for roadway markers and mileage markers on maps by completing the post-test with at least 70% accuracy.

ENABLING OBJECTIVES: The student will be able to:

1. Identify Interstate, U.S., Texas, and Farm to Market roadway markers on a map
2. Identify the direction an interstate highway runs based on its sign (marker)
3. Identify side routes that can be taken to circle a city and reconnect with the main roadway
4. Identify mileage markers on a map
5. Use mileage markers to compute distance
6. Identify eight points on the compass
7. Define specific terms used on a map reading

MAP SKILLS 3

MAP SKILLS 3
TEACHER INFORMATION SHEET
MAP SKILLS 3

UNIT OBJECTIVE: Upon completion of this unit, the student will demonstrate the ability to read and show practical application for roadway markers and mileage markers on maps by completing the Post-Test with at least 70% accuracy.

ENABLING OBJECTIVES: The student will be able to:

1. Identify Interstate, U.S., Texas, and Farm to Market roadway markers on a map
2. Identify the direction an interstate highway runs based on its sign (marker)
3. Identify side routes that can be taken to circle a city and reconnect with the main roadway
4. Identify mileage markers on a map
5. Use mileage markers to compute distance
6. Identify eight points on the compass
7. Define specific terms related to map reading

TEACHER INFORMATION SHEET
MAP SKILLS 3

UNIT DESCRIPTION: This is a one week unit, consisting of Pre-Test, Student Information Sheets, and Student Activity Sheets. Each daily lesson is designed to take approximately 15 minutes of instructional time. All necessary materials are included in this packet. The following is a suggested outline for the week.

- Monday:** Introduction to the unit
Pre-Test
- Tuesday:** Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1 - (may be completed in class or used as homework)
- Wednesday:** Students self-check Activity Sheet 1 using teacher transparency
Students receive Information Sheet 2
Teacher uses transparency of Information Sheet 2 to lead class discussion
Students receive Activity Sheet 2 - (may be completed in class or as homework)
- Thursday:** Students self-check Activity Sheet 2 using teacher transparency
Students self-check Pre-Test as a unit review
- Friday:** Post-Test

SUGGESTED INTRODUCTION TO UNIT:

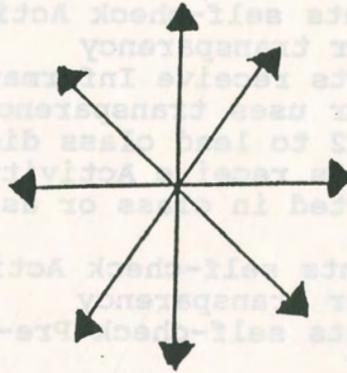
We are going to spend a few minutes each day talking about reading maps and understanding directions. This is meant to be an "extra" that will be helpful when you leave school. This is not a part of our usual class lessons. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kind of things will be included in this unit and will let me know what you already know about map reading and writing directions.

MAP SKILLS 3
PRE-TEST

1. Define these terms:

- A. merge
- B. legend
- C. interstate highway
- D. state highway
- E. mileage

2. Label these compass points - north, west, south, east, northwest, southwest, northeast, southeast



3. Use Map B - Map Skills 3 to answer the following questions:

- A. Name an interstate highway on this map. _____
- B. Name a U.S. highway on this map. _____
- C. Name a farm to market road on this map. _____
- D. Name a state (Texas) highway on this map. _____
- E. What is the mileage between Texhoma and Stratford? _____

4. If there were an interstate highway I12, would it run:

- (a) east and west or (b) north and south

5. Mileage markers on maps are: _____

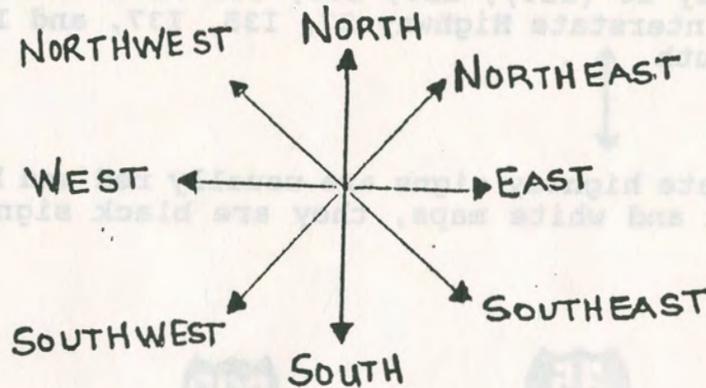
- (a) squares (b) arrows (c) stars (d) circles

ANSWER SHEET
MAP SKILLS 3
PRE-TEST

1. Define these terms:

- A. merge - come together; blend
- B. legend - explains the symbols used on a map
- C. interstate highway - a highway that connects two or more states
- D. state highway - a highway that stays within one state
- E. mileage - distance in miles between specific locations

2. Label these compass points - north, west, south, east, northwest, southwest, northeast, southeast



3. Use Map B - Map Skills 3 to answer the following questions:

- A. Name an interstate highway on this map. 40
- B. Name a U.S. highway on this map. 87/287 (several)
- C. Name a farm to market road on this map. 520 (several)
- D. Name a state (Texas) highway on this map. 152 (several)
- E. What is the mileage between Texhoma and Stratford? 20

4. If there were an interstate highway I12, would it run:

- (a) east and west or (b) north and south

(a) east and west

5. Mileage markers on maps are: (b) arrows

- (a) squares (b) arrows (c) stars (d) circles

INFORMATION SHEET 1
MAP SKILLS 3

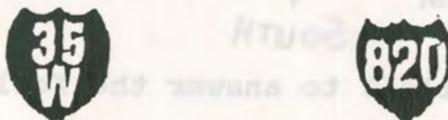
Terms to know:

Highway maps are pictures of places and roads. The legend of maps enable you to understand and use that picture for your transportation needs.

Highway legends tell the symbols for the names of roads. They also tell the route numbers. Highway numbers are not only a way to "name" roadways, but are also a way to give people information about that particular highway.

The Interstate highway route numbers that are two digit indicate the main route. The even numbered highways run east and west. The odd numbered highways run north and south. For example, Interstate Highway 10 (I10), I20, I30, I40 would all run east and west \longleftrightarrow . Interstate Highway 27, I35, I37, and I45 would all run north and south \updownarrow .

The interstate highway signs are usually red and blue on color maps or on black and white maps, they are black signs with white numbers.



Three digit numbers mean a side route. Three digit numbers that have even numbers go around a city and back into the main route. Three digit numbers that have odd numbers go off the main route and stop. For example, look at Map A. I635 goes around Dallas and connects with I20 southeast of Dallas, but it goes around the northern part of Dallas and ends at State highway 121. It doesn't continue around the western side of Dallas to connect with I20 on the southwest side. Now, look at I820 that circles Ft. Worth. I820 connects with I30 both on the east side of Ft. Worth and the west side.

INFORMATION SHEET 1
MAP SKILLS 3 (CONT.)

Terms to know:

merge - come together; blend

legend - explains the symbols used on a map

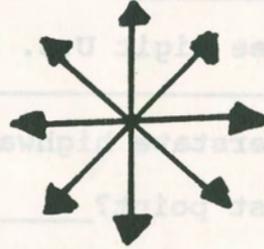
interstate highway - a highway that connects two or more states

state highway - a highway that stays within one state

farm to market - local roads between one place and another

mileage - distance in miles between specific locations

compass points -



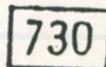
U.S. highway markers are white with black numbers.



State highway markers are circular or oval and are white with black numbers.



Farm to Market highway markers are rectangular and are white with black numbers.



ACTIVITY SHEET 1
MAP SKILLS 3

Use the Map A to answer the following questions.

1. What is the three digit highway that goes around Fort Worth?
_____ What kind of highway is it? _____
2. What state highway does it merge into on the northeast side?
_____ What kind of highway does it merge into?

3. What interstate highway does it merge into at the southwest side? _____
4. What is the three digit U.S. highway that goes around the Dallas area? _____
5. What is the interstate highway that this highway will merge into at the southeast point? _____
6. What are two interstate highways that run between Fort Worth and Dallas? _____
7. Name an interstate highway running north and south out of Dallas. _____
8. Name an interstate highway running north and south out of Fort Worth. _____
9. What is the U.S. highway that connects 35 to 820? _____
10. What is the U.S. highway that begins at I45 and crosses I635? _____
11. What is the state highway that runs north and south between highway 20 and 183? _____
12. What is the state highway that connects 26 to 183? _____

MAP A - MAP SKILLS 3



ANSWER SHEET
ACTIVITY SHEET 1
MAP SKILLS 3

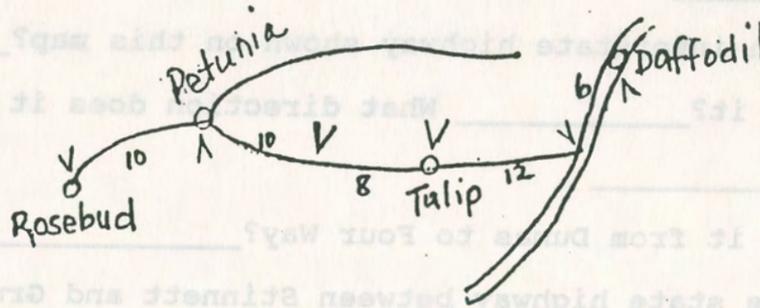
Use the Map A to answer the following questions.

1. What is the three digit highway that goes around Fort Worth?
820 What kind of highway is it? interstate highway
2. What state highway does it merge into on the northeast side?
121 \ 183 What kind of highway does it merge into?
state highway
3. What interstate highway does it merge into at the southwest side? 20
4. What is the three digit U.S. highway that goes around the Dallas area? 635
5. What is the interstate highway that this highway will merge into at the southeast point? 20
6. What are two interstate highways that run between Fort Worth and Dallas? 20 and 30
7. Name an interstate highway running north and south out of Dallas. 45
8. Name an interstate highway running north and south out of Fort Worth. 35
9. What is the U.S. highway that connects 35 to 820? 287
10. What is the U.S. highway that begins at I45 and crosses I635? 175
11. What is the state highway that runs north and south between highway 20 and 183? 360
12. What is the state highway that connects 26 to 183? 10

INFORMATION SHEET 2
MAP SKILLS 3

Mileage between cities can be computed (figured) by adding the small numbers between arrows (^).

Example:



To figure the number of miles between Rosebud and Petunia, you would look at the small mileage numbers between the arrows. It is 10 miles between Rosebud and Petunia.

How many miles between Petunia and Tulip? From Petunia to the first arrow is 10 miles and from that arrow to the next arrow at Tulip is 8 miles. $10 + 8 = 18$ miles between those cities.

Some maps use red arrows and black arrows to mark mileage. In that case, the mileage between the red arrows is written in small red numbers and the mileage between the black arrows is written in small black numbers.

ACTIVITY SHEET 2
MAP SKILLS 3

Use Map B to answer the questions.

1. What is the highway between Amarillo and

Dumas? _____ What kind of highway is

it? _____

2. Is there an interstate highway shown on this map? _____

If so, what is it? _____ What direction does it run?

3. How far is it from Dumas to Four Way? _____

4. What is the state highway between Stinnett and Gruver? _____

5. List two farm to market roads that cross the highway between

Stinnett and Gruver. _____

6. How many miles between Hartley and Dumas? _____

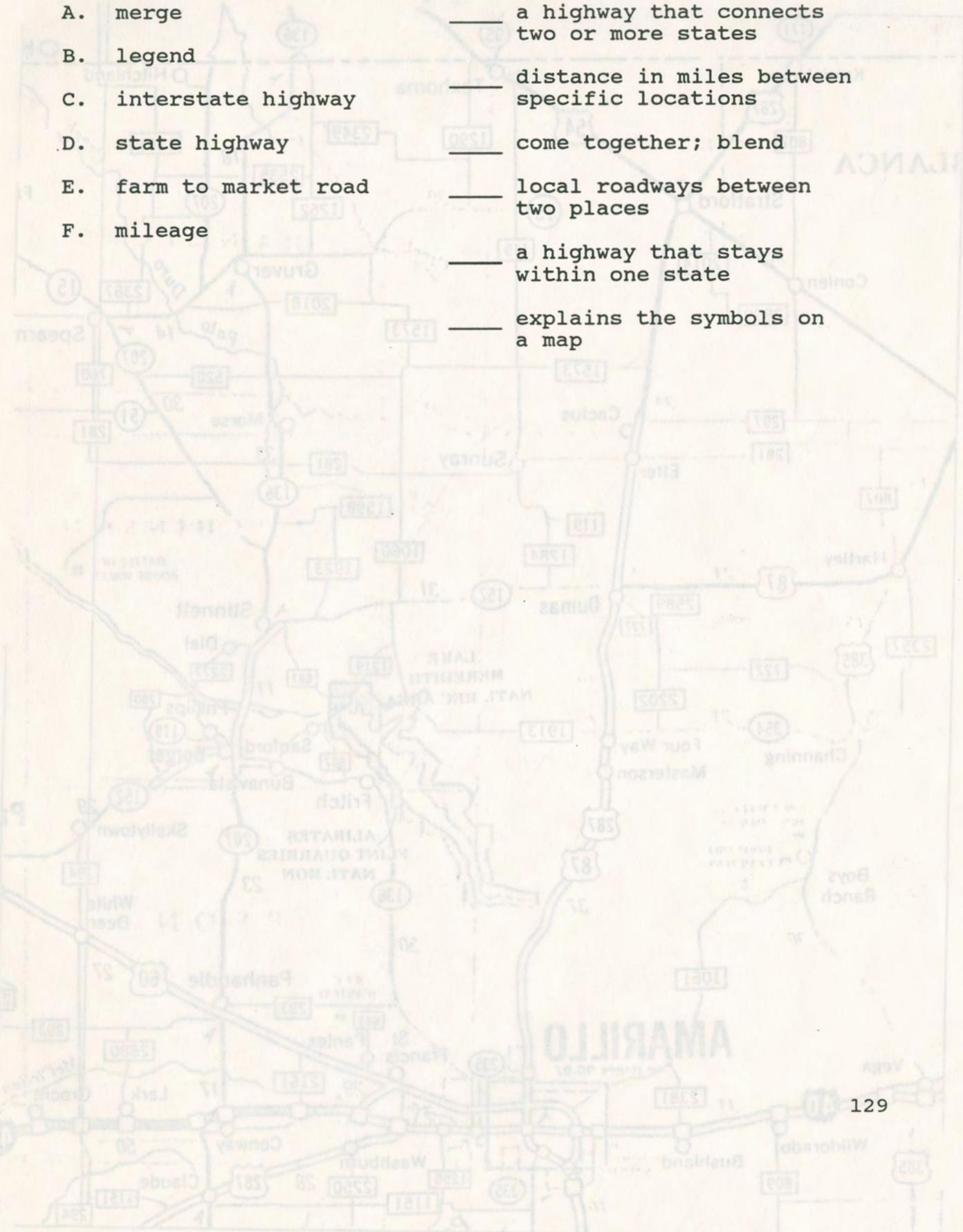
7. How many miles between Hartley and Stinnett? _____

8. Label the compass points.

ACTIVITY SHEET 2
MAP SKILLS 3 (CONT.)

9. Match these terms to their definitions.

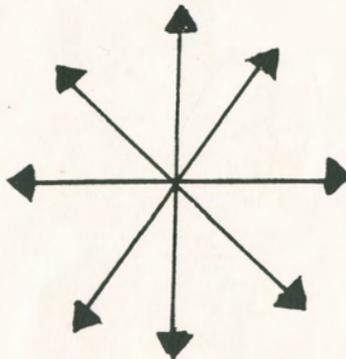
- | | | |
|------------------------|-------|--|
| A. merge | _____ | a highway that connects two or more states |
| B. legend | _____ | distance in miles between specific locations |
| C. interstate highway | _____ | come together; blend |
| D. state highway | _____ | local roadways between two places |
| E. farm to market road | _____ | a highway that stays within one state |
| F. mileage | _____ | explains the symbols on a map |



ANSWER SHEET
ACTIVITY SHEET 2
MAP SKILLS 3

Use Map B to answer the questions.

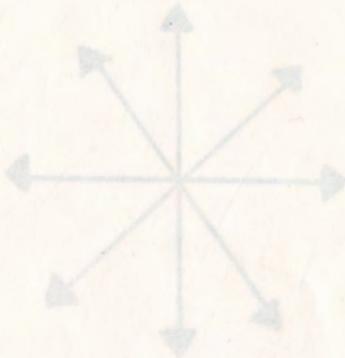
1. What is the highway between Amarillo and Dumas? 87/287 What kind of highway is it? U.S.
2. Is there an interstate highway shown on this map? Yes
If so, what is it? 40 What direction does it run?
east and west
3. How far is it from Dumas to Four Way? 12 miles
4. What is the state highway between Stinnett and Gruver?
136
5. List two farm to market roads that cross the highway between Stinnett and Gruver. 281, 520, 2018 (any two)
6. How many miles between Hartley and Dumas? 24
7. How many miles between Hartley and Stinnett? 55
8. Label the compass points.



**ANSWER SHEET
ACTIVITY SHEET 2
MAP SKILLS 3 (CONT.)**

9. Match these terms to their definitions.

- | | | |
|------------------------|----------|--|
| A. merge | <u>C</u> | a highway that connects two or more states |
| B. legend | <u>F</u> | distance in miles between specific locations |
| C. interstate highway | <u>A</u> | come together; blend |
| D. state highway | <u>E</u> | local roadway between two places |
| E. farm to market road | <u>D</u> | a highway that stays within one state |
| F. mileage | <u>B</u> | explains the symbols on a map |



OPTIONAL ACTIVITY 3
MAP SKILLS 3

Cross-word Puzzle Activity Sheet

Directions: Fill in the cross-word puzzle on the next page, using the correct definitions for the following words.

Intersection
Legend
grid
street
highway
interstate

federal
local
reference
city
road
map

east

ACROSS:

- 1 immediate area
- 4 picture of routes
- 5 area cars use between cities
- 7 area cars use state to state
- 8 areas marked off on a map
- 11 symbols on a map
- 12 areas cars use in cities
- 13 specific points on grid

DOWN:

- 2 place where people live
- 3 a direction
- 6 where two streets cross
- 9 area cars use between towns
- 10 area belonging to USA



CROSS-WORD PUZZLE
 OPTIONAL ACTIVITY 3
 MAP SKILLS 3

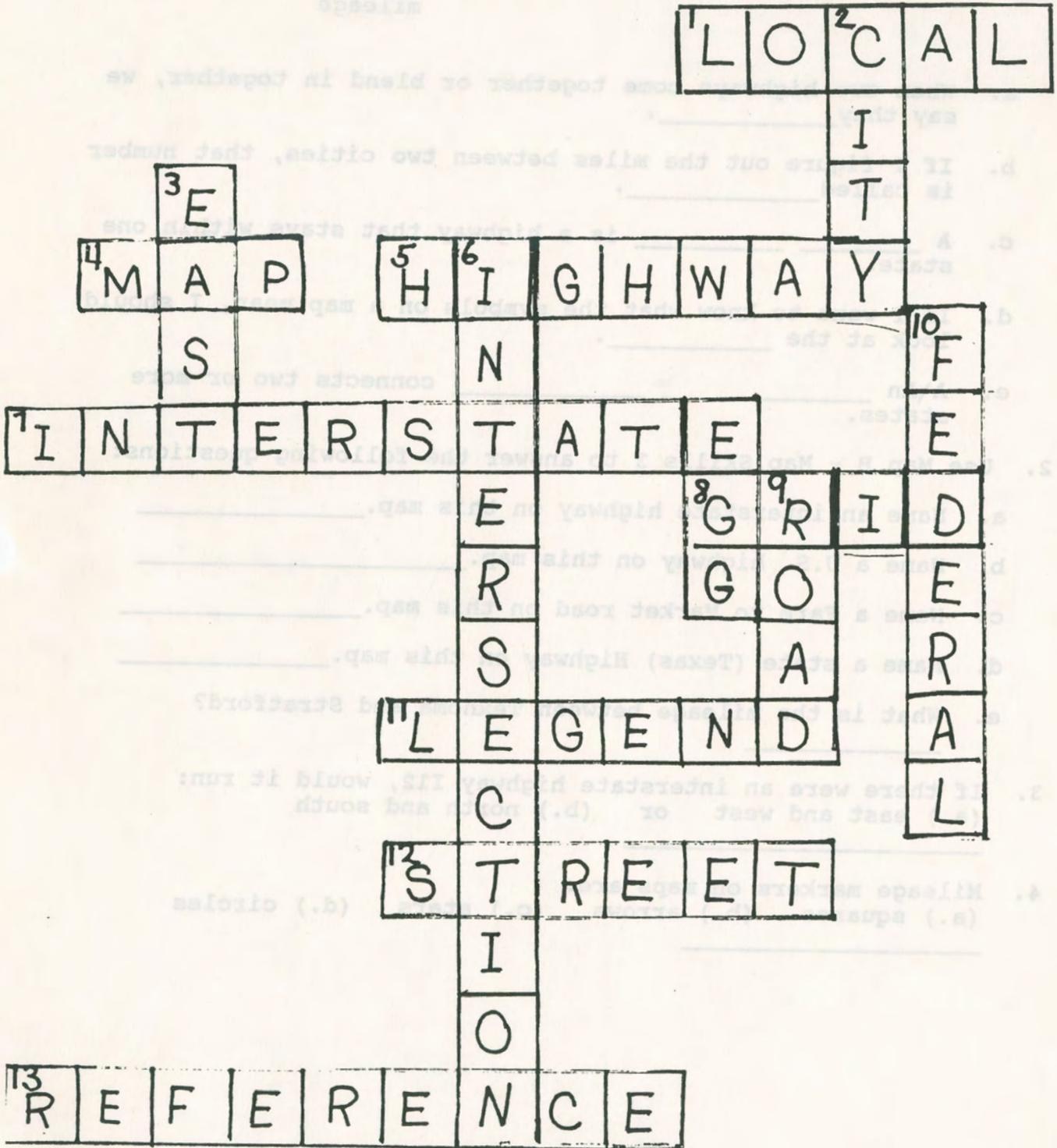
Directions: Fill in the cross-word puzzle on the next page, using the correct definitions for the following words.

Legend
 road
 city
 highway
 interstate
 federal
 local
 reference
 city
 road
 map

Across:
 1. immediate
 2. picture of routes
 3. area use between cities
 4. area use state to state
 5. area marked off on a map
 6. symbols on a map
 7. area use between states
 8. specific points on a map
 9. where two streets cross
 10. area belonging to USA

Down:
 1. picture where people live
 2. a direction
 3. where two streets cross
 4. area use between towns
 5. area belonging to USA

CROSS-WORD PUZZLE
OPTIONAL ACTIVITY SHEET 3
MAP SKILLS 3



MAP SKILLS 3
POST-TEST

1. Fill in the blanks using these terms: merge
legend
interstate highway
state highway
mileage

- a. When two highways come together or blend in together, we say they _____.
- b. If I figure out the miles between two cities, that number is called _____.
- c. A _____ is a highway that stays within one state.
- d. If I want to know what the symbols on a map mean, I should look at the _____.
- e. A\An _____ connects two or more states.

2. Use Map B - Map Skills 3 to answer the following questions:

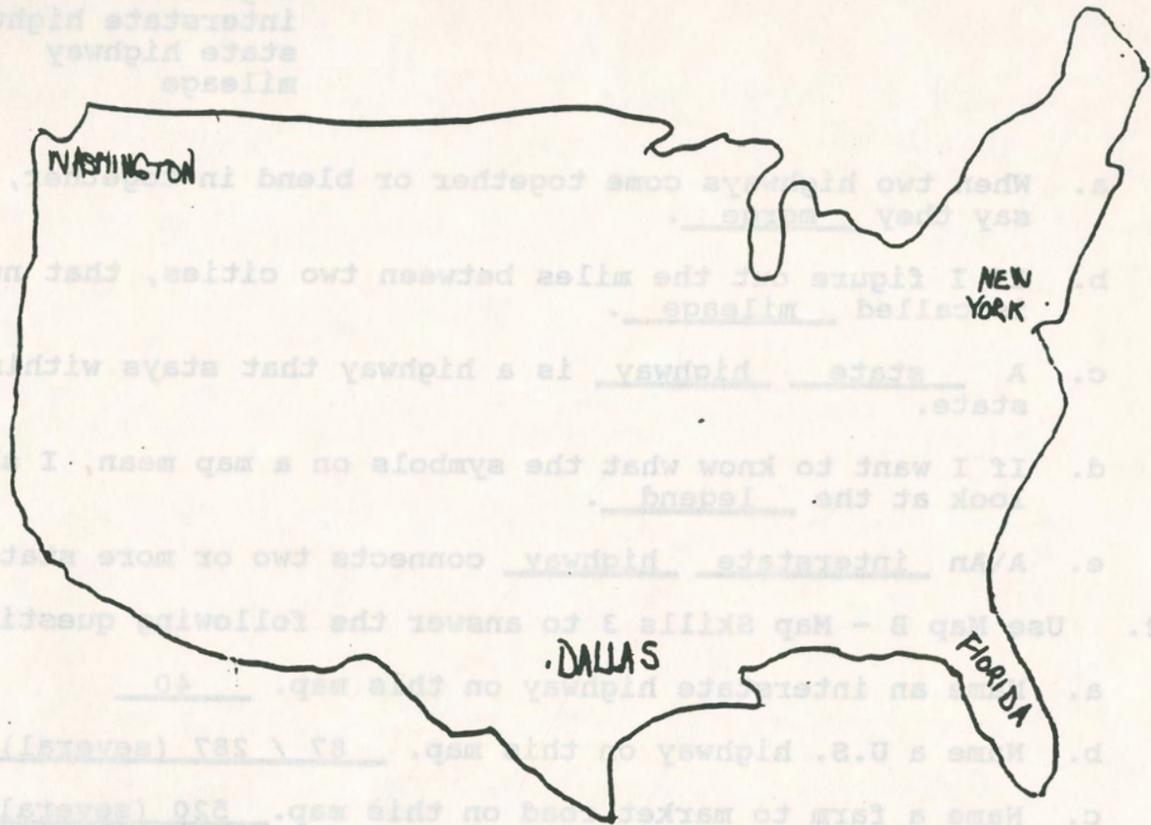
- a. Name an interstate highway on this map. _____
- b. Name a U.S. highway on this map. _____
- c. Name a Farm to Market road on this map. _____
- d. Name a state (Texas) Highway on this map. _____
- e. What is the mileage between Texhoma and Stratford?

3. If there were an interstate highway I12, would it run:
(a.) east and west or (b.) north and south

4. Mileage markers on maps are:
(a.) squares (b.) arrows (c.) stars (d.) circles

MAP SKILLS 3 (CONT.)
POST-TEST

5. Use this map.



Fill in the blanks using these words:

northwest
southwest
east
south

- a. Florida is _____ of Dallas.
- b. The state of Washington is _____ of Dallas.
- c. Dallas is _____ of New York.
- d. Florida is _____ of New York.

ANSWER SHEET
MAP SKILLS 3
POST-TEST

1. Fill in the blanks using these terms: merge
 legend
 interstate highway
 state highway
 mileage

- a. When two highways come together or blend in together, we say they merge.
- b. If I figure out the miles between two cities, that number is called mileage.
- c. A state highway is a highway that stays within one state.
- d. If I want to know what the symbols on a map mean, I should look at the legend.
- e. A\An interstate highway connects two or more states.

2. Use Map B - Map Skills 3 to answer the following questions:

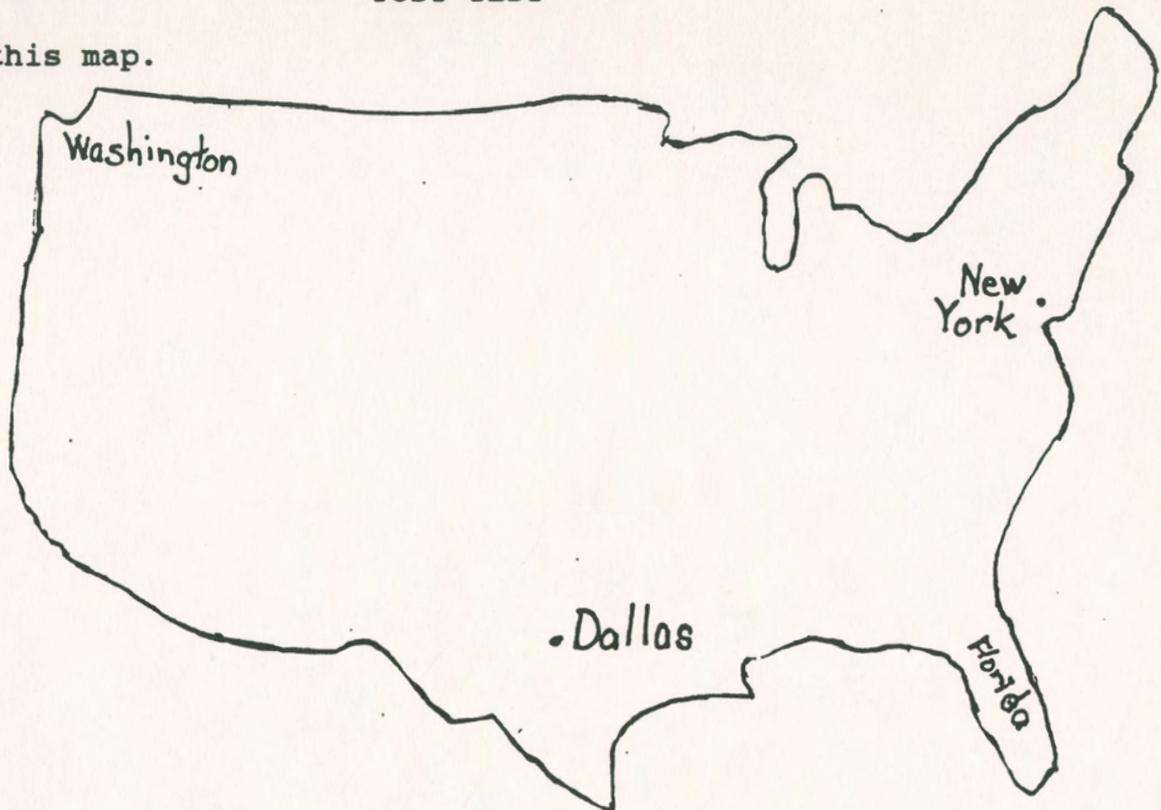
- a. Name an interstate highway on this map. 40
- b. Name a U.S. highway on this map. 87 / 287 (several)
- c. Name a farm to market road on this map. 520 (several)
- d. Name a state (Texas) highway on this map. 152 (several)
- e. What is the mileage between Texhoma and Stratford?
20

3. If there were an interstate highway I12, would it run:
(a) east and west or (b) north and south
(a) east and west

4. Mileage markers on maps are:
(a) squares (b) arrows (c) stars (d) circles
(b) arrows

ANSWER SHEET
MAP SKILLS 3 (CONT.)
POST-TEST

5. Use this map.



Fill in the blanks using these words: northwest
 southwest
 east
 south

- a. Florida is east of Dallas.
- b. The state of Washington is northwest of Dallas.
- c. Dallas is southwest of New York.
- d. Florida is south of New York.

3. Use this map.



MAP SKILLS 4

Fill in the blanks using these words:
northwest
southwest
east
south

- a. Florida is east of Dallas.
- b. The state of Washington is northwest of Dallas.
- c. Dallas is southwest of New York.
- d. Florida is south of New York.

TEACHER INFORMATION SHEET
MAP SKILLS 4

UNIT OBJECTIVE: Upon completion of this unit, the student will demonstrate the ability to compute mileage and fuel consumption by scoring at least 70% accuracy on the Post-Test.

ENABLING OBJECTIVES: The student will be able to:

1. Identify mileage markers on a map
2. Determine distances in miles from one location to another on a map using mileage markers and the accompanying mileage numbers
3. Select the shortest route for a trip between two cities in the state of Texas
4. Determine fuel consumption for a road trip

SUGGESTED INTRODUCTION TO UNIT:
We are going to spend a few minutes each day talking about reading maps and understanding directions. This is meant to be an "extra" that will be helpful when you leave school. This is not a part of our regular class lessons. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kind of things will be included in this unit and will let me know what you already know about map reading and writing directions.

TEACHER INFORMATION SHEET
MAP SKILLS 4

UNIT DESCRIPTION: This is a one week unit, consisting of Pre-Test, Student Information Sheets, and Student Activity sheets. Each daily lesson is designed to take approximately 15 minutes of instructional time. All necessary materials are included in this packet. The following is a suggested outline for the unit.

- Monday:** Introduction to the unit
Pre-Test
- Tuesday:** Students receive Information Sheet 1
Teacher uses transparency of Information Sheet 1 to lead class discussion
Students receive Activity Sheet 1- (may be completed in class or as homework)
- Wednesday:** Students self-check Activity Sheet 1 using transparency
Students receive Activity Sheet 2 - (may be completed in class or as homework)
- Thursday:** Students self-check Activity Sheet 2 using teacher transparency
Students receive Activity Sheet 3 - (may be a full class or group activity)
Students self-check Pre-Test
- Friday:** Post-Test

SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day talking about reading maps and understanding directions. This is meant to be an "extra" that will be helpful when you leave school. This is not a part of our regular class lessons. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kind of things will be included in this unit and will let me know what you already know about map reading and writing directions.

MAP SKILLS 4
PRE-TEST

Use Map C.

1. Write a trip route from Houston to Abilene. What would the total distance be in miles? _____

<u>104</u> Houston to Bryan <u>87</u> Bryan to Waco <u>241</u> Waco to Abilene <u>432</u> Total	or	<u>186</u> Houston to Austin <u>232</u> Austin to Abilene <u>418</u> Total
--	----	--

2. Write 2 different trip routes from Victoria to Dallas. What would the total distance be for each route?

ROUTE A

ROUTE B

<u>122</u> Victoria to Houston <u>248</u> Houston to Dallas <u>370</u> Total		<u>122</u> Victoria to Austin <u>99</u> Austin to Waco <u>96</u> Waco to Dallas <u>317</u> Total
--	--	---

If your car holds 15 gallons of fuel and gets 20 miles per gallon of fuel, how many gallons of fuel would you need for Route A? _____ How many gallons would you need for Route B? _____

<u>18.52</u> How many gallons would you need for Route A? <u>18.52</u>	<u>15.85</u> How many gallons would you need for Route B? <u>15.85</u>
---	---

**ANSWER SHEET
MAP SKILLS 4
PRE-TEST**

Use Map C.

1. Write a trip route from Houston to Abilene. What would the total distance be in miles? _____

<u>Houston to Austin</u>	<u>186</u>	or	<u>Houston to Bryan</u>	<u>104</u>
<u>Austin to Abilene</u>	<u>232</u>		<u>Bryan to Waco</u>	<u>87</u>
<u>Total</u>	<u>418</u>		<u>Waco to Abilene</u>	<u>241</u>
			<u>Total</u>	<u>432</u>
<u>Houston to Dallas</u>	<u>246</u>			
<u>Dallas to Fort Worth</u>	<u>28</u>			
<u>Fort Worth to Abilene</u>	<u>155</u>			
<u>Total</u>	<u>429</u>			

2. Write 2 different trip routes from Victoria to Dallas. What would the total distance be for each route?

ROUTE A

ROUTE B

<u>Victoria to Austin</u>	<u>122</u>	<u>Victoria to Houston</u>	<u>125</u>
<u>Austin to Waco</u>	<u>99</u>	<u>Houston to Dallas</u>	<u>246</u>
<u>Waco to Dallas</u>	<u>96</u>	<u>Total</u>	<u>371</u>
<u>Total</u>	<u>317</u>		

If your car holds 15 gallons of fuel and gets 20 miles per gallon of fuel, how many gallons of fuel would you need for Route A? 15.85
 How many gallons would you need for Route B? 18.55

Route A 317 divided by 20 = 15.85

Route B 371 divided by 20 = 18.55

INFORMATION SHEET 1
MAP SKILLS 4

Mileage is an important factor when you are planning a trip. Knowing the mileage between places helps you know approximately how much time you should allow to reach your destination.

Mile markers are indicated on some maps with red arrows. The distance between two arrows are in red numbers beside the route. This will help you plot the shortest route.

Knowing the mileage also helps you to gauge your gasoline expense, as well as, how far you can travel before needing to refuel.

When you are planning a trip of longer distances, you should know the amount of fuel that your car holds and how many miles to the gallon that it will get. All cars are different and it is your responsibility to know this information concerning your own vehicle.

A mileage map is very useful to calculate distances, but does not show highway conditions, such as interstate, divided highways, or road constructions. It is best to use a mileage map with a regular map.

Now, you try Route 2.
Route 2 _____ Stratford to _____ miles
U.S. Highway _____ south to _____ miles
State highway _____ east to Stinnett _____ miles
State highway _____ to Stinnett _____ miles
State highway _____ to Borger _____ miles
Which route seems best? Route 1 or 2? _____
Why? _____

ACTIVITY SHEET 1
MAP SKILLS 4

Use Map B to plot the mileage and routes. Your teacher will complete Route 1 with the class.

1. You need to go from Stratford to Borger. What routes could you use? How far is it and which would be the best route? Please state the directions you will need to go, the highway numbers, and the types of road conditions.

Route 1 Stratford to _____ miles

State highway _____ east to _____

_____ to _____ miles

South on State highway _____ to Stinnett

Stinnett to Borger _____ miles

South on _____ from Stinnett to Borger _____ miles

Now, you try Route 2.

Route 2 Stratford to _____ miles

U.S. highway _____ south to _____

_____ to Stinnett _____ miles

State highway _____ east to Stinnett

Stinnett to _____ miles

State highway _____ to Borger _____ miles

Which route seems best? Route 1 or 2? _____

Why?

ANSWER SHEET
ACTIVITY SHEET 1
MAP SKILLS 4

Use Map B to plot the mileage and routes. Your teacher will complete Route 1 with the class.

1. You need to go from Stratford to Borger. What routes could you use? How far is it and which would be the best route? Please state the directions you will need to go, the highway numbers, and the types of road conditions.

Route 1 Stratford to Gruver 39 miles
 State highway 15 east to Gruver
 Gruver to Stinnett 33 miles
 South on State highway 136 to Stinnett
 Stinnett to Borger 11 miles
 South on 152 from Stinnett to Borger 83 miles

Now, you try Route 2.

Route 2 Stratford to Dumas 34 miles
 U.S. highway 287 south to Dumas
 Dumas to Stinnett 31 miles
 State highway 152 east to Stinnett
 Stinnett to Borger 11 miles
 State highway 207 to Borger 76 miles

Which route seems best? Route 1 or 2? 2

Why? Route 2 seems to be the best route to take because it is shorter and has more miles of divided highway

ACTIVITY SHEET 2
MAP SKILLS 4

Using Map C, tell how far it is between these places.

1. Dallas to Brownsville (two different routes)
- | | | | |
|------------------------|-------|-------------------------|-------|
| Dallas to Waco | _____ | Dallas to _____ | _____ |
| Waco to Austin | _____ | _____ to Austin | _____ |
| Austin to San Antonio | _____ | Austin to _____ | _____ |
| San Antonio to McAllen | _____ | _____ to _____ | _____ |
| McAllen to Brownsville | _____ | _____ Corpus Christi | _____ |
| Total | _____ | Corpus Christi to _____ | _____ |
| | | Brownsville | _____ |
| | | Total | _____ |

2. El Paso to Fort Worth
- | | | |
|---------------------|-------|--|
| El Paso to _____ | _____ | |
| _____ to _____ | _____ | |
| _____ to _____ | _____ | |
| _____ to _____ | _____ | |
| _____ to Fort Worth | _____ | |
| Total | _____ | |

3. Amarillo to Abilene
- | | | |
|-------------------|-------|--|
| Amarillo to _____ | _____ | |
| _____ to Abilene | _____ | |
| Total | _____ | |

4. San Angelo to Shreveport (two different routes)
- | | | |
|--------------------------|-------|---------------------|
| San Angelo to Fort Worth | _____ | San Angelo to _____ |
| Fort Worth to _____ | _____ | _____ to _____ |
| _____ to Tyler | _____ | _____ to _____ |
| Tyler to _____ | _____ | _____ to _____ |
| _____ to Shreveport | _____ | _____ to _____ |
| Total | _____ | Shreveport _____ |
| | | Total |
| | | _____ |

ACTIVITY SHEET 2
MAP SKILLS 4

Using Map C, tell how far it is between these places.

1. Dallas to Brownsville (two different routes)			
Dallas to Waco	<u>96</u>	Dallas to <u>Waco</u>	<u>96</u>
Waco to Austin	<u>99</u>	<u>Waco</u> to Austin	<u>99</u>
Austin to San Antonio	<u>79</u>	Austin to <u>Victoria</u>	<u>122</u>
San Antonio to McAllen	<u>237</u>	<u>Victoria</u> to	
McAllen to Brownsville	<u>60</u>	Corpus Christi	<u>93</u>
Total	<u>571</u>	Corpus Christi to	
		Brownsville	<u>159</u>
		Total	<u>569</u>

2. El Paso to Fort Worth	
El Paso to <u>Pecos</u>	<u>207</u>
<u>Pecos</u> to <u>Midland</u>	<u>96</u>
<u>Midland</u> to <u>Big Spring</u>	<u>40</u>
<u>Big Spring</u> to <u>Abilene</u>	<u>108</u>
<u>Abilene</u> to Fort Worth	<u>155</u>
Total	<u>606</u>

3. Amarillo to Abilene	
Amarillo to <u>Lubbock</u>	<u>122</u>
<u>Lubbock</u> to Abilene	<u>165</u>
Total	<u>287</u>

4. San Angelo to Shreveport (two different routes)			
San Angelo to Fort Worth	<u>232</u>	San Angelo to	
Fort Worth to <u>Dallas</u>	<u>28</u>	<u>Waco</u>	<u>220</u>
<u>Dallas</u> to Tyler	<u>99</u>	<u>Waco</u> to	
Tyler to <u>Marshall</u>	<u>63</u>	<u>Tyler</u>	<u>129</u>
<u>Marshall</u> to Shreveport	<u>36</u>	<u>Tyler</u> to	
Total	<u>458</u>	<u>Marshall</u>	<u>63</u>
		<u>Marshall</u> to	
		Shreveport	<u>36</u>
		Total	<u>448</u>

MAP SKILLS 4

Full class or group activity

To determine your fuel consumption and how far you can go between refuels, you need to know how much gas your tank holds and how far you can go per gallon.

Let's say your car has a 16 gallon tank and you get 20 miles per gallon. How far can you go on a tank of gas? _____

Use MAP C to determine how far it is from Brownsville to Pecos.

Brownsville to Pecos

Brownsville to _____ miles

_____ to Laredo _____ miles

_____ to _____ miles

_____ to _____ miles

_____ to Pecos _____ miles

Total _____ miles

This trip is (a.) _____ miles. You can travel (b.) _____

per tank. It will take (c.) _____ tanks of fuel for this trip.

a divided by b = c

The trip is (a.) _____ miles. You get (b.) _____ miles per

gallon. This trip will take (c.) _____ gallons of fuel.

a divided by b = c

ACTIVITY SHEET 3
MAP SKILLS 4

Full class or group activity

To determine your fuel consumption and how far you can go between refuels, you need to know how much gas your tank holds and how far you can go per gallon.

Let's say your car has a 16 gallon tank and you get 20 miles per gallon. How far can you go on a tank of gas? 320 miles

Use MAP C to determine how far it is from Brownsville to Pecos.

Brownsville to Pecos		619 miles
Brownsville to	McAllen	60 miles
McAllen to	Laredo	143 miles
Laredo to	Del Rio	176 miles
Del Rio to	Fort Stockton	186 miles
Fort Stockton to	Pecos	54 miles
Total		619 miles

This trip is (a.) 619 miles. You can travel (b.) 320 miles per tank. It will take (c.) 2 tanks of fuel for this trip.

$$\begin{aligned} a \text{ divided by } b &= c \\ 619 \text{ divided by } 320 &= 1.93 \text{ (2 tanks)} \end{aligned}$$

The trip is (a.) 619 miles. You get (b.) 320 miles per gallon. This trip will take (c.) 30.95 gallons of fuel.

$$\begin{aligned} a \text{ divided by } b &= c \\ 619 \text{ divided by } 20 &= 30.95 \text{ (or 31)} \end{aligned}$$

ACTIVITY SHEET 4
MAP SKILLS 4

To the teacher: Optional Activity

Assuming that the points on MAP C are the only places to refuel, it would be interesting to talk through the distances you can go (or can't go).

Determine where they would have to refuel and why.

Determine how much gas they would still have when they refueled.

Determine how much gas they would have when they reached their destination.

This can be a full class activity, using a transparency of Map C to guide students through the steps of the activity. You might choose to assign this activity for extra credit or use as a small group activity, dividing your class into competing teams.

MAP SKILLS 4

OPTIONAL ACTIVITY:

Brownsville to McAllen	60 miles
McAllen to Laredo	143 miles
Laredo to Del Rio	176 miles
Del Rio to Fort Stockton	186 miles
Fort Stockton to Pecos	<u>54 miles</u>
	619 miles

Remember--Your car has a 16 gallon tank and gets 20 miles per gallon.

You would have to refuel in Laredo first because:

It is 203 miles from Brownsville to Laredo--you have used 10.15 gallons of gas.

It is 379 miles from Brownsville to Del Rio which is too far for your gas tank. You have 5.85 gallons still in your tank at Laredo, but not enough to go to Del Rio; therefore,

Refuel in Laredo.

You would have to refuel in Del Rio the second time because;

It is 176 miles from Laredo to Del Rio--you have used 8.8 gallons of gas.

It is 362 miles from Laredo to Fort Stockton. You would have 7.2 gallons in your tank at Del Rio, but not enough to go to Fort Stockton.

Refuel in Del Rio .

It is 240 miles from Del Rio to Pecos. You would use 12 gallons of gas from Del Rio to Pecos. You would have 4 gallons of gas when you arrived.

POST-TEST

Use Map C.

1. Write a trip route from Brownsville to San Antonio.
What would the total distance be in miles? _____

Brownsville to Corpus Christi 122
Corpus Christi to San Antonio 144
Total 266

2. Write 2 different trip routes from Marshall to Austin.
What would the total distance be for each route?
Route A _____ Route B _____

Route A

Route B

Marshall to Tustin 62
Tustin to Bryan 128
Bryan to Austin 102
Total 292

Marshall to Tyler 62
Tyler to Waco 119
Waco to Austin 99
Total 280

If your car holds 15 gallons of fuel, and gets 20 miles per gallon of fuel, how many gallons of fuel would you need for
Route A? _____ How many gallons would you need for
Route B? _____

Route A: $292 \div 20 = 14.6$

Route B: $280 \div 20 = 14$

ANSWER SHEET
Post-Test - Map Skills 4

Use Map C.

1. Write a trip route from Brownsville to San Antonio.
What would the total distance be in miles? 303 or 357

<u>Brownsville to Corpus Christi</u>	<u>159</u>
<u>Corpus Christi to San Antonio</u>	<u>144</u>
<u>Total</u>	<u>303</u>

<u>Brownsville to McAllen</u>	<u>60</u>
<u>McAllen to Laredo</u>	<u>143</u>
<u>Laredo to San Antonio</u>	<u>154</u>
<u>Total</u>	<u>357</u>

2. Write 2 different trip routes from Marshall to Austin.
What would the total distance be for each route?

Route A 291 Route B 327

Route A

<u>Marshall to Tyler</u>	<u>63</u>
<u>Tyler to Waco</u>	<u>129</u>
<u>Waco to Austin</u>	<u>99</u>
<u>Total</u>	<u>291</u>

Route B

<u>Marshall to Lufkin</u>	<u>98</u>
<u>Lufkin to Bryan</u>	<u>120</u>
<u>Bryan to Austin</u>	<u>109</u>
<u>Total</u>	<u>327</u>

If your car holds 15 gallons of fuel, and gets 20 miles per gallon of fuel, how many gallons of fuel would you need for

Route A? 14.55 How many gallons would you need for

Route B? 16.35

Route A 291 divided by 20 = 14.55

Route B 327 divided by 20 = 16.35

TEACHER INFORMATION SHEET
HOW TO BUY A USED CAR

UNIT OBJECTIVE:

At the completion of this unit, the student will be able to demonstrate an ability to make wise choices when purchasing a used car.

ENABLING OBJECTIVES: The student will be able to:

1. match terms associated with buying used cars with their correct definition
2. identify the different types of used car sales jobs
3. identify sources of used car information
4. identify which characteristics of a car are important when deciding what kind of car they want
5. identify warning signs of mechanical problems with a used car

HOW TO BUY A USED CAR

TEACHER INFORMATION SHEET
HOW TO BUY A USED CAR

UNIT OBJECTIVE:

At the completion of this unit, the student will be able to demonstrate an ability to make wise choices when purchasing a used car.

ENABLING OBJECTIVES: The student will be able to:

1. match terms associated with buying used cars with their correct definition
2. identify the different types of used car sales lots
3. identify sources of used car information
4. identify which characteristics of a car are important when deciding what kind of car they want
5. identify warning signs of mechanical problems with a used car

HOW TO BUY A USED CAR

TEACHER INFORMATION SHEET
HOW TO BUY A USED CAR

UNIT DESCRIPTION: This unit is designed to take approximately fifteen minutes of instructional time each day for five days. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction (teacher)
Pre-test (written test)

Tuesday: Teacher talks through Information Sheet 1 using transparency.
• Students complete Activity Sheet 1, "Selecting the Right Term".
Review and correct Activity Sheet 1.
Students are given Information Sheet 2 to review as homework.

Wednesday: Teacher reviews Information Sheet 2
"Places to Buy a Used Car".
Students complete Activity Sheet 2, "Write an Ad",
Students read their ads to the class.
Students are given Information Sheet 3 to review as homework.

Thursday: Teacher talks through Information Sheet 3
"Shopping Tips for Buying a Used Car"
using transparency.
Students complete Activity Sheet 3,
"The Best Buy".
Review and correct Activity Sheet 3.
Review and correct Pre-test.

Friday: Post-test (written test)

SUGGESTED INTRODUCTION TO THE UNIT:

Most likely, the first car you buy when you get out of school (if you haven't already bought one) will be a used car. Getting exactly what you want and getting the most for your money can be tricky. Even experienced car shoppers buy cars that end up having unforeseen mechanical problems. However, there are some things a used car shopper can do to protect themselves. Imagine that you have just purchased your first used car. You wake up the next morning, go out to the driveway to start it up, and it won't start...it won't even crank! Chances are, you can avoid a disheartening experience like this if you will take a few precautions before you buy. For the rest of this week, we'll investigate buying a used car. This will not be part of our usual class lessons, but will take up about 15 minutes each day. We'll start the unit today with a pre-test. Although the score will not be recorded, it will introduce you to the type of information we will be studying. It will also let me know how much you already know about buying a used car.

Wednesday: Teacher reviews Information Sheet 2
"Places to Buy a Used Car."
Students complete Activity Sheet 2, "Write an Ad."
Students read their ads to the class.
Students are given Information Sheet 3 to review
as homework.

Thursday: Teacher talks through Information Sheet 3
"Shopping Tips for Buying a Used Car"
using transparency.
Students complete Activity Sheet 3,
"The Best Buy."
Review and correct Activity Sheet 3.
Review and correct Pre-test.

Friday: Post-test (written test)

**HOW TO BUY A USED CAR
PRE-TEST**

1. Define the following terms:

A. Bluebook -

B. TT&L -

C. Credit life insurance -

D. Collateral -

E. Lemon -

2. List five sources of used cars.

3. List four sources for pricing information for used cars.

4. For what should a buyer look when inspecting the following items of a used car?

A. Engine -

B. Tires -

C. Accessories -

D. Exhaust -

**ANSWER SHEET
HOW TO BUY A USED CAR
PRE-TEST**

1. Define the following terms:

- A. Bluebook - A publication that shows retail price for each of the cars listed
- B. TT&L - Tax, title and License - fees that the buyer must pay to the state
- C. Credit life insurance - An insurance policy that will pay the balance of a debt in case the borrower dies
- D. Collateral - Something of value that you will give a creditor in case you cannot repay the loan
- E. Lemon - A slang term used to describe a car with many chronic mechanical problems.

2. List five sources of used cars.

- 1. New car dealers
- 2. Independent used car dealers
- 3. Individuals
- 4. Auctions
- 5. Financial institutions

3. List four sources for pricing information for used cars.
Any four of:

- 1. Parents and friends
- 2. Car and consumer magazines
- 3. Auto sales publications
- 4. Classified ads
- 5. Blue and black books
- 6. Browse through car lots

4. For what should a buyer look when inspecting the following items of a used car?

- A. Engine - running smoothly, temperature, battery charges, oil pressure. Oil around air filter may indicate piston rings are needed.
- B. Tires - wear - uneven; ridges (scallop)
- C. Accessories - check to see if lights, radio, etc work
- D. Exhaust - black or blue smoke may indicate a problem

**INFORMATION SHEET 1
USED CAR TERMINOLOGY**

1. Blackbook - a publication that shows retail price, or a fair market value for each of the cars listed. This price is usually higher than the blue-book price.
2. Bluebook - a publication that shows loan value, or the amount for which a financial institution would be willing to loan you for each of the cars listed.
3. Collateral - something of value that you will give to a creditor in case you cannot repay the loan. With most car loans, the car serves as collateral.
4. Credit life insurance - an insurance policy that will pay the balance of a debt in case the borrower dies.
5. Depreciation - the decrease in value over time.
6. Down payment - an amount of money paid at one time as the first payment toward the purchase of an item. This money is usually paid before the buyer takes possession of the item.
7. "Lemon" - a slang term used to describe a car with many chronic mechanical problems.
8. TT&L - Tax, Title, and License; each of these three represents a fee or payment that the buyer of a car must make to the state (and city in the case of city sales tax.)
9. Warranty - a guarantee or promise that a product will perform at a certain standard for a set period of time. Most used cars come with a very small warranty if one at all.

ACTIVITY SHEET 1
SELECTING THE RIGHT TERM

Using Information Sheet 1 as a guide, fill in the blanks in the following story so that the sentences are true and make sense. Use the vocabulary words included in Information Sheet 1.

Bert had looked forward to this day for a long time. He had saved \$300.00 to use as a _____ toward the purchase of a used car. He was also willing to put up his stereo system as _____ but, was hoping that would not be necessary. Bert was determined to be very careful selecting his car. His friend Earnie had just bought a real _____ . Everything was going wrong with Earnie's car. Yesterday, the drive shaft fell off right in the middle of an intersection. Earnie got just a little embarrassed.

Finally, after two and a half weeks of looking through the classified ads, Bert found a car that seemed hopeful. It was a six year old Angaison import economy car. It had a charismatic transmission with a hydromulch overdrive. The car seemed pretty clean and the owner was only asking \$1700.00. That was \$200.00 above the _____ book price for the car and \$250.00 below the _____ book price. The owner was willing to give a 90 day _____ on the car. Bert figured that the Angaison would hold its value pretty well since most of the _____ had already taken place. Bert put \$200.00 down on the car and financed \$1500 plus _____ insurance. His parents were paying for full coverage auto insurance so Bert was almost ready to go cruising. The only thing that remained was to pay the _____ & _____ to get all of the ownership papers in his name. Bert was glad he had \$100.00 left to pay for that. As Bert used his last \$3.00 to put some gas in his car he thought, "I wonder if this gas gauge works."

**ANSWER SHEET
ACTIVITY SHEET 1
SELECTING THE RIGHT TERM**

Using Information Sheet 1 as a guide, fill in the blanks in the following story so that the sentences are true and make sense. Use the vocabulary words included in Information Sheet 1.

Bert had looked forward to this day for a long time. He had saved \$300.00 to use as a down payment toward the purchase of a used car. He was also willing to put up his stereo system as collateral but, was hoping that would not be necessary. Bert was determined to be very careful selecting his car. His friend Earnie had just bought a real lemon. Everything was going wrong with Earnie's car. Yesterday, the drive shaft fell off right in the middle of an intersection. Earnie got just a little embarrassed.

Finally, after two and a half weeks of looking through the classified ads, Bert found a car that seemed hopeful. It was a six year old Angaison import economy car. It had a charismatic transmission with a hydromulch overdrive. The car seemed pretty clean and the owner was only asking \$1700.00. That was \$200.00 above the blue book price for the car and \$250.00 below the black book price. The owner was willing to give a 90 day warranty on the car. Bert figured that the Angaison would hold its value pretty well since most of the depreciation had already taken place. Bert put \$200.00 down on the car and financed \$1500 plus credit life insurance. His parents were paying for full coverage auto insurance so Bert was almost ready to go cruising. The only thing that remained was to pay the T T & L to get all of the ownership papers in his name. Bert was glad he had \$100.00 left to pay for that. As Bert used his last \$3.00 to put some gas in his car he thought, "I wonder if this gas gauge works."

INFORMATION SHEET 2
PLACES TO BUY A USED CAR

- I. New car dealers - most new car dealers have a used car lot to sell cars they get as trade-ins.
 - A. Cars are usually priced at blackbook prices. Some may be slightly above.
 - B. Most new car dealers try to limit their used car selection to cars less than five years old.
 - C. Most offer only cars and trucks that have passed some type of quality control check.
 - D. Some new car dealers offer limited warranties and/or service contracts.
 - E. Buyer must secure his own financing.
- II. Independent dealers specializing in certain types of cars or trucks as listed:
 - A. Late model cars often fashioned after the new car dealers
 - B. Antique cars only
 - C. Trucks only
 - D. Luxury model only
 - E. "We-tote-the-note" lots
 1. Cars tend to have more mechanical problems since many of these lots buy cars that new car dealers do not want (because of price range or mechanical conditio).
 2. More willing to deal (negotiate a price).
 3. Lower priced cars are available.
 4. Lots provide financing; often without a credit check.
- III. Individuals
 - A. Found in the classified ads
 - B. "For Sale" signs are on the cars themselves.
 - C. Buyer must be certain that the seller has the title to the car on hand.

IV. Auction - selling to the highest bidder. The advantage is price.

A. Auction company

1. Individuals sell through auctions.
2. Some dealers sell "hard to sell" vehicles through auctions.
3. There is time to inspect cars or test drive.
4. Beware of car's condition.

B. Government auctions

1. Government vehicles - police, fire department, post office, etc.
2. These vehicles have often been driven many demanding miles. (Cars often receive "rough" treatment by nature of their service.)

V. Financial Institutions - occasionally a bank or financial institution will repossess a car and are willing to sell it to a customer. Usually, the institution will sell it to a car lot or through an auction; but, if a customer calls at the right time, they will sell the car and finance it. These types of sales usually involve late model cars and are usually refinanced to the buyer.

ACTIVITY SHEET 2
WRITE AN AD

Select one of the "places to buy a used car" from Information Sheet 2 and write an ad for that dealer, business, or person that is designed to sell one or more cars. Let your ad reflect the characteristics and advantages of that particular source of used cars. An example is written below for you. Of course, we know you can write one that is much more creative. Be prepared to share yours with the class.

CRAZY FRED'S (We-tote-the-note dealer)

IT'S CRAZY FRED'S USED CARS FOR A SUPER MONEY SAVING DEAL FOR YOU! WE'VE GOT A BUMPER TO BUMPER BONANZA OF CARS THAT STILL HAVE A LOT OF LIFE IN THEM. CHECK OUT THIS DEAL...A 1975 CREAM PUFFER, 4 DOORS AND 4 ON THE FLOOR...IT'S YOURS FOR ONLY \$700.00 OR \$50.00 A WEEK...NO CREDIT CHECK: INSTANT FINANCING...YOUR WORD IS ALL THE REFERENCE WE NEED!!! THESE CARS MAY HAVE A FEW MINOR PROBLEMS, BUT AT THESE PRICES, YOU CAN AFFORD IT. COME OUT WHILE THE DEALS ARE HOT AND WE'LL POUR YOU A FREE GLASS OF LEMONADE. FOLKS CALL US CRAZY FRED'S USED CARS, 555 SOUTH CAROLINA ST., BECAUSE YOU HAVE TO BE CRAZY TO SELL CARS AT THESE PRICES!

INFORMATION SHEET 3
SHOPPING TIPS FOR BUYING A USED CAR

I. Become familiar with car prices through:

- A. Parents and friends
- B. Car and consumer magazines
- C. Auto sales publications
- D. Classified ads
- E. Bluebook and Blackbook
- F. Browse through car lots

II. Decide what you need in a car by considering the following items:

- A. Kind of use
- B. Size
- C. Type of transmission
- D. Price
- E. Avoid restricting yourself by limiting your selection to certain colors, models, radio, etc.

III. Check the condition of the car as follows:

- A. Have a mechanic check the car for items you do not know about or are not able to check.
- B. Check the car visually and test drive the car considering the following items:
 - 1. leaks - Puddles of oil, water, fluid, etc. under engine or wheel wells may indicate a problem.
 - 2. wear and tear - paint job, upholstery, tires, odometer, rust.
 - 3. engine - black or light blue exhaust smoke or oil around the filter may indicate piston rings are needed. Check to see if engine is running smoothly, temperature, battery charges, oil pressure, etc.
 - 4. accessories - lights, radio, etc. - check to see if they work.

INFORMATION SHEET 3 (CONTINUED)
SHOPPING TIPS FOR BUYING A USED CAR

Since car dealers buy many used cars (for resale, trade-in, etc.), they have often developed their own checklist to use when evaluating cars. These checklists usually prove very helpful and often save the dealership from costly mistakes when estimating the value of a car. It is advisable for you to secure a copy of such a checklist. The checklist used as an information sheet (see next page) was supplied to the writing staff as a courtesy of the Dave Krause Pontiac/Toyota/Dodge dealership in Denton, Texas.

- II. Decide what you need in a car by considering the following items:
 - A. Kind of use
 - B. Size
 - C. Type of transmission
 - D. Price
 - E. Avoid restricting yourself by limiting your selection to certain colors, models, radio, etc.
- III. Check the condition of the car as follows:
 - A. Have a mechanic check the car for items you do not know about or are not able to check.
 - B. Check the car visually and test drive the car considering the following items:
 - 1. leaks - puddles of oil, water, fluid, etc. under engine or wheel wells may indicate a problem.
 - 2. wear and tear - paint job, upholstery, tires, odometer, rust.
 - 3. engine - black or light blue exhaust smoke or oil around the filter may indicate piston rings are needed. Check to see if engine is running smoothly, temperature, battery charges, oil pressure, etc.
 - 4. accessories - lights, radio, etc. - check to see if they work.

INFORMATION SHEET 3 (CONTINUED)

DAVE KRAUSE PONTIAC/TOYOTA/DODGE

USED CAR CHECKLIST

STOCK #: _____

YEAR/MODEL: _____

VIN: _____

MILEAGE: _____

DATE: _____

ENGINE:

- _____ PERFORMANCE
- _____ LEAKS
- _____ BELTS
- _____ FLUID LEVELS (INCLUDING WASHER RESERVOIR)
- _____ OTHER _____

TRANSMISSION:

- _____ PERFORMANCE
- _____ LEAKS
- _____ FLUID LEVELS
- _____ REAR DIFFERENTIAL
- _____ OTHER _____

AIR CONDITIONING/HEATING:

- _____ PERFORMANCE
- _____ LEAKS
- _____ HOSES
- _____ BELTS
- _____ COMPRESSOR
- _____ EVAPORATOR
- _____ OTHER _____

STEERING:

- _____ PERFORMANCE
- _____ LEAKS
- _____ FLUID LEVELS
- _____ OTHER _____

BRAKES (PULL WHEEL):

- _____ PERFORMANCE
- _____ LEAKS
- _____ FLUID LEVELS
- _____ OTHER _____

BRAKE WEAR:
(CIRCLE ONE)

- NEW
- 25% WORN
- 50% WORN
- 75% WORN
- 100% WORN

COOLING SYSTEM:

- _____ LEAKS
- _____ HOSES (INCLUDING HEATER HOSES)
- _____ FLUID LEVELS (INCLUDING RECOVERY RESERVOIR)
- _____ OTHER _____

TIRES:

- _____ VISUAL INSPECTION
- _____ TREAD DEPTH
- RF LF RR LR
- /32 /32 /32 /32

ROAD TEST:

- _____ PERFORMANCE ENGINE
- _____ PERFORMANCE TRANSMISSION
- _____ HORN
- _____ AIR CONDITIONER
- _____ HEATER
- _____ RADIO
- _____ TIRE BALANCE
- _____ ALIGNMENT

TECHNICIAN SIGNATURE: _____

DATE: _____

ASSIGNMENT SHEET 3
THE BEST BUY

Eddie Edsel has been shopping for a used car for the last two weeks and has narrowed his selection down to three cars. Using the three used car checklists provided, and descriptions below, determine which car is the best buy for the money. (*Hint - the closer the car's actual cost [price + repairs] is to the car's loan value , the better the buy)

CAR #1

A five year old Solaire II, automatic transmission, power steering, power brakes, AM/FM/Tape, air conditioned. Bluebook loan value: \$2100.00; Price \$2350.00.

CAR #2

A four year old Shetland GT, 5 speed, power steering, power brakes, AM/FM/Tape, air conditioned, sunroof, tinted windows. Bluebook loan value: \$2200.00; Price: \$2575.00.

CAR #3

A four year old Starfire LE, automatic transmission, air conditioned, AM/FM/Tape, powerbrakes/steering/locks/windows/seats, sunroof, leather seats, custom wheels. Bluebook loan value: \$2450.00; Price: \$3295.00.

ASSIGNMENT SHEET 3 (CONTINUED)

DAVE KRAUSE PONTIAC/TOYOTA/DODGE

USED CAR CHECKLIST

STOCK #: NS10002458745-87G
YEAR/MODEL: 5 year old Solaire II
VIN:
MILEAGE: 92,115
DATE: Feb. 12, 19

ENGINE:
XX PERFORMANCE - Engine needs new piston rings - \$350.00 for ring job.
LEAKS
BELTS
FLUID LEVELS (INCLUDING WASHER RESERVOIR)
OTHER

TRANSMISSION:
XX PERFORMANCE - Transmission slips out of 1st and 2nd gears - needs an adjustment - will cost \$145.00.
LEAKS
FLUID LEVELS
REAR DIFFERENTIAL
OTHER

AIR CONDITIONING/HEATING:
PERFORMANCE
LEAKS
HOSES
BELTS
COMPRESSOR
EVAPORATOR
OTHER Air cond. and heating all OK.

STEERING:
PERFORMANCE
LEAKS
FLUID LEVELS
OTHER Steering is OK

BRAKES (PULL WHEEL): BRAKE WEAR: NEW
PERFORMANCE (CIRCLE ONE) 25% WORN *Brake job will cost
XX LEAKS 50% WORN \$125.00.
FLUID LEVELS 75% WORN
OTHER 100% WORN

COOLING SYSTEM:
LEAKS
HOSES (INCLUDING HEATER HOSES)
FLUID LEVELS (INCLUDING RECOVERY RESERVOIR)
OTHER Cooling system OK

TIRES:
OK VISUAL INSPECTION
TREAD DEPTH
RF LF RR LR
/32 /32 /32 /32

ROAD TEST:
XX PERFORMANCE ENGINE - a little weak; probably low compression.
XX PERFORMANCE TRANSMISSION - pops out of 1st and 2nd.
HORN
AIR CONDITIONER
HEATER
RADIO
TIRE BALANCE
ALIGNMENT

TECHNICIAN SIGNATURE: Mr. Jorgensen
DATE: 2/12/19

ASSIGNMENT SHEET 3 (CONTINUED)

 DAVE KRAUSE PONTIAC/TOYOTA/DODGE

 USED CAR CHECKLIST

STOCK #: 2DL500398276492-1L

YEAR/MODEL: 4year old Shetland GT

VIN: _____

MILEAGE: 67,885

DATE: Feb. 12, 19

ENGINE:

PERFORMANCE

LEAKS - needs manifold gasket; cost - \$45.00

BELTS - need to replace all eng. belts; cost - \$35.00.

FLUID LEVELS (INCLUDING WASHER RESERVOIR)

OTHER _____

TRANSMISSION:

PERFORMANCE

LEAKS

FLUID LEVELS

REAR DIFFERENTIAL

OTHER Transmission is OK.

AIR CONDITIONING/HEATING:

PERFORMANCE

LEAKS

HOSES

BELTS

COMPRESSOR - needs new compressor; cost - \$275.00.

EVAPORATOR

OTHER _____

STEERING:

PERFORMANCE

LEAKS

FLUID LEVELS

OTHER Steering is OK.

BRAKES (PULL WHEEL):

BRAKE WEAR:
 (CIRCLE ONE)

NEW

25% WORN

50% WORN

75% WORN

100% WORN

PERFORMANCE

LEAKS

FLUID LEVELS

OTHER Brakes are OK.

COOLING SYSTEM:

LEAKS

HOSES (INCLUDING HEATER HOSES)

FLUID LEVELS (INCLUDING RECOVERY RESERVOIR)

OTHER Cooling system is OK.

TIRES:

VISUAL INSPECTION

TREAD DEPTH

RF	LF	RR	LR
/32	/32	/32	/32

ROAD TEST:

PERFORMANCE ENGINE

PERFORMANCE TRANSMISSION

HORN - Need new horn; cost - \$20.00.

AIR CONDITIONER

HEATER

RADIO

TIRE BALANCE

ALIGNMENT - Need front-end alignment; cost - \$25.00.

TECHNICIAN SIGNATURE: _____

Ma. Jaqueline
 21121

DATE: _____

ASSIGNMENT SHEET 3 (CONTINUED)

DAVE KRAUSE PONTIAC/TOYOTA/DODGE

USED CAR CHECKLIST

STOCK #: N1110085748-56-G
YEAR/MODEL: 4 year old Starfire LE
VIN:
MILEAGE: 74,105
DATE: Feb. 12, 19

ENGINE:
PERFORMANCE
LEAKS
BELTS
FLUID LEVELS (INCLUDING WASHER RESERVOIR)
OTHER Engine is OK

TRANSMISSION:
PERFORMANCE
LEAKS
FLUID LEVELS
REAR DIFFERENTIAL
OTHER Transmission is OK

AIR CONDITIONING/HEATING:
PERFORMANCE
LEAKS
HOSES
BELTS
COMPRESSOR
EVAPORATOR
OTHER Air conditioning is OK

STEERING:
PERFORMANCE
LEAKS
FLUID LEVELS
OTHER Steering is OK

BRAKES (PULL WHEEL): BRAKE WEAR: NEW
PERFORMANCE (CIRCLE ONE) 25% WORN
LEAKS 50% WORN
FLUID LEVELS 75% WORN
OTHER Brakes are OK 100% WORN

COOLING SYSTEM:
LEAKS
HOSES (INCLUDING HEATER HOSES)
FLUID LEVELS (INCLUDING RECOVERY RESERVOIR)
OTHER Cooling system is OK

TIRES:
OK VISUAL INSPECTION
TREAD DEPTH
RF LF RR LR
/32 /32 /32 /32

ROAD TEST:
PERFORMANCE ENGINE
PERFORMANCE TRANSMISSION
HORN
AIR CONDITIONER
HEATER
RADIO
XX TIRE BALANCE - tires need to be balanced; cost- \$20.00.
ALIGNMENT

TECHNICIAN SIGNATURE: Mr. Inguarunch
DATE: 2/12/

**ANSWER SHEET FOR
ASSIGNMENT SHEET 3**

Although some might argue that certain features made one car more desirable than another, or that the fact that one car was already in almost perfect condition, the "best buy for the money" should be based on the actual cost of the car as compared with the amount of money the bank would be willing to loan on that car (blue book price). This cost should include the cost of any repairs that you would have to make in order to get the car in satisfactory condition. So, the best buy for the money would be the car whose price was the least amount of money above the loan value amount. (Note: if the car is priced below loan value, repairs included, then the best buy for the money would be the car that is the most amount of money under the loan value of the car.) here is how the cost of our three cars added up:

CAR #1 - 5 year old Solaire II

Price	\$2350.00
-Loan Value	<u>2100.00</u>
\$ above loan value	250.00
+ Piston rings	350.00
+ Brake job	125.00
+ Transmission repair	<u>145.00</u>
Cost of car above loan value	\$870.00

CAR #2 - 4 year old Shetland GT

Price	\$2575.00
-Loan Value	<u>2200.00</u>
\$ above loan value	375.00
+ A/C compressor	275.00
+ Engine gasket	45.00
+ Engine belts	35.00
+ Front-end alignment	25.00
+ Horn	<u>20.00</u>
Cost of car above loan value	\$775.00

CAR #3 - 4 year old Starfire LE

Price	\$3295.00
-Loan value	<u>2450.00</u>
\$ above loan value	845.00
+ Balance tires	<u>20.00</u>
Cost of car above loan value	\$865.00

Therefore, CAR #2, the 4 year old Shetland, is the best buy for the money since the actual cost of the car is the least amount of money above loan value.

HOW TO BUY A USED CAR
POST-TEST

Match the following terms with their correct definitions by writing the letter in front of the definition in the blank in front of its term:

- | | | |
|-----------------------|----|--|
| _____ 1. Blackbook | a. | something of value that you will give a creditor in case you cannot repay the loan. |
| _____ 2. Bluebook | | |
| _____ 3. Collateral | b. | a publication that shows loan value, or the amount a financial institution would be willing to loan you for each car listed. |
| _____ 4. Credit life | | |
| _____ 5. Depreciation | | |
| _____ 6. Down payment | c. | a guarantee or promise that a product will meet a certain standard. |
| _____ 7. "Lemon" | | |
| _____ 8. TT&L | d. | the decrease in value over time. |
| _____ 9. Warranty | e. | Tax, Title, and License. |
| | f. | A publication that shows retail price for each of the cars listed. |
| | g. | an insurance policy that will pay the balance of a loan if the borrower dies. |
| | h. | an amount of money paid at one time as the first payment toward the purchase of an item. |
| | i. | a slang term for a car with a lot of problems. |

MULTIPLE CHOICE

- _____ 10. Most new car dealers
- A. do not sell used cars.
 - B. require the buyer to purchase a service contract.
 - C. require the buyer to secure his/her own financing.
 - D. limit their used car selection to vehicles 5 years or older.

- _____ 11. An advantage to a "We-tote-the-note" independent dealer is
- A. larger selection.
 - B. easy financing.
 - C. newer cars.
 - D. higher quality cars.
- _____ 12. An advantage of buying from an auction would be
- A. quality.
 - B. selection.
 - C. credit.
 - D. price.
- _____ 13. A disadvantage of buying a car from an individual would be
- A. an individual might not have ready access to the title.
 - B. individuals are not ready to bargain.
 - C. individuals are difficult to find.
 - D. automobiles are usually in "rough" shape.
- _____ 14. If purchasing a used car from a financial institution, the automobile is most likely to be
- A. a late model car.
 - B. repossessed.
 - C. refinanced.
 - D. all of the above.
15. List at least three sources for information about used car prices.
16. Place a check in the blank in front of the words and phrases that would make the following statement correct:
- When deciding what you want in a used car, you should first determine:
- _____ the kind of use the car will get.
 - _____ color
 - _____ the type of upholstery you like.
 - _____ size.

_____ the type of transmission you can drive or is most appropriate.

_____ brand of radio.

_____ price.

TRUE/FALSE

- _____ 17. Always have a mechanic check out a car once you are serious about buying it.
- _____ 18. Oil or fluid under the wheel well does not indicate a mechanical problem.
- _____ 19. There is no need to test drive a used car before purchase.
- _____ 20. Black or light blue exhaust smoke and oil around the air filter are both a sign that the piston rings may need to be replaced.

MULTIPLE CHOICE

- _____ 10. Most new car dealers
A. do not sell used cars.
B. require the buyer to purchase a service contract.
C. require the buyer to secure his/her own financing.
D. limit their used car selection to vehicles 5 years or older.

ANSWER SHEET
HOW TO BUY A USED CAR
POST-TEST

Match the following terms with their correct definitions by writing the letter in front of the definition in the blank in front of its term:

- | | | | |
|----------|-----------------|----|---|
| <u>F</u> | 1. Blackbook | a. | something of value that you will give a creditor in case you cannot repay the loan |
| <u>B</u> | 2. Bluebook | | |
| <u>A</u> | 3. Collateral | b. | a publication that shows loan value, or the amount a financial institution would be willing to loan you for each car listed |
| <u>G</u> | 4. Credit life | | |
| <u>D</u> | 5. Depreciation | | |
| <u>H</u> | 6. Down payment | c. | a guarantee or promise that a product will meet a certain standard |
| <u>I</u> | 7. "Lemon" | | |
| <u>E</u> | 8. TT&L | d. | the decrease in value over time |
| <u>C</u> | 9. Warranty | e. | Tax, Title, and License |
| | | f. | a publication that shows retail price for each of the cars listed |
| | | g. | an insurance policy that will pay the balance of a loan if the borrower dies |
| | | h. | an amount of money paid at one time as the first payment toward the purchase of an item |
| | | i. | a slang term for a car with a lot of problems |

MULTIPLE CHOICE

- C 10. Most new car dealers
- A. do not sell used cars.
 - B. require the buyer to purchase a service contract.
 - C. require the buyer to secure his/her own financing.
 - D. limit their used car selection to vehicles 5 years or older.

- B 11. An advantage to a "We-tote-the-note" independent dealer is
- A. larger selection.
 - B. easy financing.
 - C. newer cars.
 - D. higher quality cars.
- D 12. An advantage of buying from an auction would be
- A. quality.
 - B. selection.
 - C. credit.
 - D. price.
- A 13. A disadvantage of buying a car from an individual would be
- A. an individual might not have ready access to the title.
 - B. individuals are not ready to bargain.
 - C. individuals are difficult to find.
 - D. automobiles are usually in "rough" shape.
- D 14. If purchasing a used car from a financial institution, the automobile is most likely to be
- A. a late model car.
 - B. repossessed.
 - C. refinanced.
 - D. all of the above.

15. List at least three sources for information about used car prices.

Any 3 of:

- | | |
|-------------------------------|-------------------------|
| 1. Parents and friends | 4. Classified ads |
| 2. Car and consumer magazines | 5. Blue and Black books |
| 3. Auto sales publications | 6. Car lots |

16. Place a check in the blank in front of the words and phrases that would make the following statement correct:

When deciding what you want in a used car, you should first determine:

- X the kind of use the car will get.
- _____ color
- _____ the type of upholstery you like.
- X size.

X the type of transmission you can drive or is most appropriate.

_____ brand of radio.

X price.

TRUE/FALSE

T 17. Always have a mechanic check out a car once you are serious about buying it.

F 18. Oil or fluid under the wheel well does not indicate a mechanical problem.

F 19. There is no need to test drive a used car before purchase.

T 20. Black or light blue exhaust smoke and oil around the air filter are both a sign that the piston rings need to be replaced.

14. If purchasing a used car from a financial institution, the automobile is most likely to be

- A. a late model car.
- B. repossessed.
- C. refinanced.
- D. all of the above.

15. List at least three sources for information about used car prices.

- 1. Parents and friends
- 2. Car and consumer magazines
- 3. Auto sales publications
- 4. Classified ads
- 5. Blue and Black books
- 6. Car lots

16. Place a check in the blank in front of the words and phrases that would make the following statement correct:

When deciding what you want in a used car, you should first determine:

X the kind of use the car will get.

_____ color

_____ the type of upholstery you like.

X size.

TEACHER INFORMATION SHEET
CONSUMERISM

UNIT OBJECTIVE:
Upon completion of this unit, the student will be able to identify positive consumer characteristics and practices. Successful completion of this unit will be evidenced by a score of 70 or more on the unit post-test.

ENABLING OBJECTIVES
The student will be able to:

1. match terms related to consumerism with their definitions
2. list three major considerations a consumer should make before a major purchase
3. identify characteristics of good consumer practices
4. identify sources for consumer information
5. identify the impact of poor consumer practices

CONSUMERISM

TEACHER INFORMATION SHEET
CONSUMERISM

UNIT OBJECTIVE:

Upon completion of this unit, the student will be able to identify positive consumer characteristics and practices. Successful completion of this unit will be evidenced by a score of 70 or more on the unit post-test.

ENABLING OBJECTIVES

The student will be able to:

1. match terms related to consumerism with their definitions
2. list three major considerations a consumer should make before a major purchase
3. identify characteristics of good consumer practices
4. identify sources for consumer information
5. identify the impact of poor consumer practices

CONSUMERISM

**TEACHER INFORMATION SHEET
CONSUMERISM**

UNIT DESCRIPTION:

This one week unit is designed to take about fifteen minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

- Monday: Brief unit introduction
Pre-test
- Tuesday: Students are given Information Sheet 1.
Teacher talks through Information Sheet 1 using transparency.
Students complete Activity Sheet 1.
- Wednesday: Review and correct Activity Sheet 1.
Students are given Information Sheet 2 and Activity Sheet 2. (Activity Sheet 2 leads the students through Information Sheet 2.)
Review and correct Activity Sheet 2.
Students complete Activity Sheet 3 as homework.
- Thursday: Review and correct Activity Sheet 3.
Review and correct Pre-test.
- Friday: Post-test

SUGGESTED INTRODUCTION TO THE UNIT:

We are going to spend some time each day this week talking about consumerism and how to get the best value for your money. This will not be a part of our usual class lessons. It is meant to be an aid that will be helpful to you in learning how to make the best possible decisions when making a purchase. We'll start the unit with a pre-test. This test score will not be recorded but is intended to be an indicator to let me know what you already know about consumerism.

**CONSUMERISM
PRE-TEST**

DEFINE THESE TERMS:

1. CONSUMERISM-
2. BASIC NEEDS-
3. COMPARISON SHOPPING-
4. PURCHASING POWER-
5. CURABLE-
6. CONSUMER-
7. DISPOSABLE INCOME-
8. RETAIL-
9. WHOLESALE-
10. CONSUMER PUBLICATIONS-

FILL IN THE BLANKS:

List four things a consumer needs to know in order to make a wise decision.

1. _____
2. _____
3. _____
4. _____

1. How much money is spent in the United States in one day?
2. Explain the positive effect that advertising has on the consumer.
3. Give three sources to which a consumer can go to get product information.
4. What are two ways to increase your purchasing power?

**ANSWER SHEET
CONSUMERISM
PRE-TEST**

DEFINE THESE TERMS:

1. CONSUMERISM - The practice of being a careful consumer.
2. BASIC NEEDS - The need for food, shelter, love, self esteem, to belong, to have fun, to avoid pain, etc.
3. COMPARISON SHOPPING - Comparing prices, quality, etc. to get the best value.
4. PURCHASING POWER - Making the most of your dollar by careful purchases.
5. DURABLE - Lasting. Not soon worn out.
6. CONSUMER - Anyone who spends money for goods or services.
7. DISPOSABLE INCOME - Money left after fixed obligations are met.
8. RETAIL - Goods sold by stores in small amounts to consumers.
9. WHOLESALE - Goods sold in large amounts to stores by wholesalers at a much cheaper price.
10. CONSUMER PUBLICATIONS - Magazines developed for the purpose of offering comparison information on consumer products.

FILL IN THE BLANKS:

List four things a consumer needs to know in order to make a wise decision.

1. What brands, products, and sellers exist and where to find them.
2. What the general product characteristics are.
3. What the specified product characteristics are.
4. Price and terms (free delivery, finance charges, etc.)

1. How much money is spent in the United States in one day?

3 billion dollars

2. Explain the positive effect that advertising has on the consumer.

Advertising can inform and educate. It tells what a product is, where it can be found, and what it costs.

3. Give three sources to which a consumer can go to get product information.

Consumer publications
Yellow pages
Catalogs

4. What are two ways to increase your purchasing power?

1. earn more money
2. make better purchase decisions

INFORMATION SHEET 1
CONSUMER TERMS AND DEFINITIONS

BELOW ARE TERMS AND DEFINITIONS ASSOCIATED WITH CONSUMERISM:

1. Advertising - a public notice, either in a publication, such as a newspaper flyer or magazine, or using radio or television.
2. Basic needs - the need for food, shelter, love, self-esteem, to avoid pain, etc.
3. Comparison shopping - shopping many places, by phone, reading ads, reading consumer publications or by visiting stores to compare price and value on a particular product to achieve the best possible value for one's money.
4. Consumer - anyone who purchases or uses goods or services.
5. Consumer magazines - magazines developed for the purpose of presenting comparison information on a variety of products. Some magazines offer general information about a wide variety of products and others, such as trade magazines, are more limited in scope.
6. Disposable income - money that is available for purchases after fixed obligations have been met.
7. Durable - lasting a long time. Not soon worn out.
8. Purchasing power - the ability to buy the best, most durable product at the least possible price, due to careful shopping.
9. Retail - goods sold to the user of the product in small amounts with an added price increase.
10. Wholesale - buying large amounts at less cost. Sales are usually limited to a retail business.

ACTIVITY SHEET 1
"IF...THEN STATEMENTS"

Directions: Fill in the blanks in the following statements without the use of your notes. You may select one other person in the class as your "helper" in finding the answers to tough statements.

1. If something lasts a long time, then it is said to be _____.
2. If you are reading a public notice in a newspaper about a great sale, then you are reading _____.
3. If a person is buying large amounts of goods at a price lower than retail, then he/she is buying _____.
4. If a person has the ability to buy the best, most durable product at the lowest price, then that person is said to have _____.
5. If a person shops many places, by phone, reads ads, consumer publications, and visits many stores to compare prices, then that person is involved in _____.
6. If an amount of money is available for purchases after fixed obligations have been taken out, then it is called _____ income.
7. If goods are sold to the user of a product, then the goods are called _____ goods.
8. If someone has a need for food, then they will be trying to meet one of their _____.
9. If someone was looking for a magazine that would compare products and prices, then you might recommend a _____.
10. If someone purchases or uses goods, then that person is called a _____.

Discussion question: Is there a person anywhere, that does not purchase or use a product? Where? Describe?

INFORMATION SHEET 2 CONSUMERISM

A consumer is anyone who spends money on goods and services. Consumers buy to satisfy a basic need; food, shelter, self-esteem, need to belong, for fun, to avoid pain, etc.

The American consumer is one of the richest in the world, spending about 3 billion dollars a day on goods and services. 250 billion is spent per annum on advertising.

Consumers rely on advertising for information. Advertising can inform or educate. It can make a consumer aware of a product - what it is, where it can be found, and what it costs. It can also mislead and fail to give a true picture of the goods or services. The old statement, "you get what you pay for," is a false maxim. Price is not necessarily an indicator of quality. [A survey taken by the Harvard Business School, found that it was generally felt that ads were irritating and insulted one's intelligence and that ads fail to give a true picture of the products they sell.]

"Buyer beware," should be the consumer's creed, because of the persuasive influence of advertising and the constant development of new products, many of which are inferior.

Making wise decisions maximizes your income and extends your purchasing power. This enables the consumer to buy better goods at a smaller price, or to buy a better, more durable product at the same price, thus making his disposable income go much further.

In order to make wise purchasing decisions, the consumer needs to know the following;

1. What brands, products and sellers exist and where they may be found.
2. What are the general product characteristics.
3. What are the specific product characteristics.
4. Price and other terms (free delivery, financing costs, etc.) - the actual price of a product to a consumer is the cost of the item plus delivery, finance, et. (Some of these costs are already figured into the quoted price.)

Consumers should arm themselves with consumer information. The telephone directory (yellow pages), consumer publications such as "Consumer Report", ads for comparison shopping, and catalogs are good sources of information. Careful researching and bargaining will enable a consumer to approach a wholesale price rather than paying full retail. Consumerism should be practiced, particularly when the consumer is less affluent, when the product desired is large in the household budget and the cost of the search is low.

INFORMATION SHEET 2 (CONTINUED)
CONSUMERISM

The central task of the household as a consuming unit is to maximize income utility or to "get the most" out of its income. The two avenues open to increasing purchasing power are: (a) earn more money and (b) make better purchase decisions. Another reason to consider alternatives in consumer purchases is defensive in nature...to avoid being cheated.

Consumers will find it profitable to shop widely as long as the expected net payoff from the search is positive. To obtain consumer payoffs, you must search directly or indirectly for information regarding the prices and quality of the goods in which you are interested. The search should include the following: "shopping", consulting consumer publications, telephoning retailers for price information, using the "yellow pages," consulting mail order catalogs and-very important-bargaining.

- 1.1 4. List at least three positive things that advertising can do for the American public.
- 1.1 5. The old statement "you get what you pay for," is a maxim.
- 1.1 6. According to the Harvard Business School survey, most Americans think that advertising is _____ (describe below)
- 1.4 7. The consumer's creed should be _____
- 1.6 8. FILL IN THE BLANKS:
In order to make wise purchasing decisions, a consumer needs to know what _____ exist and where they may be found; what the general and specific product _____ are; and the _____ and other terms.
- 1.7 9. List three sources for consumer information.
- 2.1 10. What are two ways of getting the most out of your income?

ACTIVITY SHEET 2
PARTNERSHIP ASSIGNMENT

Directions: Along with this assignment sheet, you have been given Information sheet 2. WAIT TO READ THE INFORMATION SHEET. Read the information as you work together with your partner to find the answers with each other. Each of you must complete the assignment sheet. Be ready to share your answers with the class. Page and paragraph numbers are given with each question to indicate which page and paragraph contain the answer. Explanation: 1.3 means first page and third paragraph.

- 1.1 1. What is a consumer?
- 1.2 2. How much money do American consumers spend in one day?
- 1.2 3. How much money is spent on advertising in one year in the United States?
- 1.3 4. List at least three positive things that advertising can do for the American public.

- 1.3 5. The old statement "you get what you pay for," is a _____ maxim.
- 1.3 6. According to the Harvard Business School survey, most Americans think that advertising is _____:
(describe below)

- 1.4 7. The consumer's creed should be _____.
- 1.6 8. FILL IN THE BLANKS:
In order to make wise purchasing decisions, a consumer needs to know what _____ exist and where they may be found; what the general and specific product _____ are; and the _____ and other terms.
- 1.7 9. List three sources for consumer information.

- 2.1 10. What are two ways of getting the most out of your income?

2.2 11. To obtain consumer payoffs, a person must search diligently for information regarding the _____ and _____ of goods.

2.2 12. Your search for information should include:

- A. your emotions.
- B. bargaining.
- C. taking your best guess.
- D. consulting mailmen.

1.1 1.1 What is a consumer?
anyone who spends money on goods and services

1.2 2. How much money do American consumers spend in one day?
3 billion dollars

1.2 3. How much money is spent on advertising in one year in the United States?
250 billion dollars

1.3 4. List at least three positive things that advertising can do for the American public.
It can tell a consumer what a product is, where it can be found, and what it costs.

1.3 5. The old statement "you get what you pay for," is a
false maxim.

1.3 6. According to the Harvard Business School survey, most Americans think that advertising is _____ (describe below)
...irritating, insulting to one's intelligence, and fails to give a true picture of the products they sell.

1.4 7. The consumer's creed should be _____
buyer beware

1.6 8. FILL IN THE BLANKS:
In order to make wise purchasing decisions, a consumer needs to know what _____ products _____ exist and where they may be found; what the general and specific product _____ characteristics _____ are; and the _____ price _____ and _____ other terms.

1.7 9. List three sources for consumer information.
1. Yellow pages
2. Consumer publications
3. Catalogs

**ANSWER SHEET
ACTIVITY SHEET 2
PARTNERSHIP ASSIGNMENT**

Directions: Along with this assignment sheet, you have been given Information sheet 2. WAIT TO READ THE INFORMATION SHEET. Read the information as you work together with your partner to find the answers. Each of you must complete the assignment sheet. Be ready to share your answers with the class. Page and paragraph numbers are given with each question to indicate which page and paragraph contain the answer. Explanation: 1.3 means first page and third paragraph.

- 1.1 1. What is a consumer?
anyone who spends money on goods and services
- 1.2 2. How much money do American consumers spend in one day?
3 billion dollars
- 1.2 3. How much money is spent on advertising in one year in the United States?
250 billion dollars
- 1.3 4. List at least three positive things that advertising can do for the American public.
It can tell a consumer what a product is, where it can be found, and what it costs.
- 1.3 5. The old statement "you get what you pay for," is a false maxim.
- 1.3 6. According to the Harvard Business School survey, most Americans think that advertising is _____.
(describe below)
...irritating, insulting to one's intelligence, and fails to give a true picture of the products they sell.
- 1.4 7. The consumer's creed should be buyer beware.
- 1.6 8. FILL IN THE BLANKS:
In order to make wise purchasing decisions, a consumer needs to know what products exist and where they may be found; what the general and specific product characteristics are; and the price and other terms.
- 1.7 9. List three sources for consumer information.
1. Yellow pages
2. Consumer publications
3. Catalogs

2.1 10. What are two ways of getting the most out of your income?
1. earn more money
2. make better purchase decisions

2.2 11. To obtain consumer payoffs, a person must search diligently for information regarding the prices and quality of goods.

2.2 12. Your search for information should include:

- A. your emotions.
- B. bargaining.
- C. taking your best guess.
- D. consulting mailmen.

LIST & SOURCES OF CONSUMER INFORMATION

1.	_____	2.	_____
3.	_____	4.	_____

ACTIVITY SHEET 3
CONSUMERISM

MATCH THESE DEFINITIONS AND TERMS:

- | | | |
|--|-------|---------------------------|
| 1. Anyone who spends money for goods or services | _____ | a. basic needs |
| 2. "You get what you pay for." | _____ | b. product information |
| 3. Food, shelter, self-esteem, etc. | _____ | c. false maxim |
| 4. Consumer reports, yellow pages, ads, etc. | _____ | d. advertising |
| 5. Amount spent per annum on advertising | _____ | e. maximizing income |
| 6. Public notice designed to sell or promote a product | _____ | f. 250 billion |
| 7. Getting the most for your money | _____ | g. misleading advertising |
| 8. Amount American consumers spend per day | _____ | h. 3 billion |
| 9. Uninformed or young adults and children are most susceptible to | _____ | i. buyer beware |
| 10. Consumer's creed | _____ | j. consumer |

FILL IN THE BLANKS

LIST 4 SOURCES OF CONSUMER INFORMATION

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

**ANSWER SHEET
ACTIVITY SHEET 3
CONSUMERISM**

MATCH THESE DEFINITIONS AND TERMS:

- | | | |
|--|-----------|---------------------------|
| 1. Anyone who spends money for goods or services | <u>3</u> | a. basic needs |
| 2. "You get what you pay for." | <u>4</u> | b. product information |
| 3. Food, shelter, self-esteem, etc. | <u>2</u> | c. false maxim |
| 4. Consumer reports, yellow pages, ads, etc. | <u>6</u> | d. advertising |
| 5. Amount spent per annum on advertising | <u>7</u> | e. maximizing income |
| 6. Public notice designed to sell or promote a product | <u>5</u> | f. \$250 billion |
| 7. Getting the most for your money | <u>9</u> | g. misleading advertising |
| 8. Amount American consumers spend per day | <u>8</u> | h. \$3 billion |
| 9. Uninformed or young adults and children are most susceptible to | <u>10</u> | i. buyer beware |
| 10. Consumer's creed | <u>1</u> | j. consumer |

FILL IN THE BLANKS
LIST 4 SOURCES OF CONSUMER INFORMATION

- | | |
|-------------------------------|------------------------------|
| 1. <u>telephone directory</u> | 2. <u>consumer magazines</u> |
| 3. <u>advertisements</u> | 4. <u>catalogs</u> |

**CONSUMERISM
POST-TEST**

1. Match the following terms to their correct definition by writing the letter in front of the correct definition in the blank in front of its term.

- | | |
|----------------------------|---|
| ___ 1. Advertising | a. publications developed for the purpose of presenting comparison information on a variety of products |
| ___ 2. Basic needs | b. shopping many places to compare price and value |
| ___ 3. Comparison shopping | c. anyone who uses goods or services |
| ___ 4. Consumer | d. buying large amounts at less cost. Sales are limited to retail businesses. |
| ___ 5. Consumer magazines | e. a public notice telling about a product |
| ___ 6. Disposable income | f. lasting a long time |
| ___ 7. Durable | g. goods sold to the user of the product. |
| ___ 8. Purchasing power | h. the need for food, shelter, love, self-esteem, to avoid pain, etc. |
| ___ 9. Retail | i. the ability to buy the best, most durable product at the least price. |
| ___ 10. Wholesale | j. money that is available for purchases after fixed obligations have been met. |

MULTIPLE CHOICE

- _____ 1. American consumers spend approximately _____ every day.
A. 3 million dollars
B. 3 billion dollars
C. 3 hundred dollars
D. 3 dollars
- _____ 2. Advertising helps consumers by:
A. informing them that certain products are available
B. entertaining them.
C. lowering the cost of selling to the merchant.
D. offering free delivery.
- _____ 3. Consumerism teaches:
A. "You get what you pay for."
B. "A penny saved is a penny earned."
C. "You can get more out of your money."
D. "There's a sucker born every minute."
- _____ 4. The Harvard Business School survey on advertising revealed that most Americans felt that advertising was:
A. irritating.
B. insulting.
C. misleading.
D. all of the above.
- _____ 5. The two ways to get more out of your income is to (1) earn more money and (2):
A. buy only generic brands.
B. make better purchasing decisions.
C. watch more television advertising.
D. get a part-time job.

TRUE-FALSE

- _____ 1. Comparison shopping generally isn't necessary if the product is advertised widely.
- _____ 2. Price is the best indicator of quality.
- _____ 3. A consumer is anyone who knows a lot about goods and services.
- _____ 4. A survey by the Harvard Business School found that most ads were honest.
- _____ 5. \$10,000,000 dollars is spent on advertising each year.
- _____ 6. "Buyer Beware" should be the consumer's creed.

- _____ 7. The yellow pages of the telephone directory is a good source for gaining consumer information.
- _____ 8. Advertising helps the American consumer by telling them where a product can be found.
- _____ 9. The actual price of a product to the consumer does not include the price plus transportation/delivery charges.
- _____ 10. Disposable income refers to money that can be thrown away.

- _____ 3. Consumer teachers:
 - A. "You get what you pay for."
 - B. "A penny saved is a penny earned."
 - C. "You can get more out of your money."
 - D. "There's a sucker born every minute."

- _____ 4. The Harvard Business School survey on advertising revealed that most Americans felt that advertising was:
 - A. irritating.
 - B. insulting.
 - C. misleading.
 - D. all of the above.

- _____ 5. The two ways to get more out of your income is to (1) earn more money and (2):
 - A. buy only generic brands.
 - B. make better purchasing decisions.
 - C. watch more television advertising.
 - D. get a part-time job.

TRUE-FALSE

- _____ 1. Comparison shopping generally isn't necessary if the product is advertised widely.
- _____ 2. Price is the best indicator of quality.
- _____ 3. A consumer is anyone who knows a lot about goods and services.
- _____ 4. A survey by the Harvard Business School found that most ads were honest.
- _____ 5. \$10,000,000 dollars is spent on advertising each year.
- _____ 6. "Buyer Beware" should be the consumer's creed.

ANSWER SHEET
POST-TEST
CONSUMERISM

1. Match the following terms to their correct definition by writing the letter in front of the correct definition in the blank in front of its term.

- | | |
|---------------------------------|---|
| <u>E</u> 1. Advertising | a. publications developed for the purpose of presenting comparison information on a variety of products |
| <u>H</u> 2. Basic needs | b. shopping many places to compare price and value |
| <u>B</u> 3. Comparison shopping | c. anyone who uses goods or services |
| <u>C</u> 4. Consumer | d. buying large amounts at less cost. Sales are limited to retail businesses. |
| <u>A</u> 5. Consumer magazines | e. a public notice telling about a product |
| <u>J</u> 6. Disposable income | f. lasting a long time |
| <u>F</u> 7. Durable | g. goods sold to the user of the product. |
| <u>I</u> 8. Purchasing power | h. the need for food, shelter, love, self-esteem, to avoid pain, etc. |
| <u>G</u> 9. Retail | i. the ability to buy the best, most durable product at the least price. |
| <u>D</u> 10. Wholesale | j. money that is available for purchases after fixed obligations have been met. |

MULTIPLE CHOICE

- B 1. American consumers spend approximately _____ every day.
A. 3 million dollars
B. 3 billion dollars
C. 3 hundred dollars
D. 3 dollars
- A 2. Advertising helps consumers by:
A. informing them that certain products are available
B. entertaining them.
C. lowering the cost of selling to the merchant.
D. offering free delivery.
- C 3. Consumerism teaches:
A. "You get what you pay for."
B. "A penny saved is a penny earned."
C. "You can get more out of your money."
D. "There's a sucker born every minute."
- D 4. The Harvard Business School survey on advertising revealed that most Americans felt that advertising was:
A. irritating.
B. insulting.
C. misleading.
D. all of the above.
- B 5. The two ways to get more out of your income is to (1) earn more money and (2):
A. buy only generic brands.
B. make better purchasing decisions.
C. watch more television advertising.
D. get a part-time job.

TRUE-FALSE

- F 1. Comparison shopping generally isn't necessary if the product is advertised widely.
- F 2. Price is the best indicator of quality.
- F 3. A consumer is anyone who knows a lot about goods and services.
- F 4. A survey by the Harvard Business School found that most ads were honest.
- F 5. \$10,000,000 dollars is spent on advertising each year.

- T 6. "Buyer Beware" should be the consumer's creed.
- T 7. The yellow pages of the telephone directory is a good source for gaining consumer information.
- T 8. Advertising helps the American consumer by telling them where a product can be found.
- F 9. The actual price of a product to the consumer does not include the price plus transportation/delivery charges.
- F 10. Disposable income refers to money that can be thrown away.

LOCATING JOB OPENINGS

- 6. "Buyer Beware" should be the consumer's creed. T
- 7. The yellow pages of the telephone directory is a good source for gaining consumer information. T
- 8. Advertising helps the American consumer by telling them where a product can be found. T
- 9. The actual price of a product to the consumer does not include the price plus transportation/delivery charges. F
- 10. Disposable income refers to money that can be thrown away. F

LOCATING JOB OPENINGS

**TEACHER INFORMATION SHEET
LOCATING JOB OPENINGS**

UNIT OBJECTIVE - Upon completion of this unit of study, the student will be able to locate and identify opportunities for employment using a variety of employment sources. Successful completion of this unit will be evidenced by a score of 70 or above on the unit post-test.

ENABLING OBJECTIVES: The student will be able to:

1. match terms associated with locating job openings with their correct definitions
2. identify the correct positive mental attitudes necessary for a successful job search
3. identify the different types of job classifications found in the newspaper's "help wanted" section of the classified ads
4. rewrite abbreviations commonly used in "help wanted" ads using the complete term
5. list eight common sources for employment opportunities other than newspaper
6. identify the differences between public and private employment agencies
7. fill out an employment application completely, with no errors

TEACHER INFORMATION
LOCATING JOB OPENINGS

UNIT DESCRIPTION: This two week unit designed to take approximately fifteen minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lesson:

- Monday:** Brief unit introduction (teacher)
Pre-Test (written test)
- Tuesday:** Students receive Information Sheet 1
Teacher talks through Information Sheet 1 using transparency
Students complete Activity Sheet 1, "Using Terms Correctly"
- Wednesday:** Review and correct Activity Sheet 1
Vocabulary Bingo Game
- Thursday:** Teacher talks through Information Sheet 2 using transparency
Application of material in Information Sheet 2
Students complete Activity Sheet 2, "Rewrite Ads"
- Friday:** Review and correct Activity Sheet 2
Abbreviation Match-Game
- Monday:** Teacher talks through Information Sheet 3 using transparency
Application of material in Information Sheet 3
Students role play/narrate Activity Sheet 3, Little Red Hen story
Assign the ending of the story as homework (written assignment)
- Tuesday:** Review/read story endings in class
Teacher talks through Information Sheet 4
- Wednesday:** Application of material in Information Sheet 4
Activity Sheet 4, "A Trip to T.E.C., Pt.1"
Teacher talks students through filling out application form
- Thursday:** Finish Activity Sheet 4, "A Trip to T.E.C., Pt. 2"
Review/correct Pre-test
- Friday:** Post-test (written test)

SUGGESTED INTRODUCTION TO UNIT:

We all know of people that seem to attract jobs. They always seem to "luck-out" or to just "happen upon" companies that are hiring. Rather than luck, it is more probable that these people have learned some "basics" about looking for jobs. They have probably found out in one way or another the common sources for jobs. This can be very valuable information, especially when someone is unemployed. For the next two weeks we will investigate common job sources and how to go about finding employment. This will not be part of our usual class lesson, but will take up about 15 minutes each day. We'll start the unit today with a pre-test. Although the score will not be recorded, it will introduce you to the type of information we will be studying. It will also let me know how much you already know about finding job openings.

3. List some things that must be done to prepare for a job hunt.

4. Write out the full word for the following abbreviations:

A. I.C. -

B. Hkpr. -

C. Rel. -

D. Rep. -

E. Mang. -

5. Besides the newspaper, list eight other sources for finding job openings.

6. Compare and contrast the public and private employment agencies.

LOCATING JOB OPENINGS
PRETEST

1. Define the following terms:
 - A. Blind ad -
 - B. Equal Opportunity Employers -
 - C. Personnel -
2. What is the difference between salary and wage?
3. List some things must be done to prepare for a job hunt.
4. Write out the full word for the following abbreviation:
 - A. Lt. -
 - B. Hskpr. -
 - C. Rel. -
 - D. Req. -
 - E. Mang. -
5. Besides the newspaper, list eight other sources for finding job openings.
6. Compare and contrast the public and private employment agencies.

**LOCATING JOB OPENINGS
PRETEST**

1. Define the following terms:
 - A. ad - A type of "help wanted" ad in which the company is not identified.
 - B. Equal Opportunity Employers - an employer that hires workers without regard to race, sex, age or religion.
 - C. Personnel - all of the people employed at a company.
2. What is the difference between Salary and Wage? Salary is a set amount of money to be paid an employee for a time period other than by the hour. Wage is a set amount of money to be paid an employee for each hour of work.
3. Explain what things must be done to prepare for a job hunt.
 1. Become familiar with job sources.
 2. Organize your time; plan your day.
 3. Start early - 8:00 AM.
 4. Write down all information about job leads.
 5. Talk it up. Let everyone know you are looking for a job.
4. Write out the full word for the following abbreviation:
 - A. Lt. - light
 - B. Hskpr. - housekeeper
 - C. Rel. - reliable
 - D. Req. - required
 - E. Mang. - manager
5. Besides the newspaper, list eight other sources for finding job openings.
 1. Friends and family
 2. Former employers
 3. Public bulletin boards
 4. Unions
 5. Radio and Television
 6. Trade publications
 7. Large manufacturing plants and educational institutions
 8. Employment agencies
6. Compare and contrast the public and private employment agencies. Private employment agencies are private businesses and charge a fee. TEC is a state government agency and does not charge a fee. Both find job leads, arrange interviews, provide counseling and testing, and conduct job search seminars. TEC processes claims for unemployment payments.

INFORMATION SHEET 1
TERMINOLOGY

Below are terms that are associated with locating job openings:

1. Applicant - a person who formally asks for employment.
2. Blind ad - a type of "help wanted" ad in which the company is not identified. Usually application is made by sending a resume to a post office box.
3. Classified ads - short advertisements that are grouped according to the type of product or service offered. For example: Help Wanted, Automobiles, Real Estate, Garage Sales, Etc.
4. Employment Agencies - Public (Texas Employment Commission) or private organizations that find jobs for other people.
5. Equal Opportunity Employer - an employer that hires workers without regard to race, sex, age or religion.
6. Fee Paid - An agreement between an employer and a private employment agency that the employer will pay the fee charged by the agency for finding a job.
7. Interview - a formal meeting between the applicant and employer at which the employer determines the applicant's qualifications.
8. Lead - information about a job availability.
9. Legible - readable.
10. Marital status - a statement that identifies the applicant as married, single, or divorced.
11. Personnel - all of the people employed at a company.
12. Resume - a written summary of information important to an employer about the applicant.
13. Salary - a set amount of money to be paid to an employee for a time period of work (month, year, etc.) other than by the hour.
14. Situation Wanted - an ad by a person looking for work, stating his/her qualifications and availability.
15. Wage - a set amount of money to be paid to an employee each hour.

ACTIVITY SHEET 2
USING TERMS CORRECTLY

DIRECTIONS:

- A. Write a statement for each of the following terms, using them correctly.
- B. Make certain that each term is placed in the sentence according to the directions given for that term. Be creative!!!

EXAMPLE: Use the term wage as the sixth word of a sentence.

"The job offered an excellent wage of \$7.25 an hour."

1. Use the term marital status as the fourth word of a sentence.
2. Use the term blind ad as the last word of a sentence.
3. Use the term personnel as the seventh word of a sentence.
4. Use the term legible as the second word of a sentence.
5. Use the term salary as the middle word of a sentence.

**INSTRUCTIONS FOR
VOCABULARY BINGO**

1. The teacher should duplicate Information Sheet #1 and separate the definitions by cutting them into individual strips.
2. Duplicate the "Vocabulary Bingo" cards and distribute one to each student.
3. Randomly draw a term and definition from a container and read the definition only to the class.
4. The student must identify the correct term for the definition read and mark their card by drawing an "X" over the term they have selected.
5. When a student has a "Bingo" (5 in a row, or four corners), they should call out "Bingo!" and bring their card to the teacher for verification.
6. The teacher should verify the card by saying each of the terms used in the Bingo aloud and identify each with its definition.

VOCABULARY BINGO BOARD

Applicant	Blind ad	Classified	Employment Agencies	E.O.E.
Fee Paid	Interview	Lead	Legible	Marital Status
Personnel	Resume	FREE	Salary	Situation Wanted
Wage	Applicant	Blind ad	Classified ad	Employment Agency
E.O.E.	Fee paid	Interview	Lead	Legible

VOCABULARY BINGO BOARD (CONTINUED)

Classified ad	Salary	Marital Status	Situation Wanted	Interview
Employment Agencies	Applicant	Legible	Lead	E.O.E.
Resume	Wage	FREE	Fee paid	Personnel
Blind ad	Marital Status	Classified ad	Personnel	Legible
Fee paid	E.O.E.	Lead	Wage	Applicant

VOCABULARY BINGO BOARD (CONTINUED)

Applicant	Fee paid	Classified ad	Blind ad	Personnel
Interview	Wage	E.O.E.	Marital Status	Lead
Employment Agencies	Resume	FREE	Salary	Situation Wanted
Legible	Marital Status	Lead	Wage	Interview
E.O.E.	Resume	Salary	Employment Agencies	Classified ad

VOCABULARY BINGO BOARD (CONTINUED)

Salary	Resume	Applicant	Fee paid	Marital Status
Personnel	Legible	Situation Wanted	E.O.E.	Interview
Classified ad	Wage	FREE	Lead	Blind ad
Employment Agencies	Marital Status	Interview	Wage	Fee paid
Lead	Personnel	Blind ad	Employment Agencies	Resume

VOCABULARY BINGO BOARD (CONTINUED)

E.O.E.	Fee paid	MARITAL Status	Legible	Resume
Classified ad	Wage	Personnel	Applicant	Lead
Blind ad	Salary	FREE	Employment Agencies	Situation Wanted
Interview	Legible	Lead	Interview	Applicant
Salary	Situation Wanted	Blind ad	Marital Status	Classified ad

VOCABULARY BINGO BOARD (CONTINUED)

Wage	Fee paid	E.O.E.	Resume	Marital Status
Classified ad	Salary	Employment Agencies	Lead	Personnel
Legible	Interview	FREE	Applicant	Situation Wanted
Blind ad	Applicant	Personnel	Interview	Lead
Salary	E.O.E.	Classified ad	Legible	Employment Agencies

VOCABULARY BINGO BOARD (CONTINUED)

E.O.E	Fee paid	Classified ad	Wage	Marital Status
Fee paid	Situation Wanted	Salary	Employment Agencies	Lead
Resume	Applicant	FREE	Personnel	Interview
Blind ad	Lead	Employment Agencies	Salary	Fee paid
Situation Wanted	Classified ad	Applicant	Resume	Wage

VOCABULARY BINGO BOARD (CONTINUED)

Situation Wanted	Blind ad	Employment Agencies	Personnel	E.O.E.
Marital Status	Fee paid	Salary	Lead	Resume
Applicant	Classified Ad	FREE	Wage	Fee paid
Interview	E.O.E.	Interview	Applicant	Personnel
Fee paid	Wage	Blind ad	Salary	Lead

INFORMATION SHEET 2
PREPARING FOR THE JOB HUNT

- I. Become familiar with the common and uncommon sources for jobs.
- II. Treat your job hunt like a full-time job (It is!).
 - A. Organize your time - plan your day.
 - B. Discipline yourself.
 - 1. Start early - common business hours are 8 AM to 5 PM.
 - 2. Write down all names, addresses and phone numbers of all companies at which there might be jobs. Keep this information in a notebook (spiral, etc.)
 - 3. Talk it up! Let everyone know that you are ready to go to work and you need a job.
- III. The newspaper is a good place to start.
 - A. The "help wanted" ads (classified ads) are often divided into sections by types of jobs - (ex.: secretarial, industrial, sales, degree required, etc.)
 - B. The classified ads often include references to private employment agencies.
 - C. Many of the listings include abbreviations for terms commonly used in help wanted ads.
 - 1. Attr. - attractive
 - 2. Ans. - answer
 - 3. Comm. - commissions, commercial, communication
 - 4. Drv. Lic. - driver's license
 - 5. Exper., Ex. - experience; former jobs
 - 6. Gd. sal. - good salary
 - 7. Hskpr. - housekeeper
 - 8. Lt. - light

9. Mang. - manager
10. Maint. - maintenance
11. Mech. - mechanic; mechanical
12. M-F - Monday through Friday; Male-Female
13. Nec. - necessary
14. Pt.-time - part time
15. Perm. - permanent
16. Refs. - references
17. Req. - required
18. Rel. - reliable
19. Sal. open - salary open, the amount of pay may be decided by the employer and the applicant
20. Sm. - small, some
21. Trk. - truck
22. Typ. - typing
23. Wk. - work, week
24. \$\$ - dollars, money

ACTIVITY SHEET 2
"AD REWRITE"

Rewrite the following "help wanted" ads using the full word instead of abbreviations.

1. Pt. time hskpr. wanted M-F. Refs. and ex. req. Must have drv. lic. and sm. rel. trk. Sm. lt. mech. maint. involved. Gd. sal. Call 555-1234.

2. Need attr. pt. time office mang. Gd. \$\$\$. No exper. nec. Wk. 3 days per wk. Lt. typ. Refs. req. Call 555-1234.

ACTIVITY SHEET 2
"AD REWRITE"

Rewrite the following "help wanted" ads using the full word instead of abbreviations.

1. Pt. time hskpr. wanted M-F. Refs. and ex. req. Must have drv. lic. and sm. rel. trk. Sm. lt. mech. maint. involved. Gd. sal. Call 555-1234.

Part-time housekeeper wanted. Monday through Friday. References and experience are required. Must have driver's license and small reliable truck. Some light mechanical maintenance involved. Good salary. Call 555-1234.

2. Need attr. pt. time office mang. Gd. \$\$\$. No exper. nec. Wk. 3 days per wk. Lt. typ. Refs. req. Call 555-1234.

Need attractive part-time officer manager. Good money. No experience necessary. Work three days per week. Light typing. References required. Call 555-1234.

INSTRUCTIONS FOR ABBREVIATION MATCH GAME

1. Use a non-permanent transparency pen to write a randomly selected group (8) of abbreviations in the blocks A through H in the abbreviation group on the transparency. Scrambling the order, write the full word(s) in blocks I through P in the word group on the transparency. (see on next page)
2. Cover the abbreviations and terms with a small piece of paper - a piece of tape will help hold the paper in place. (Post-it notes work well for this.) Be certain to leave the letters A through P exposed on the transparency.
3. Divide your class into two teams (Team 1 and Team 2).
4. Players on each team will rotate so that all members of the class have an opportunity to participate.
5. A student from Team 1 will select a letter from the abbreviation group and you will lift the paper covering to reveal the abbreviation.
6. The student must then give you the correct term(s) for the abbreviation in order to win the right to select a letter from the word group. If the letter the student selects from the word group results in a match, Team 1 is awarded 1000 points and the next player on Team 1 plays for another match. If the term from the word group does not match, immediately cover both the abbreviation and the word with their paper covering. Team 2 will now take its turn.

(The teacher should leave the paper covering off of the abbreviation and word after a match has been made.)

7. Play continues until all abbreviations and terms have been matched.

*An option of play is that if a student is stumped, he may call on any one team member for help; however, if a match is made, the team receives half of the points (500) awarded for a match.

ABBREVIATION MATCH GAME

Abbreviation Group		Word Group	
A		I	
B		J	
C		K	
D		L	
E		M	
F		N	
G		O	
H		P	

**INFORMATION SHEET 3
COMMON JOB SOURCES
(OTHER THAN NEWSPAPER)**

- I. Friends and Family - This is the #1 source of obtaining jobs!
- II. Former employers - They are familiar with what you can do, and can often provide an initial contact and/or reference.
- III. Public bulletin boards - You can find these at grocery stores, schools, government buildings (city hall, etc.).
- IV. Unions - This is a source for jobs that are specifically related to a particular occupation.
- V. Radio and Television - Although this is not a common source, often large companies will use this media to recruit when large numbers of workers are needed.
- VI. Trade publications
- VII. Large Manufacturing Plants and Educational Institutions - These organizations employ large number of workers. Therefore, even if turnover is low, the chances that there are at least some openings are good.
- VIII. Employment Agencies - These are organizations that find jobs for other people. Two types of these agencies are private and public (Texas Employment Commission, T.E.C.)
More information concerning employment agencies can be found in LJO-INFORMATION SHEET #4.

ASSIGNMENT SHEET 3

**"THE LITTLE RED HEN WAS JUST LOOKING FOR A LITTLE HELP"
OR
(A Little Corn Never Hurt Anyone)**

The class should select members to play the roles of the following characters. After roles are assigned, players may present the story reading from the following script:

Characters: Narrator, Little Red Hen, Brown Cow, Mr. Pig, Teacher

Narrator: Once upon a time there was a little red hen that had a thriving bakery. Every morning the Little Red Hen Whole Wheat Bakery, Inc. delivered thousands of loaves of delicious wheat bread to many grocery stores. Her business was growing so fast, in fact, that she and her chicks, Vernon and Arthur, had a hard time getting all the work done. So the Little Red Hen thought:

Little Red Hen: "Buck, buck, buck... I need to hire some workers, but where do I find them. Let's see, if I wanted a job, where would I look. If I can find where people look for jobs, I'll find the people I can hire."

Narrator: So, off went the Little Red Hen in search of the most common job sources. Her first stop was the Brown Cow News Stand. The Little Red Hen explained her problem to Brown Cow and Brown Cow managed to moo:

Brown Cow: "I see the utter desperation of your problem, but many people read these things called classified ads. Why don't you take out an ad in the help wanted section?"

Little Red Hen: "Ba-kuk--I've tried that already, but I need even more workers than I'm getting from the paper. I mean, I've got jobs, cow!"

Brown Cow: "Oh, I get you. If I were you, I'd hit the trail and put up fliers in all the grocery stores to which you deliver bread. Most of them have public bulletin boards."

Narrator: So off clucked the Little Red Hen to put up signs in all of the grocery stores. While in The Pig Grocery Store, Mr. Pig came up to the Little Red Hen and said:

Mr. Pig: "Trying to root up some workers, eh? Well, I don't want to sound corny, but I may have a kernel of wisdom for you. Why don't you attach an announcement to all of your employee's pay shucks? Then they can tell their friends."

Little Red Hen: "Ba-kawk! That's a great idea...!"

Narrator: the Little Red Hen exclaimed as she fluttered off with a new idea. This is the point in the story that we need your help. Using your information sheet as a guide, finish writing this story with the Little Red Hen finding at least two additional sources that advertise job openings. (So far, we have identified help wanted ads, public bulletin boards, and friends as sources for locating job openings.) Try to end the story with Little Red Hen finding the T.E.C. That's a great lead in for tomorrow's lesson. You might want to work in teams of two to finish writing the story. Be prepared to read (or have your story read) to the class.

Teacher: "Just as a final note, we can all see from this story that contrary to public opinion, the chicken is not at all cowardly; but is, in reality a brave, industrious and enterprising animal. So the next time a person says you are "chicken" to find a job, just walk up to them and say 'BUCK, BUCK, BUCK, BUCK!'"

**INFORMATION SHEET 4
EMPLOYMENT AGENCIES**

Employment Agencies - A business or organization that helps unemployed people find jobs.

I. Private Employment Agencies

A. Charge a fee.

1. Flat fee or %.

2. Some employers may pay the fee.

B. May specialize in a certain field.

II. Texas Employment Commission

A. Does not charge a fee.

B. T.E.C. is a state government agency.

III. Services of Agencies

A. Job leads

B. Arrange interviews

C. Counseling and testing

D. Job search seminars

E. T.E.C. processes claims for unemployment payments

**IV. What to expect at the Texas Employment Commission
("A Trip to T.E.C.")**

ACTIVITY SHEET 4
"A TRIP TO T.E.C."
PART 1

The class should select members to play the roles of the following characters. After roles are assigned, players may present "A Trip to T.E.C." reading from the following script:

Characters: Narrator, Receptionist, Counselor

Narrator: The Texas Employment Commission is a state agency whose purpose is to find jobs for the unemployed. However, most T.E.C. offices offer services that go far beyond just posting job openings. This is what you can expect on "A Trip to T.E.C."

Your first stop is inside the door at the receptionists desk. Since some people come looking for work and other come to file for unemployment payments, a T.E.C. representative will find out what services they can offer you.

Receptionist: "How can I help you today?"

Narrator: You explain that you are unemployed and would appreciate any job leads they might have. Then she explains:

Receptionist: "You've come to the right place! We would like to match you with all of the jobs listed in our computer."

"Here we have not only most of the job openings in this local area, but we are linked to terminals in other cities in Texas in case you are considering a move.

To get things started, we need some information from you.

Recent federal legislation requires that all employees have an I-9 form on file. This form certifies that you are an American citizen.

This 'Key Word' form will enable us to list all of your skills and experiences for which employers are looking. The more information you include on this form, the more jobs for which you are likely to qualify.

And, this is our application form. Part 2 of this form is for those persons filing a claims for unemployment benefits. You will need to fill out Part 1 so we can enter the information in our computer. This puts you "on file" and enables us to start a job search for you.

After you have filled out these forms, we have morning and afternoon group sessions, where a counselor will go over the forms with you to make certain they are filled out correctly.

Narrator: At this point, your teacher will talk through the application form with you. When your application form is filled out correctly, we'll be ready to continue.

(End of Part 1 - teacher talks through application form)

INSTRUCTIONS FOR FILLING OUT
T.E.C. APPLICATION FORM

Items 1 through 19:

1. Name - make certain that students give their first name first, etc.
2. SSN - Social Security Number, nine digits separated like: 555-55-5555.
3. Mailing address - mention that many young, single persons choose to give a Post Office box rather than their residence address.
4. Telephone - mention that many employers will not even consider an applicant if he/she does not list a telephone number.
5. Sex - circle one, do not omit, assuming that they will know because of your name.
6. DOB - Date of Birth; be certain to watch the year. Put the year you were born, not this year.
7. Are you a U.S. Citizen? Check either yes or no; if no continue with Alien data.
8. Race: circle the number in the blank next to the correct choice.
9. For Veterans only - have students write N/A in the blank following "from".
10. Do you have a VA disability - as in #9, it is unlikely that any of your students have prior military service and therefore they probably do not have a VA disability. Have the students write N/A in the blank following the "Yes."
11. Do you have a handicap or medical problem? - Have the students check either yes or no. If yes, have them continue to the next blank to give a brief description. If no, have the students check no and write N/A in the blank after the word "describe."
12. Enter highest grade of school or college completed. - 9, 10, or 11. Have the students write N/A in all of the other blanks in #12.

13. If you have training, describe - include vocational courses. Some students may have military reserve training. Have them include this. If none, have the students write N/A in the blank after "describe."
14. Number in family - that is the number of the immediate family (those living in one household).
15. Family income - a total of all of the income of the family living in one household. This is gross income.
16. Work history - it is important that every blank regarding work history is addressed, even if it is only by writing N/A in the blank. Start with the job you have now (if employed), or the last job you held. If the student has only held one job, have them give the complete information for that job, and write N/A in the blank after "Company Name" for the other sub-sections.
17. List Office Machines you operate: Be certain to give correct name. For example: 10 key instead of calculator or adding machine. If none, write N/A in the blank.
18. Skilled trades - As in #17, give the correct name of equipment. Small household handtools are usually not included (drill, saw, etc.) If none, write N/A in the blank.
19. Do you own your own tools? - Check either yes or no. In this case, you would list such tools as drill motor, saw, electricians tools (rather than pliers, etc.), plumbers tools, mechanics tools, list any special tools that you might own (for example: special tools required for working on certain makes of automobiles). If none, write N/A in the blank after "list kind."

APPLICATION CLAIM COMMON DOCUMENT

1 Name First _____ MI _____ Last _____ 2 SSN _____ Apt # _____

3 Mailing Address Street or PO Box _____ City _____ State _____ Zip _____ County _____

4 Telephone (____) _____ 5 Sex Male Female 6 DOB Mo _____ Day _____ Yr _____

7 Are you a U.S. Citizen? Yes No Alien ID _____ DOE _____

8 Race (circle one) White Black Hispanic Indian/Alaskan Native Asian/Pac. Isl. INA

9 For Veterans Only. List dates of active military service: From _____ To _____

10 Do you have a VA disability? Yes No If YES, list % of disability _____ and describe it in No. 11.

11 Do you have a handicap or medical problem? Yes No If YES, describe: _____

12 Enter highest grade of school or college completed: _____ college degree? Yes No If YES, degree(s) _____ and major course(s) of study: _____

13 If you have training, such as Tech or military school, describe: _____

14 Number in family _____ 15 Family Income for last 12 months before taxes _____

16 Work History Describe your last jobs (including military) beginning with last job in 16A:

A Company Name _____ Job Title _____ No. Months Employed _____
 Street or P.O. Box _____ City _____ State _____ Zip _____
 Company Telephone Number _____
 Date Job Started _____ Date Job Ended _____
 Salary \$ _____ per (circle one): hour 1 / day 2 / week 3 / month 4 / year 5 / other 6
 Reasons for leaving (circle one): still employed _____ / layoff 1 / quit 2 / fired 3 / job ended 4 /
 Describe job duties _____

B Company Name _____ Job Title _____ No. Months Employed _____
 Date Job Ended _____ Salary \$ _____ per (circle one): hour 1 / day 2 / week 3 / month 4 / year 5 / other 6
 Reasons for leaving (circle one): still employed _____ / layoff 1 / quit 2 / fired 3 / job ended 4 /
 Describe job duties _____

C Company Name _____ Job Title _____ No. Months Employed _____
 Date Job Ended _____ Salary \$ _____ per (circle one): hour 1 / day 2 / week 3 / month 4 / year 5 / other 6
 Reasons for leaving (circle one): still employed _____ / layoff 1 / quit 2 / fired 3 / job ended 4 /
 Describe job duties _____

17 List Office Machines you operate: _____

18 Skilled trades-What equipment or machinery do you operate? _____

19 Do you own your own tools? Yes No If yes, list kind _____

45 SUMMARY LOCAL OFFICE USE ONLY

OFFICE USE ONLY. PLEASE DO NOT WRITE BELOW THIS LINE

20 DOT CODE _____ Exp _____

21 DOT CODE _____ Exp _____

22 VETERAN 1 Viet Nam 2 Other 3 non vet. vet pref	23 HNDCP/DISABLED 1 Hcp 2 10-29% VA Rating 3 30% or more VA Rating	24 L OFFICE	25 STAFF SK
26 ECON DISAD Yes	29 HNDG CODE	30 JOB CORPS Yes	31 FOOD STAMP STATUS EXEMPTION 1 MAND 1 MEDICAL 2 VOL 2 LANG 3 CURED 3 TRANS 4 REMOTE 5 CHILD 6 MIGRANT
32 JTPA ELIGIBLE 1 Yes (1-9)	33 SMR YOUTH Yes	34 WELF/WIN 1 MAND 2 VOL NON-WIN 3 OTHER WELFARE	FOOD STAMP #

36 MSFW
1 Farm Worker
2 Mig Farm Worker
3 Mig Food Proc

37 ELIG CLAIMANT
1 State 3 Ext Ben
2 Other 4 Fed Use

38 IC DATE [] [] [] [] [] [] [] [] [] []

39 LOCAL USE

40 E.V.	42 JBID	LOC 1			LOC 2			LOC 3		
		ZN	RNG	NOT	ZN	RNG	NOT	ZN	RNG	NOT
				1			1			1

42 KEYWORDS

43 TODAY'S DATE

44 VISIT DATES

46 What is the best salary you will accept on a job? \$ (circle) per hour 1 day 2 week 3 month 4 year 5

47 Are you seeking permanent work? Yes No 1

48 Kind of work wanted 1st choice 2nd choice

49 Do you need public transportation to work? Yes 3 No If you have your own transportation, how many miles will you commute one way?

50 Work Week Are you looking for (check one) Full time 1 Part time 2 Either

51 Are you willing to work anywhere in Texas? Yes No If no, what counties will you work in?

52 Check the shifts you can work Any First 1 Second 1 Third 1 Rotating 1 Split 1

53 If needed for work, do you have a drivers license? Yes No (circle one) Class C 1 Class B 2 Class A 3 ICC 4

54 Do you have an occupational license? Yes No If yes, list type of license

55 Do you type? Yes No or use Word Processing Equipment? Yes No If Yes, WPM

56 Do you take shorthand? Yes No If yes, WPM

57 Do you have child care arranged so you can accept full time work? Yes, with No Not applicable

58 Do you attend any type of school? Yes No If yes, hours days

COMPLETE THIS SECTION IF FILING FOR UNEMPLOYMENT INSURANCE BENEFITS

59 Explain reason for leaving last job. (see item 16A)

60 Work Location

61 Work Search Plan - What do you plan to do to obtain a job? (Specify Types of employment, employers you plan to contact, other efforts.)

62 Is there any reason why you cannot accept an offer of work now? If so, explain

63 Instructions/Advice to Claimant

ANSWER QUESTIONS 64 THROUGH 69 "YES" OR "NO"

- 64 Are you receiving worker's compensation, social security (OAB), railroad retirement or other pensions?
65 During the last 18 months have you worked for any school, college, university, or as a professional athlete?
66 During the last 18 months have you served in the military service or had federal employment?
67 Have you worked in any other states or foreign countries in the last 18 months?
68 Have you filed an initial claim for unemployment benefits in the last 18 months?
69 If your answer is "yes" have you earned at least \$1260 in wages since the date of that initial claim?
If your answer is "No" how much have you earned?

I understand that I must promptly report any changes in the above conditions Also, I understand and agree that I must make employer contact(s) during each week claimed, considering my qualifications and market conditions, to satisfy the eligibility requirements to receive unemployment insurance I understand that the work search contacts I report are subject to verification I received Forms B-91, Know Your Responsibilities, and Y-48, Important Information for Workers about Unemployment Compensation Section 1137(a)(5) of the Social Security Act provides that all information pertaining to your claim for unemployment insurance may be disclosed to other Agencies upon request Information provided will be confidential and this confidentiality will be protected

I hereby register for work and file notice of my unemployment and request a determination of my benefit rights under the Texas Unemployment Compensation Act I understand that the law prescribes penalties if I make false statements or if I willfully fail to disclose material facts to obtain or increase my unemployment benefits I certify that I am the person named above and that the information I have furnished on this form is true and correct to the best of my knowledge and belief

70 Claimant's Signature Date
71 Commission Representative Date Station/Desk
72 Ref Y (7) back

LOCAL OFFICE USE ONLY
73 IC Date
74 Claim Date
75 AC RO REG OTHLN
76 Date filed If other than claim date
77 INV 78 ADU Weeks
79 Work Search Contacts
80 UI UCFE UCX CWC
81 TRA DUA No
82 ES-511 Y N B-27 Filed Y N
84 RSCD Y N X 85 B 25
86 FIPS Code (residence) 48 State
87 Is LEU base period employer? Yes No
88 Acct No
89 N E

237-A

ACTIVITY SHEET 4
"A TRIP TO T.E.C."
PART 2

Narrator: You did a great job filling out your application, and now this information is entered into the T.E.C. computer system.

Each night, the computer matches all applicants with all job openings to see who is qualified for which jobs. In the morning, you are likely to get a telephone call from T.E.C. similar to this:

Counselor: Mr. Doe, I have good news. There is a position open with the Acme company here in town. Their personnel manager, Ms. Smith would like to talk with you at 10 o'clock this morning. Can you make the interview? (pause a moment) Fine! Good luck!

Narrator: Chances are, you'll soon be on the job pursuing a profitable career, achieving your goals and enjoying life.

Receptionist: But wait! There's more. Before you leave, you should know that your T.E.C. provides other services for you, like:

A daily job listing,

A free week long job seekers workshop that will help you find leads for job interviews - complete with videotaping practice job interviews.

Testing - to help you discover your skills and aptitudes.

Counseling, assistance with improving your qualifications, service to veterans, and...

unemployment benefits for those who qualify, while they are looking for work.

All this and service with a smile, when you visit your local TEXAS EMPLOYMENT COMMISSION.

**LOCATING JOB OPENINGS
UNIT TEST**

1. Match the following terms with their correct definition by writing the letter in front of the correct definition in the blank in front of each term:

- | | |
|---------------------------|---|
| _____ Applicant | a. An agreement between an employer and a private employment agency that the employer will pay the fee charged by the agency for finding a job for the applicant. |
| _____ Blind ad | b. A formal meeting between the applicant and employer during which the employer determines the applicant's qualifications. |
| _____ Classified ad | c. Readable |
| _____ Employment agencies | d. A type of help wanted ad in which the company is not identified. |
| _____ Equal opportunity | e. A set amount of money to be paid an employee for a time period of work other than an hour. |
| _____ Fee Paid | f. A person who formally asks for employment. |
| _____ Interview | g. A statement that identifies the applicant as married, single, divorced. |
| _____ Lead | h. All of the people employed at a company. |
| _____ Legible | i. Short advertisements that are grouped according to type of product. |
| _____ Marital status | j. An employer that hires workers without regard to race, sex, religion. |
| _____ Personnel | k. Organizations that find jobs for other people. |
| _____ Salary | l. Information about a job availability. |
| _____ Wage | m. A set amount of money to be paid each hour. |

2. In each of the following sentences, circle the correct term or phrase inside the parenthesis, (), so that each sentence is true.

- A. You should treat your job hunt like a (full/part)-time job.
- B. Common business hours are (8 am to 12 noon/ 8 am to 5 pm).
- C. The (newspaper/pool hall) is a good place to start a job hunt.
- D. The "help-wanted" ads are often divided into sections by (types of jobs/type of product).

3. Write out the full word for the following abbreviations:

- A. Lt. - _____
- B. Gd. Sal. - _____
- C. Hskpr. - _____
- D. Rel. - _____
- E. Mech. - _____
- F. M-F - _____
- G. Req. - _____
- H. Sm. - _____
- I. Wk. - _____
- J. Ex. - _____
- K. Mang. - _____
- L. \$\$ - _____

4. Circle the letter in front of the correct response for each of the following statements:

- (1) The #1 source of obtaining jobs is
 - A. friends and family.
 - B. Texas Employment Commission.
 - C. radio and television.
 - D. employment agencies.

- (2) Public bulletin boards can be found at all of the following places except:
 - A. city hall.
 - B. grocery stores.
 - C. friends and family.
 - D. schools.

- (3) Former employers can often provide you with
 - A. more money.
 - B. additional training.
 - C. a resume.
 - D. an initial contact with a possible employer.

- (4) Radio and television
 - A. is not a common source for jobs.
 - B. often used when recruiting large number of workers.
 - C. both A & B.
 - D. none of the above.

- (5) Two organizations that employ large numbers of workers are:
 - A. manufacturing plants and educational institutions
 - B. private employment agencies and T.E.C.
 - C. radio and television.
 - D. friends and family.

- (6) Employment agencies
 - A. employ large numbers of people.
 - B. find jobs for other people.
 - C. can provide an applicant with a reference.
 - D. are the #1 source for job leads.

5. Indicate if the following statements describe private employment agencies, the Texas Employment Commission, or both by writing a "P" for private employment agencies, a "T" for the Texas Employment Commission, or a "B" for both in the blank at the front of each of the statements.

- _____ a. This agency charges a fee for its services.
- _____ b. This agency provides applicants with job leads.
- _____ c. This agency provides counseling and testing.
- _____ d. This agency processes claims for unemployment payment.
- _____ e. This agency may specialize in a specific field.
- _____ f. This agency arranges for interviews.
- _____ g. This agency does not charge a fee.
- _____ h. This agency provides job search seminars.

LOCATING JOB OPENINGS
UNIT TEST

1. Match the following terms with their correct definition by writing the letter in front of the correct definition in the blank in front of each term:

- | | | | |
|----------|---------------------|----|--|
| <u>F</u> | Applicant | a. | An agreement between an employer and a private employment agency that the employer will pay the fee charged by the agency for finding a job for the applicant. |
| <u>D</u> | Blind ad | b. | A formal meeting between the applicant and employer during which the employer determines the applicant's qualifications. |
| <u>I</u> | Classified ad | c. | Readable |
| <u>K</u> | Employment agencies | d. | A type of help wanted ad in which the company is not identified. |
| <u>J</u> | Equal opportunity | e. | A set amount of money to be paid an employee for a time period of work other than an hour. |
| <u>A</u> | Fee Paid | f. | A person who formally asks for employment. |
| <u>B</u> | Interview | g. | A statement that identifies the applicant as married, single, divorced. |
| <u>L</u> | Lead | h. | All of the people employed at a company. |
| <u>C</u> | Legible | i. | Short advertisements that are grouped according to type of product. |
| <u>G</u> | Marital status | j. | An employer that hires workers without regard to race, sex, religion. |
| <u>H</u> | Personnel | k. | Organizations that find jobs for other people. |
| <u>E</u> | Salary | l. | Information about a job availability. |
| <u>M</u> | Wage | m. | A set amount of money to be paid each hour. |

2. In each of the following sentences, circle the correct term or phrase inside the parenthesis, (), so that each sentence is true.
- A. You should treat your job hunt like a (full/part)-time job.
 - B. Common business hours are (8 am to 12 noon/ 8 am to 5 pm).
 - C. The (newspaper/pool hall) is a good place to start a job hunt.
 - D. The "help-wanted" ads are often divided into sections by (types of jobs/type of product).
3. Write out the full word for the following abbreviations:
- A. Lt. - light
 - B. Gd. Sal. - good salary
 - C. Hskpr. - housekeeper
 - D. Rel. - reliable
 - E. Mech. - mechanic or mechanical
 - F. M-F - Monday through Friday; male-female
 - G. Req. - required
 - H. Sm. - some; small
 - I. Wk. - work; week
 - J. Ex. - experience
 - K. Mang. - manager
 - L. \$\$ - dollars; money

4. Circle the letter in front of the correct response for each of the following statements:

- (1) The #1 source of obtaining jobs is
 - A. friends and family.
 - B. Texas Employment Commission.
 - C. radio and television.
 - D. employment agencies.

- (2) Public bulletin boards can be found at all of the following places except:
 - A. city hall.
 - B. grocery stores.
 - C. friends and family.
 - D. schools.

- (3) Former employers can often provide you with
 - A. more money.
 - B. additional training.
 - C. a resume.
 - D. an initial contact with a possible employer.

- (4) Radio and television
 - A. is not a common source for jobs.
 - B. often used when recruiting large number of workers.
 - C. both A & B.
 - D. none of the above.

- (5) Two organizations that employ large numbers of workers are:
 - A. manufacturing plants and educational institutions
 - B. private employment agencies and T.E.C.
 - C. radio and television.
 - D. friends and family.

- (6) Employment agencies
 - A. employ large numbers of people.
 - B. find jobs for other people.
 - C. can provide an applicant with a reference.
 - D. are the #1 source for job leads.

5. Indicate if the following statements describe private employment agencies, the Texas Employment Commission, or both by writing a "P" for private employment agencies, a "T" for the Texas Employment Commission, or a "B" for both in the blank at the front of each of the statements.

- P a. This agency charges a fee for its services.
- B b. This agency provides applicants with job leads.
- B c. This agency provides counseling and testing.
- T d. This agency processes claims for unemployment payment.
- P e. This agency may specialize in a specific field.
- B f. This agency arranges for interviews.
- T g. This agency does not charge a fee.
- B h. This agency provides job search seminars.

TEACHER INFORMATION SHEET
YOU AND THE COURTHOUSE

UNIT OBJECTIVE: Upon completion of this unit, the learner will be able to identify common courthouse activities and procedures. Successful completion of this unit will be evidenced by a score of 70 or above on the unit post-test.

ENABLING OBJECTIVES: The student will be able to:

1. Match terms related to courthouse activities to their correct definitions
2. Identify common functions of the county courthouse
3. Identify the common functions of the city courthouse
4. List the common functions of the Justice of the Peace
5. List the five most common crimes that involve persons 18 to 22 years of age
6. Label the persons involved in a courtroom with their correct titles
7. Identify as correct or incorrect statements concerning jury duty
8. Arrange the events experienced in jury duty in chronological order

YOU AND THE COURTHOUSE

**TEACHER INFORMATION SHEET
YOU AND THE COURTHOUSE**

UNIT OBJECTIVE: Upon completion of this unit, the learner will be able to identify common courthouse activities and procedures. Successful completion of this unit will be evidenced by a score of 70 or above on the unit post-test.

ENABLING OBJECTIVES: The student will be able to:

1. Match terms related to courthouse activities to their correct definitions
2. Identify common functions of the county courthouse
3. Identify the common functions of the city courthouse
4. List the common functions of the Justice of the Peace
5. List the five most common crimes that involve persons 18 to 22 years of age
6. Label the persons involved in a courtroom with their correct titles
7. Identify as correct or incorrect statements concerning jury duty
8. Arrange the events experienced in jury duty in chronological order

**TEACHER INFORMATION SHEET
YOU AND THE COURTHOUSE**

UNIT DESCRIPTION: This two week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

- Monday: Brief unit introduction (teacher)
Pre-test (written test)
- Tuesday: Terminology
Teacher talks through Information Sheet 1 using transparency
Terminology flashcard exercise
- Wednesday: Vocabulary Scramble game
- Thursday: Common functions of courthouses
Teacher talks through Information Sheet 2 using transparency
- Friday: Application of material in Information Sheet 2
Students complete Activity Sheet 1
Review and correct Activity Sheet 1
Students complete Activity Sheet 2
- Monday: Review and correct Activity Sheet 2
Teacher talks through Information Sheet 3 using transparency
- Tuesday: Application of material in Information Sheet 3
Students complete Activity Sheet 3
Review and correct Activity Sheet 3
Teacher talks through Information Sheet 4 using transparency
- Wednesday: Application of material in Information Sheet 4
Students complete Activity Sheet 4
Review and correct Activity Sheet 4
- Thursday: Card-pass review game over Information Sheets 1-4
Review and correct Pre-test
- Friday: Post-test (written test)

SUGGESTED INTRODUCTION TO UNIT:

For the next two weeks we will be taking a look at the common legal experiences that people run into when they live on their own. This will not be part of our usual class lesson, but will take up about 15 minutes each day. This information should be very helpful when you move out on your own and experience such things as renting a house, getting married, starting a business, or serving as a juror. We'll start the unit today with a pre-test. The score will not be recorded, but it will introduce you to the kind of information included in the unit and let me know how much you already know about your involvements with the courthouse.

Terminology Teacher talks through Information Sheet 1 using transparency Terminology flashcard exercise	Tuesday:
Vocabulary Scramble game	Wednesday:
Common functions of courthouses Teacher talks through Information Sheet 2 using transparency	Thursday:
Application of material in Information Sheet 2 Students complete Activity Sheet 1 Review and correct Activity Sheet 1 Students complete Activity Sheet 2	Friday:
Review and correct Activity Sheet 2 Teacher talks through Information Sheet 3 using transparency	Monday:
Application of material in Information Sheet 3 Students complete Activity Sheet 3 Review and correct Activity Sheet 3 Teacher talks through Information Sheet 4 using transparency	Tuesday:
Application of material in Information Sheet 4 Students complete Activity Sheet 4 Review and correct Activity Sheet 4	Wednesday:
Card-pass review game over Information Sheets 1-4 Review and correct Pre-Test	Thursday:
Post-Test (written test)	Friday:

YOU AND THE COURTHOUSE

PRE-TEST

1. Define the following terms:
 - "Assumed name" -
 - Empanel -
 - Voirdire -
 - Sequestered -
2. Who are the two government officials that may get involved in getting married?
3. Where would you go to get an occupancy permit?
4. Where would you go to file a small claims case?
5. List eight different kinds of people involved in a courtroom.
6. Where do the courts get people to serve on jury duty?
7. Who is responsible for taking care of a sequestered jury?
8. Where would you go to have your water service turned on?
9. What are three automatic exemptions to jury duty?
10. List the six events citizens experience in order to serve on a jury.

ANSWER SHEET
YOU AND THE COURTHOUSE
PRE-TEST

1. Define the following terms:
 - "Assumed name" -
 - Empanel -
 - Voirdire -
 - Sequestered -
2. Who are the two government officials that may get involved in getting married?
3. Where would you go to get an occupancy permit?
4. Where would you go to file a small claims case?
5. List eight different kinds of people involved in a courtroom.
6. Where do the courts get people to serve on jury duty?
7. Who is responsible for taking care of a sequestered jury?
8. Where would you go to have your water service turned on?
9. What are three automatic exemptions to jury duty?
10. List the six events citizens experience in order to serve on a jury.

INFORMATION SHEET 1
TERMS USED AT THE COURTHOUSE

1. Assumed Name - a document given to people opening their own business that recognizes the name of the business and the right to do business under that name.
2. Bailiff - usually a police officer that is employed to keep order in the courtroom.
3. County clerk - public official responsible for supervising the records kept at the county courthouse.
4. Court Reporter - person employed by the court to record all testimony in a court case in written form.
5. Defendant - one who is accused of wrongdoing in a court case.
6. Empanel - the process of selecting qualified persons to serve on juries.
7. Felony - a serious crime punishable by a jail sentence longer than one year.
8. Misdemeanor - a crime not as serious as a felony; punishable by a fine or jail sentence of less than one year.
9. Plaintiff - a person or state that files a formal complaint (requiring court action) against another person.
10. Sequestered - to take into custody of the court. When a jury is sequestered they are provided meals and living accommodations. No one is allowed to communicate with them.
11. Small Claims - a non-criminal (civil) case involving less than \$2500.00. These cases are heard by the Justice of the Peace.
12. Voirdire - the questioning of candidates for jury duty by the prosecuting and defense lawyers to identify undesirable jurors. This is part of the empaneling process.

**SUGGESTIONS FOR USING
FLASHCARDS**

The flashcards on the following page may be reproduced front and back and cut along the lines to make individual cards. After you have talked through Information Sheet 1, move around the room and call on different students to give you the definition of the card you show them. (Shuffle the cards first.) Allow the students to refer to their notes the first time around, but encourage them to put the definition in their words. After the first round, have the students put their notes away and go through the cards again. One suggestion is to divide the class into groups (2 or more), go from group to group, and give points for each correct definition.

1. Defendant - one who is accused of wrongdoing in a court case.
2. Empanel - the process of selecting qualified persons to serve on juries.
3. Felony - a serious crime punishable by a jail sentence longer than one year.
4. Misdemeanor - a crime not as serious as a felony; punishable by a fine or jail sentence of less than one year.
5. Plaintiff - a person or state that files a formal complaint (requesting court action) against another person.
6. Sequestered - to take into custody of the court. When a jury is sequestered they are provided meals and living accommodations. No one is allowed to communicate with them.
7. Small Claims - a non-criminal (civil) case involving less than \$2500.00. These cases are heard by the Justice of the Peace.
8. Verdict - the questioning of candidates for jury duty by the prosecuting and defense lawyers to identify undesirable jurors. This is part of the empaneling process.

ASSUMED NAME

FELONY

BAILIFF

MISDEMEANOR

COUNTY CLERK

PLAINTIFF

COURT REPORTER

SEQUESTERED

DEFENDANT

SMALL CLAIMS

EMPANEL

VOIRDIRE

A serious crime punishable by a jail sentence longer than one year

A document given to people opening their own business that recognizes name of the business and the right to do business under that name

A crime not as serious as a felony, punishable by a fine or a jail sentence of less than one year

Usually a police officer that is employed to keep order in the courtroom

A person or state that files a formal complaint against another person

Public official responsible for supervising the records kept at the county courthouse

To take into custody of the court.

Person employed by the court to record all testimony in a court case in written form

A non-criminal case involving less than \$2500.00 - heard by the Justice of the Peace.

One who is accused of wrongdoing in a court case

The questioning of candidates for jury duty by the prosecuting and defence lawyers to identify undesirable jurors. This is part of the empaneling process.

The process of selecting qualified persons to serve on juries

DIRECTIONS FOR VOCABULARY SCRAMBLE

The terms and definitions for this unit appear in blocks on the following pages. Divide the class into two competitive groups. Divide the terms into two equal groups. Make certain that each of the terms has its definition cut out separate and included in a stack that will be distributed to the group that receives its term. Enough terms and definitions should be reproduced so that each student in the group receives one term and one definition. Make certain that the term and definition do not match, but that the definition for each term is held by some member in the group.

You give the "go" signal, and each group does whatever it can to get each member with the term and definition that matches. Each student must have a term card and the correct definition. The first team to "unscramble" the terms is awarded points.

For the second round, have each team trade their cards and play again.

When a team announces they have completed unscrambling the terms and definitions, check the results by having each student on the team give their term along with the definition.

ALTERNATIVE PLAN

Divide terms with their definition into two equal groups. Scramble the terms and definitions. Place the scrambled terms and definitions in two separate piles on the floor. Divide the class into two teams. At your "go" signal, each team unscrambles their pile by placing the correct definition by its term. First team to unscramble is awarded points. Check the results term by term. Scramble the terms again and have teams switch places for second round.

TEACHER E-Z CHECK KEY:

Each term has a letter in the lower left corner. Each definition has a number in the lower left corner. The correct matches are:

A - 6	G - 8
B - 3	H - 2
C - 12	I - 5
D - 7	J - 10
E - 1	K - 4
F - 9	L - 11

<p>A</p> <p>ASSUMED NAME</p>	<p>6</p> <p>A document given to people opening their own business that recognizes the name of the business and the right to do business under that name.</p>
<p>B</p> <p>BAILIFF</p>	<p>3</p> <p>Usually a police officer that is employed to keep order in the courtroom</p>
<p>C</p> <p>COUNTY CLERK</p>	<p>12</p> <p>Public official responsible for supervising the record kept at the county courthouse</p>
<p>D</p> <p>COURT REPORTER</p>	<p>7</p> <p>Person employed by the court court to record all testimony in a court case in written form</p>
<p>E</p> <p>DEFENDANT</p>	<p>1</p> <p>One who is accused of wrongdoing in a court case</p>
<p>EMPANEL</p>	<p>The process of selecting qualified persons to serve on juries</p>

FELONY

A serious crime punishable by a jail sentence longer than one year.

G

8

MISDEMEANOR

A crime not as serious as a felony punishable by a fine or a jail sentence of less than one year

H

2

PLAINTIFF

A person or state that files a formal complaint against another person

I

5

SEQUESTERED

To take into custody of the court

J

10

SMALL CLAIMS

A non-criminal case involving less than \$2500.00. These cases are heard by the Justice of the Peace.

K

4

VOIRDIRE

The questioning of candidates for jury duty by the prosecuting and defense lawyers to identify undesirable jurors. Part of the empaneling process.

**INFORMATION SHEET 2
COMMON LEGAL ACTIVITIES**

I. Common functions of a county courthouse:

- A. Records birth records
- B. Records death records
- C. Issues "Assumed Name" document
- D. Records land records
- E. Performs marriage ceremonies
- F. Issues and records marriage records
- G. Holds civil (non-criminal) court
- H. Holds criminal court
- I. Records motor vehicle title, tags and registration
(usually held in a separate division or "annex" - separate building but, part of the county courthouse system)
- J. Supervises voter registration

II. Common functions of the Justice of the Peace:

- A. Performs marriage ceremonies
- B. Holds small claims court (often called Justice court)
- C. Issues peace bonds
- D. Arraignment - an action that calls a person before the court to answer charges
- E. Pronounces death (in counties that do not have a coroner)

III. Common functions of City Hall

- A. Traffic court
- B. Court related to city ordinances (burning trash, fireworks, etc.)
- C. Water, sewage, and garbage collection
- D. Oversees dumping of garbage and animal control

INFORMATION SHEET 2

- E. Inspects buildings and new construction and issues an occupancy permit (permission to operate a business in a building)
- F. Supervises police, fire department, streets, traffic, parks, and other city operations (see transparency of city organizational chart)

I. Common functions of a county courthouse:

- B. Records death records
- C. Issues "Assumed Name" document
- D. Records land records
- E. Performs marriage ceremonies
- F. Issues and records marriage records
- G. Holds civil (non-criminal) court
- H. Holds criminal court
- I. Records motor vehicle title, tags and registration (usually held in a separate division or "annex" - separate building but, part of the county courthouse system)
- J. Supervises voter registration

II. Common functions of the Justice of the Peace:

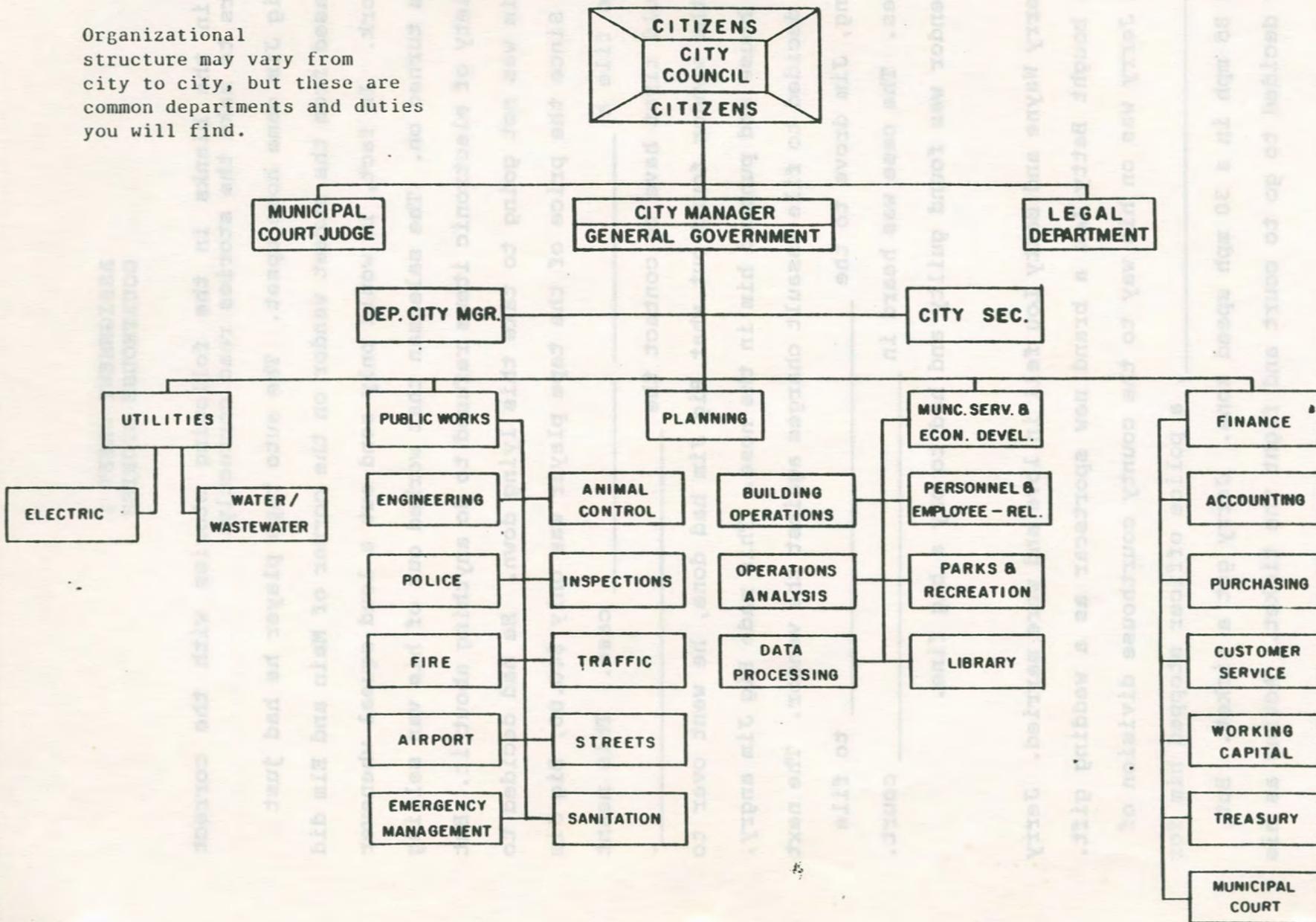
- A. Performs marriage ceremonies
- B. Holds small claims court (often called Justice court)
- C. Issues peace bonds
- D. Arraignment - an action that calls a person before the court to answer charges
- E. Pronounces death (in counties that do not have a coroner)

III. Common functions of City Hall

- A. Traffic court
- B. Court related to city ordinances (burning trash, fireworks, etc.)
- C. Water, sewage, and garbage collection
- D. Oversees dumping of garbage and animal control

CITY ORGANIZATIONAL CHART

Organizational structure may vary from city to city, but these are common departments and duties you will find.



**ASSIGNMENT SHEET 1
COURTHOUSE STORIES**

Fill in the blanks in the following stories with the correct answers to make the stories read correctly.

1. Big Jim came home upset. The auto tape player he had just purchased from the street vendor on the corner of Main and Elm did not work. In fact, it would only send out a loud squeal whenever it was turned on. The salesman that worked out of his van selling a variety of electronic items refused to do anything about it. But Big Jim was not going to take this lying down. He had decided to sue. Since the price of the tape player was only \$40.00, Big Jim had to file a _____ case. This meant he would first have to contact the _____. When the vendor found out what Big Jim had done, he went over to Jim's house and punched him in the nose. This made Big Jim angry, so he decided to file assault charges against the vendor. The next morning, Jim drove to the _____ to file charges. The case was heard in _____ court. The vendor was found guilty and had to pay a big fine.

2. Jerry Wayne and Betty Lou fell in love and were married. Jerry Wayne bought Betty Lou a brand new sportscar as a wedding gift. While Jerry was on his way to the county courthouse division of _____, a police officer stopped him for going 85 mph in a 30 mph speed zone. Jerry got a ticket. But, Jerry decided to go to court and fight the ticket. Acting as his

own attorney, Jerry arrived at the _____ where traffic court is held and presented his case. Jerry lost the case and told the judge he refused to pay the fine. Visiting days are Wednesdays and Sundays.

3. Bo and Joanne opened a hardware store together. In order to keep things legal, they went to the _____ to register a(n) _____ to make certain that no one else in that area could open a store with the name of Bob and Joanne's Hardware. Then they went to the _____ to make arrangements for water and garbage service for the business. Since they were buying their land and building for the business, the deed for the property was on file at the _____. A year later, little Bob Junior was born. His _____ is recorded at the county courthouse.

ANSWER SHEET
ASSIGNMENT SHEET 1
COURTHOUSE STORIES

Fill in the blanks in the following stories with the correct answers to make the stories read correctly.

1. Big Jim came home upset. The auto tape player he had just purchased from the street vendor on the corner of Main and Elm did not work. In fact, it would only send out a loud squeal whenever it was turned on. The salesman that worked out of his van selling a variety of electronic items refused to do anything about it. But Big Jim was not going to take this lying down. He had decided to sue. Since the price of the tape player was only \$40.00, Big Jim had to file a small claims case. This meant he would first have to contact the Justice of the Peace. When the vendor found out what Big Jim had done, he went over to Jim's house and punched him in the nose. This made Big Jim angry, so he decided to file assault charges against the vendor. The next morning, Jim drove to the county courthouse to file charges. The case was heard in criminal court. The vendor was found guilty and had to pay a big fine.

2. Jerry Wayne and Betty Lou fell in love and were married. Jerry Wayne bought Betty Lou a brand new sportscar as a wedding gift. While Jerry was on his way to the county courthouse division of motor vehicles, a police officer stopped him for going 85 mph in a 30 mph speed zone. Jerry got a ticket. But, Jerry decided to go to court and fight the ticket.

Acting as his own attorney, Jerry arrived at the city hall where traffic court is held and presented his case. Jerry lost the case and told the judge he refused to pay the fine. Visiting days are Wednesdays and Sundays.

3. Bo and Joanne opened a hardware store together. In order to keep things legal, they went to the county courthouse to register a(n) an assumed name to make certain that no one else in that area could open a store with the name of Bob and Joanne's Hardware. Then they went to the city hall to make arrangements for water and garbage service for the business. Since they were buying their land and building for the business, the deed for the property was on file at the county courthouse. A year later, little Bob Junior was born. His birth record is recorded at the county courthouse.

JUSTICE OF THE PEACE

ASSIGNMENT SHEET 2

WHERE WOULD YOU FIND THESE ITEMS?

Indicate where you would go to find the following items by writing them under the correct location. Choose either County Courthouse, City Hall, or Justice of the Peace:

- | | | |
|-----------------|-----------------------|------------------------|
| Birth records | Traffic court | License plates |
| Parks rules | Civil court | Death certificate |
| Peace bonds | Criminal court | Occupancy permit |
| Assumed name | Small claims court | Voter registration |
| Land records | Marriage records | Water service |
| Arrestment | Marriage ceremony (2) | Permit to dump garbage |
| Garbage service | Building inspection | |

COUNTY COURTHOUSE

CITY HALL

JUSTICE OF THE PEACE

**ANSWER SHEET
ASSIGNMENT SHEET 2
WHERE WOULD YOU FIND THESE ITEMS?**

Indicate where you would go to find the following items by writing them under the correct location. Choose either County Courthouse, City Hall, or Justice of the Peace:

Birth records	Traffic court	License plates
Parks rules	Civil court	Death certificate
Peace bonds	Criminal court	Occupancy permit
Assumed name	Small claims court	Voter registration
Land records	Marriage records	Water service
Arrestment	Marriage ceremony (2)	Permit to dump garbage
Garbage service	Building inspection	

COUNTY COURTHOUSE

Birth records
Assumed name
Land records
Civil court
Criminal court
Marriage records
Marriage ceremony
License plates
Death certificate
Voter registration roll

CITY HALL

Park rules
Garbage service
Traffic court
Building inspection
Occupancy permit
Water service
Permit to dump garbage

JUSTICE OF THE PEACE

Peace bonds
Arrestment
Small claims court
Marriage ceremony

INFORMATION SHEET 3
CRIMINAL COURT

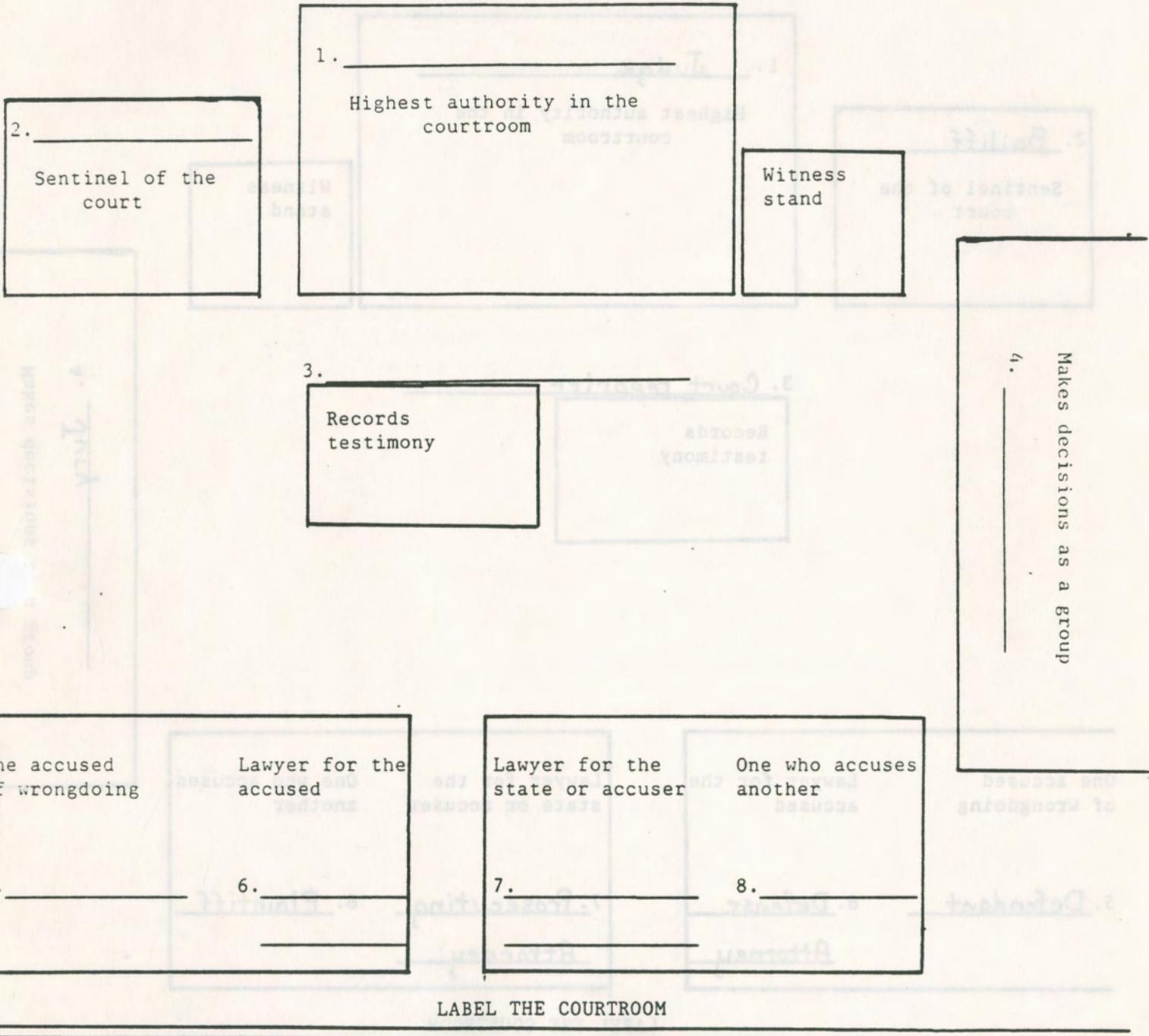
I. Most common crimes involving persons 18 to 22.

- A. Traffic tickets
- B. Criminal mischief (vandalism, etc.)
- C. Theft, burglaries
- D. Drug related crimes
- E. Hot checks

II. Persons involved in a courtroom:

- A. Judge - highest authority in the courtroom. The judge is responsible for proper courtroom procedure, makes decisions and verdicts according to laws, directs the actions of other court officials and often determines punishment for persons convicted of crimes.
- B. Prosecuting attorney - lawyer for the state or plaintiff
- C. Defense attorney - lawyer for the defendant
- D. Bailiff:
 - 1. keeps court in order
 - 2. escorts juries and guards the door to jury rooms
 - 3. acts as sentinel (police) of the court
 - 4. makes arrests in the courtroom as directed
- E. Court Reporter - responsible for recording all courtroom testimony in written form and rewriting it to a book form.
- F. Plaintiff - person accusing another of wrongdoing
- G. Defendant - person accused of wrongdoing
- H. Jury - members of the community selected to make a decision as a group regarding the guilt or innocence of the defendant
 - 1. 12 members for felonies
 - 2. 6 members for misdemeanors

ASSIGNMENT SHEET 3



Show where different people in a courtroom would be located by writing the correct title of the person found in the courtroom in the blank closest to the description of that title.

ANSWER SHEET
ASSIGNMENT SHEET 3

2. Bailiff
Sentinel of the court

1. Judge
Highest authority in the courtroom

Witness stand

3. Court reporter
Records testimony

4. Jury
Makes decisions as a group

One accused of wrongdoing
5. Defendant

Lawyer for the accused
6. Defense Attorney

Lawyer for the state or accuser
7. Prosecuting Attorney

One who accuses another
8. Plaintiff

LABEL THE COURTROOM

Show where different people in a courtroom would be located by writing the correct title of the person found in the courtroom in the blank closest to the description of that title.

INFORMATION SHEET 4
JURY DUTY

I. Jury members are selected from voter registration rolls.

II. The order of events for serving on a jury:

A. Those selected receive a notification card.

B. There are three automatic exemptions for jury duty:

1. If you are directly responsible for the care of small children
2. If you are a full-time student
3. If you are over 65 years of age

(Persons with these exemptions need only to return the notification card indicating which exemption applies to them.)

C. The empaneling process begins when those that have been called for duty show up at the county courthouse:

1. Many more persons are called than will be needed.
2. Those persons with extenuating circumstances (sickness, etc.) are given an opportunity to ask to be excused from jury duty.
3. Then a certain number (40 to 60) of persons are assigned to a particular case and prosecution and defense attorneys begin their voirdire to eliminate persons with prejudices, unfair beliefs, etc. from serving on a jury. (For example, a person who has recently been robbed at gunpoint might not be allowed to serve on a jury for an armed robbery case.)

D. After the voirdire, each attorney is allowed ten strikes. This means each lawyer may disqualify ten of the candidates for jury duty.

E. After the strikes, the first twelve persons on the list for that case are assigned to serve as jury members. The others are sent home but will remain "on call" for a set period of time.

III. Jury members are paid five dollars a day for their service.

**ASSIGNMENT SHEET 4
SERVING ON THE JURY**

Select the six most qualified persons for jury duty from the following list. The case for which they are being selected involves a DWI charge. Place a check in the blank in front of the names of those persons you selected. Put a "*" beside the check of three persons you feel would make the best jurors out of the six you selected for jury duty. Your choices for the "*" may be based from the viewpoint of the prosecuting attorney or the defense attorney, but be prepared to defend your choices.

- 1. Mary Toppins - 22 years old, housewife, mother of and cares for a 13 month old baby and a 3 month old baby, Soap opera enthusiast.
- 2. Jim Rainey - 23 year old manager of Big Pizza restaurant, married, two children, enjoys football, fishing and music.
- 3. Pat Simmons - 37 year old secretary, married, 3 children, high school graduate, enjoys History.
- 4. Tino Pacini - 19 year old full-time music major at UNT, plays at night clubs, single, enjoys bicycling.
- 5. Donna Elsworth - 44 year old housewife, mother of 3 children, president of MADD, youngest son was killed by a drunk driver.
- 6. Bob Bruner - 32 year old construction worker (electrician), married, no children, two years of junior college, enjoys football.
- 7. James Edridge - 81 year old retired pharmacist, lives with his 75 year old wife, enjoys checkers and card games.
- 8. Lauri Smith - 23 year old wife, gave birth to first son yesterday, active in civic projects and church activities, and does volunteer work at the city library.
- 9. John Lakkey - 58 year old rancher, widowed, graduated from Texas A&M, likes to travel.
- 10. Louise Tinner - 40 year old English teacher, single, graduated from UNT, likes to cook and socialize with friends.

- _____ 11. Sue Ellen Roberts - 21 year old full-time student at UNT majoring in Accounting, single, works part-time at Quick Burger, enjoys all sports.
- _____ 12. Shannon Ruiz - 39 year old nurse, single parent of an 18 year old son, 2 years of nursing school, enjoys socializing with friends.

Arrange the following events related to jury duty in chronological (time) order by writing a "1" in the blank in front of the event that would occur first, a "2" in the blank in front of the event that occurs second, and so on...

- _____ 1. Ten strikes are given from each of the attorneys.
- _____ 2. The empaneling process begins as candidates for jury duty request to be excused based on extenuating circumstances.
- _____ 3. Citizens receive jury duty notification card.
- _____ 4. Top twelve are selected for jury.
- _____ 5. Register to vote.
- _____ 6. Voirdire.

ANSWER SHEET
ASSIGNMENT SHEET 4
SERVING ON THE JURY

Select the six most qualified persons for jury duty from the following list. The case for which they are being selected involves a DWI charge. Place a check in the blank in front of the names of those persons you selected. Put a "*" beside the check of three persons you feel would make the best jurors out of the six you selected for jury duty. Your choices for the "*" may be based from the viewpoint of the prosecuting attorney or the defense attorney, but be prepared to defend your choices.

1. Mary Toppins - 22 years old, housewife, mother of and cares for a 13 month old baby and a 3 month old baby, Soap opera enthusiast.
2. Jim Rainey - 23 year old manager of Big Pizza restaurant, married, two children, enjoys football, fishing and music.
3. Pat Simmons - 37 year old secretary, married, 3 children, high school graduate, enjoys History.
4. Tino Pacini - 19 year old full-time music major at UNT, plays at night clubs, single, enjoys bicycling.
5. Donna Elsworth - 44 year old housewife, mother of 3 children, president of MADD, youngest son was killed by a drunk driver.
6. Bob Bruner - 32 year old construction worker (electrician), married, no children, two years of junior college, enjoys football.
7. James Edridge - 81 year old retired pharmacist, lives with his 75 year old wife, enjoys checkers and card games.
8. Lauri Smith - 23 year old wife, gave birth to first son yesterday, active in civic projects and church activities, and does volunteer work at the city library.
9. John Lakkey - 58 year old rancher, widowed, graduated from Texas A&M, likes to travel.
10. Louise Tinner - 40 year old English teacher, single, graduated from UNT, likes to cook and socialize with friends.

11. Sue Ellen Roberts - 21 year old full-time student at UNT majoring in Accounting, single, works part-time at Quick Burger, enjoys all sports.

X 12. Shannon Ruiz - 39 year old nurse, single parent of an 18 year old son, 2 years of nursing school, enjoys socializing with friends.

1. Ten strikes are given from each of the attorneys.
2. The empaneling process begins as candidates for jury duty request to be excused based on extenuating circumstances.
3. Citizens receive jury duty notification cards.
4. Top twelve are selected for jury.
5. Register to vote.
6. Voirdire.

ANSWER SHEET
ASSIGNMENT SHEET 4
SERVING ON THE JURY
(continued)

Arrange the following events related to jury duty in chronological (time) order by writing a "1" in the blank in front of the event that would occur first, a "2" in the blank in front of the event that occurs second, and so on...

- 5 1. Ten strikes are given from each of the attorneys.
- 3 2. The empaneling process begins as candidates for jury duty request to be excused based on extenuating circumstances.
- 2 3. Citizens receive jury duty notification card.
- 6 4. Top twelve are selected for jury.
- 1 5. Register to vote.
- 4 6. Voirdire.

DIRECTIONS FOR CARD-PASS REVIEW GAME

Divide the class into two, three, or even four competitive teams (which ever is most convenient). Reproduce the back of this page as many times as necessary so that each team and the teacher gets an identical set of cards (team one gets A through H, team two gets A through H, and so on....) If possible, (but not necessary), have each student begin the game holding a letter. Arrange each group in a circle. With the cards distributed as evenly within the groups as possible, the teacher gives the "go" signal and the students pass their lettered card from student to student so that each card travels in a complete circle through the entire group. The cards may not be thrown, pushed, or dropped. They must be in a student's hand at all times (points may be subtracted if a card is thrown, dropped, etc.) When the teacher says "stop", the students stop passing the cards from one to another and hold the card they have (if any). The teacher then selects a letter randomly from his/her stack. The student in each group that is holding the letter the teacher draws becomes the group's player for that round of play. Starting at the top of the list of review questions, the teacher addresses the first question to the player of group one. If the question is answered correctly, group one receives 1000 points. If the player misses the question, group two may attempt to answer it for 1000 points. If the question was answered correctly, group two receives a new question. This process is continued through group three and four (if they exist). After each team's player has been addressed with a question and points recorded, the teacher should remove that lettered card from each group and give the "go" signal again to start the second round of play. (Note: music may be used to start or stop the passing of cards but it is not necessary.) Play continues until the teacher runs out of questions, or groups run out of lettered cards.

Review questions and answers are found on the following page.

A

G

DIRECTIONS FOR
CARD-TASK REVIEW GAME

Divide the class into four equal groups (which ever is most convenient). Reproduce the back of this page as many times as necessary so that each team and the teacher gets an identical set of cards (team one gets A through H, team two gets A through H, and so on...). If possible, (but not necessary), have each student begin the game holding a letter. Arrange each group in a circle. With the cards distributed as evenly within the groups as possible, the teacher gives the "go" signal and the students pass their lettered card from student to student so that each card travels in a complete circle through the entire group. The cards may not be thrown, pushed, or dropped. They must be in a student's hand at all times (unless a card is thrown, dropped, etc.).

B

H

When the teacher says "stop", the students stop passing the cards from one to another and hold the card they have (if any). The teacher then selects a letter randomly from his/her stack. The student in each group that is holding the letter the teacher draws becomes the group's player for that round of play. Starting at the top of the list of review questions, the teacher addresses the first question to the player of group one. If the question is answered correctly, group one receives 1000 points. If the player misses the question, group two may attempt to answer it for 1000 points. If the question was answered correctly, group two receives a new question. This process is continued through group three and four (if they exist).

C

I

After each team's player has been addressed with a question and points recorded, the teacher should remove that lettered card from each group and give the "go" signal again to start the second round of play. (Note: music may be used to start or stop the passing of cards but it is not necessary.) Play continues until the teacher runs out of questions, or groups run out of lettered cards.

D

J

Review questions and answers are found on the following page.

E

K

277

F

L

**QUESTIONS FOR
CARD-PASS REVIEW GAME**

1. Define Assumed Name.
A. a document given to persons opening their own business that gives them the right to do business under that name.
2. Define empanel.
A. the process of selecting qualified persons to serve on juries
3. Define sequestered.
A. to take into custody of the court
4. Define voirdire.
A. the questioning of candidates for jury duty by lawyers to identify undesirable jury members
5. A small claims case must involve less than how much money?
A. \$2,500.00
6. What is a person called who formally files a legal complaint against another person?
A. Plaintiff
7. Who transcribes all of the courtroom testimony into a book form?
A. the Court Reporter
8. Where is traffic court held?
A. City hall
9. Where are death records recorded?
A. County Courthouse
10. If there is no county coroner, who pronounces death?
A. Justice of the Peace
11. Where do you go to initiate water and garbage service?
A. City hall
12. What is another name for small claims court?
A. Justice court
13. An action by the Justice of the Peace that calls a person before the court to answer charges is called _____.
A. Arraignment

QUESTIONS FOR
CARD-PASS REVIEW GAME
(CONTINUED)

14. A permit issued by City Hall that allows a person to operate a business in a building is called an _____.
A. Occupancy permit
15. Motor vehicle registration, tags, etc. is supervised by the _____.
A. County Courthouse or County Clerk
16. Give three of the top five crimes that involve persons 18-22.
A. (any three of) Traffic tickets, Criminal mischief, Theft/burglary, Drug related crimes, Hot checks
17. How many jury members make up a jury for a misdemeanor case?
A. Six
18. Who is the highest authority in the courtroom?
A. the Judge
19. Who escorts a sequestered jury?
A. the Bailiff
20. What is the name of the person accused of wrongdoing?
A. Defendant
21. Who is the lawyer for the plaintiff?
A. Prosecuting attorney
22. Who records all of the testimony in a court case?
A. Court reporter
23. Who is the lawyer of the defendant?
A. Defence attorney
24. Who is the sentinel of the court?
A. Bailiff
25. What list is used to call citizens to jury duty?
A. Voter registration rolls
26. After the voirdire, each attorney is allowed ten strikes. What does this mean?
A. They are allowed to disqualify ten of the candidates for jury duty.

**QUESTIONS FOR
CARD-PASS REVIEW GAME
(CONTINUED)**

27. If a person is not selected immediately for jury duty, what happens?
 A. He/she is sent home, but remains on call for a set period of time.
28. How do you know if you have been called for jury duty?
 A. The county courts send a notification card in the mail.
29. How much are jury members paid?
 A. \$5.00 per day
30. Give two of the three automatic exemptions to jury duty.
 A. Any two of:
 1. directly responsible for the care of small children
 2. a full time student
 3. Over 65 years of age

_____ Birth records recorded

_____ Land records recorded

_____ Water service turned on

_____ Peace bonds issued

_____ Marriage license issued

_____ Traffic court

_____ Assignment

_____ Occupancy permit issued

_____ Death records recorded

_____ Assumed name issued

_____ Small claims court

_____ Marriage ceremonies

YOU AND THE COURTHOUSE
POST-TEST

1. Match the terms in the left column with their correct definition found in the right hand column by writing the letter in front of the definition in the blank in front of the correct term.

- | | |
|------------------|--|
| ___ Assumed name | a. the questioning of candidates to identify undesirable jorrors. |
| ___ Bailiff | b. a police officer employed to keep order in the courtroom |
| ___ County clerk | c. person employed by the court to record all testimony in a court case |
| ___ Sequestered | d. to take into custody of the court |
| ___ Voirdire | e. public official responsible for supervising the records kept at the county courthouse |
| | f. document given to people opening their own business |

2. Identify where the following legal activities would take place by writing a "CC" in the blank in front of the activity to indicate County Courthouse, a "CH" in the blank in front of the activity to indicate City Hall, and a "JP" in the blank in front of the activity to indicate Justice of the Peace.

- | | |
|-----------------------------|-----------------------------|
| ___ Birth records recorded | ___ Arraignment |
| ___ Land records recorded | ___ Occupancy permit issued |
| ___ Water service turned on | ___ Death records recorded |
| ___ Peace bonds issued | ___ Assumed name issued |
| ___ Marriage license issued | ___ Small claims court |
| ___ Traffic court | ___ Marriage ceremonies |

3. List three of the five most common crimes involving persons 18 to 22 years of age.

FILL IN THE BLANKS:

4. The person that acts as the sentinel of the courtroom is the _____.
5. The highest authority in the courtroom is the _____.
6. The _____ records all testimony in a court case.
7. The _____ is one that has formally filed a legal complaint against another person.
8. A group of citizens that make decisions concerning the guilt or innocence of the defendant is the _____.

TRUE-FALSE

9. Jury members are selected from county tax rolls.
10. Citizens called for jury duty will receive a notification card in the mail.
11. You do not have to serve jury duty if you are over 65 years old.
12. A voirdire is a room in which jury members may relax.
13. Jury members are paid \$5.00 per day for their services.
14. Each lawyer may disqualify 10 candidates for jury duty.
15. You do not have to serve jury duty if you are a full-time student.
16. A sequestered jury is one that cannot arrive at a decision.

**ANSWER SHEET
YOU AND THE COURTHOUSE
POST- TEST**

1. Match the terms in the left column with their correct definition found in the right hand column bywriting the letter in front of the definition in the blank in front of the correct term.

- | | | |
|-------------------------|----|---|
| <u>F</u> Assumed name | a. | the questioning of candidates to identify undesirable jurors |
| <u>B</u> Bailiff | b. | a police officer employed to keep order in the courtroom |
| <u>E</u> County clerk | c. | person employed by the court to record all testimony in a court case |
| <u>C</u> Court reporter | d. | to take into custody of the court |
| <u>D</u> Sequestered | e. | public official responsible for supervising the records kept at the county courthouse |
| <u>A</u> Voirdire | f. | document given to people opening their own business |

2. Identify where the following legal activities would take place by writing a "CC" in the blank in front of the activity to indicate County Courthouse, a "CH" in the blank in front of the activity to indicate City Hall, and a "JP" in the blank in front of the activity to indicate Justice of the Peace.

- | | |
|-----------------------------------|-------------------------------------|
| <u>CC</u> Birth records recorded | <u>JP</u> Arraignment |
| <u>CC</u> Land records recorded | <u>CH</u> Occupancy permit issued |
| <u>CH</u> Water service turned on | <u>CC</u> Death records recorded |
| <u>JP</u> Peace bonds issued | <u>CC</u> Assumed name issued |
| <u>CC</u> Marriage license issued | <u>JP</u> Small claims court |
| <u>CH</u> Traffic court | <u>CC or JP</u> Marriage ceremonies |

3. List three of the five most common crimes involving persons 18 to 22 years of age.

Any three of:

- | | |
|----------------------|------------------------|
| 1. Traffic tickets | 4. Drug related crimes |
| 2. Criminal mischeif | 5. Hot ckecks |
| 3. Theft | |

FILL IN THE BLANKS:

4. The person that acts as the sentinel of the courtroom is the Bailiff.
5. The highest authority in the courtroom is the Judge.
6. The court reporter records all testimony in a court case.
7. The plaintiff is one that has formally filed a legal complaint against another person.
8. A group of citizens that make decisions concerning the guilt or innocence of the defendant is the jury.

TRUE-FALSE

- F 9. Jury members are selected from county tax rolls.
- T 10. Citizens called for jury duty will receive a notification card in the mail.
- T 11. You do not have to serve jury duty if you are over 65 years of age.
- F 12. A voirdire is a room in which jury members may relax.
- T 13. Jury members are paid \$5.00 per day for their services.
- T 14. Each lawyer may disqualify 10 candidates for jury duty.
- T 15. You do not have to serve jury duty if you are a full-time student.
- F 16. A sequestered jury is one that cannot arrive at a decision.

3. List three of the five most common crimes involving persons 18 to 22 years of age.

Any three of:

- 1. Traffic tickets
- 2. Criminal mischief
- 3. Theft
- 4. Drug related crimes
- 5. Hot checks

FILL IN THE BLANKS:

- 1. The person that acts as the sentinel of the courtroom is the Bailiff.
- 2. The highest authority in the courtroom is the Judge.
- 3. The court reporter records all testimony in a court case.
- 4. The plaintiff legal complaint against another person.
- 5. A group of citizens that make decisions concerning the guilt or innocence of the defendant is the jury.

DEVELOPING INTERPERSONAL BUSINESS SKILLS

TRUE-FALSE

- 9. F Jury members are selected from county tax rolls.
- 10. T Citizens called for jury duty will receive a notification card in the mail.
- 11. T You do not have to serve jury duty if you are over 65 years of age.
- 12. F A voirdire is a room in which jury members may relax.
- 13. T Jury members are paid \$2.00 per day for their services.
- 14. T Each lawyer may disqualify 10 candidates for jury duty.
- 15. T You do not have to serve jury duty if you are a full-time student.
- 16. F A sequestered jury is one that cannot arrive at a decision.

TEACHER INFORMATION SHEET
DEVELOPING INTERPERSONAL BUSINESS SKILLS

UNIT OBJECTIVE: Upon completion of this unit, the student will be able to demonstrate an awareness of appropriate interpersonal skills in making a business call, meeting an appointment, and interacting on the job. This awareness will be demonstrated by performing satisfactorily on the post-tests included in the weekly units.

ENABLING OBJECTIVES: The learner will be able to:

WEEK 1

List at least five items desirable in making a successful business call

WEEK 2

List a sequence of steps desirable in meeting an appointment

WEEK 3

Identify acceptable and unacceptable behaviors on the job

WEEK 4

Identify aspects of an appropriate business appearance

TEACHER INFORMATION SHEET
OVERVIEW FOR THE TEACHER

The same structure is used throughout this four week unit. Notice the similar plans for each day Monday through Friday. Little teacher direction is needed on Monday and Tuesday. Wednesday the teacher monitors students working as partners. Thursday requires a great deal of teacher attention, because this is a check and review of the material presented that week. Students will need copies of the Information Sheets and Activity Sheets 1 and 2 each week. The intent of this unit is to provide activities closely related to an actual business experience.

WEEK 1
List at least five items desirable in making a successful business call

WEEK 2
List a sequence of steps desirable in setting an appointment

WEEK 3
Identify acceptable and unacceptable behaviors on the job

WEEK 4
Identify aspects of an appropriate business appearance

**TEACHER INFORMATION SHEET
DEVELOPING INTERPERSONAL
BUSINESS SKILLS**

UNIT DESCRIPTION: This four week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the lessons for the three weeks:

WEEK 1 - Making a Business Call

Monday: Brief unit introduction
Pre-Test
Teacher checks pretest to evaluate students needs.

Tuesday: Students receive Information Sheet 1-Making A Business Call

Teacher places transparency on overhead projector.

Teacher asks the first student to read and explain number one on the transparency. That student calls on another student to read number two and explain. Continue in this manner until the eight items are read and discussed.

Students receive copies of Activity 1 to complete while referring to the transparency.

Wednesday: Students self-check Activity 1 using the transparency Activity 1-Check. Teacher discusses any questions.

Students receive Activity 2 - Role Playing The Business Call and Activity 2 Check List.

Teacher monitors students as they work with partners. Is each student participating? Do any students need further explanations of the directions? Do any students need to have the information sheet retaught? Students will use their papers again on Thursday.

Thursday: The teacher chooses two students to role play one act from Activity 2, as on Wednesday, but today they will be in front of the class.

As students role play, the other students refer to their Check List. After the role play, the class discusses what items were included and what items were not included.

Students self check the Pre Test using the transparency.

Friday: Post-Test

WEEK 2 - The Appointment

Monday: Brief unit introduction
Pretest
Teacher checks pretest to evaluate student needs.

Tuesday: Students receive Information Sheet 1- Making and Getting to an Appointment.

Teacher places transparency on overhead projector.

Teacher asks the first student to read number one on the transparency. That student calls on another student to read number two. Continue in this manner until the nine steps are read.

Students receive copies of Activity 1 to complete while referring to the transparency.

Wednesday: Students self check Activity 1 using the transparency from Tuesday (Making and Getting to an Appointment). Teacher discusses any questions.

Students receive Activity 2-Walking Through Your Appointment.

Teacher monitors students as they work with partners. Is each student participating? Do any students need further explanations of the directions? Do any students need to have the information sheet retaught?

Students will use their papers again on Thursday.

Thursday: The teacher chooses one student at a time to explain the plan they developed on Wednesday for following the nine steps in making and getting to an appointment. Teacher directs the class to listen for any steps that the student includes or leaves out. After the explanation, other students tell the steps included, as well as the steps left out.

Students self-check the Pre-Test using the Pre-test/Post-test Answer Sheet

Friday: Post-Test

WEEK 3 - Appropriate Behaviors in Business

Monday: Brief unit introduction
Pre-Test
Teacher checks Pre-test to evaluate students needs.

Tuesday: Students receive the Information Sheet 1 - Appropriate Behaviors in Business.

Teacher places transparency on overhead projector.

Teacher asks the students to read the transparency.

Students receive copies of Activity 1-Acceptable or Unacceptable, to complete while referring to the transparency.

Wednesday: Students self-check Activity 1 using the transparency Activity 1-Check. Teacher discusses any questions.

Students receive Activity 2-How Would You React?

Teacher monitors students as they work with partners. Is each student participating? Do any students need further explanations of the directions? Do any students need to have the information sheet retaught?

Students will use their papers again on Thursday.

Thursday: The teacher chooses two students to role play the appropriate reactions from Activity 2, as on Wednesday, but today they will be in front of the class.

As students role play, the other students refer to their Information Sheet. After the role play, the class discusses what items were included and what items were not included.

Students self-check the Pre-Test using the transparency.

Friday: Post-Test

WEEK 4 - Appearance in Business

Monday: Brief unit introduction
Pre-Test
Teacher checks the Pre-test to evaluate students needs.

Tuesday: Students receive the Information Sheet -Appearance in Business
Teacher places transparency on overhead projector.

Teacher asks the students to read the transparency.

Students receive copies of Activity 1-Appearance on the Job, to complete while referring to the transparency.

Wednesday: Students self check Activity 1 using the transparency Activity 1-Check. Teacher discusses any questions.

Students receive Activity 2 - You Make the Decision

Teacher monitors students as they work with

partners. Is each student participating? Do any students need further explanations of the directions? Do any students need to have the information sheet retaught? Students will use their papers again on Thursday.

Thursday: The teacher asks different students to explain their decisions to the class. Discussion should be encouraged. Different opinions can be accepted. Refer to the Information Sheet to stress that these are decisions based on what is good for the company.

Students self-check the Pre-Test using the transparency.

Friday: Post-Test

OPTIONAL FOLLOW UP ACTIVITIES

Using the classified ads, have students write their telephone conversation to inquire about a certain job opening.

For any unit, do additional role playing, with teacher or students suggesting the situations.

Have students make a list of situations in which they could apply what they've learned in any of the four units.

Have a guest speaker discuss appropriate behavior in the work place. The local Chamber of Commerce or the Texas Employment Commission is a good source for speakers.

Contact the local telephone company regarding speakers or printed information they might have available as a follow up to Week 1.

Consider getting a sports personality as a guest speaker to introduce or follow-up Week 3. Ask the speaker to relate team work, effort, etc. to the same skills in a job situation.

Videotape any of the role playing situations and guest speakers if the speaker gives his/her approval.

SUGGESTED INTRODUCTION TO WEEK 1

Can you tell what a person looks like from talking to them on the telephone? Most of our telephones don't have that capability. Yet, we do give impressions to others over the telephone. This week we will study how to "put your best foot forward" on the telephone . This will not be a part of our usual class lessons. It is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SUGGESTED INTRODUCTION TO WEEK 1

BUSINESS CALL
PRE-TEST

Please list eight items you should consider in order to make a successful business call in this situation.

Your aunt tells you she has heard there is an opening for a sacker at Kroyards across the street from your house. You know Mr. Hines at Kroyards likes to hire students from your high school, Strict High. This is a perfect opportunity for you to make needed money without having to have transportation.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**ANSWER SHEET
BUSINESS CALL
PRE-TEST**

Please list eight items you should include in order to make a successful business call in this situation.

Your aunt tells you she has heard there is an opening for a sacker at Kroyards across the street from your house. You know Mr. Hines at Kroyards likes to hire students from your high school, Strict High. This is a perfect opportunity for you to make needed money without having to have transportation.

1. Give your name.
2. Your position - Student at Strict High
3. Name of person to whom you should talk - Mr. Hines
4. State your need - You would like to apply for the job of sacker.
5. Consider Time - Ask if there is a convenient time for you to come talk to him.
6. Background - There's no background given that has anything to do with the job in this case.
7. Accept rejection - If he says no, don't keep asking.
8. Thank you - Thank Mr. Hines for his time.

INFORMATION SHEET 1
BUSINESS CALL

You should include the following information when you call a business. Including these items will help you to get the information or the appointment you want.

1. YOUR NAME
2. YOUR POSITION
If you have a position in a business or organization for which you are acquiring the information, give the title of the position.
3. NAME OF THE PERSON YOU'RE CALLING
If you know the name of the particular person with whom you need to speak, ask for that person and briefly state the purpose of the call to the receptionist.
4. STATE YOUR NEED
If you don't know a name, briefly state your need to the receptionist.
5. BACKGROUND
Give the person a brief background about your need.
If you have spoken to the person before, give them information to refresh his/her memory.
6. CONSIDER TIME AND SCHEDULES
Be considerate of the other person's schedule and time.
7. ACCEPT REJECTION
If you are rejected, accept the rejection politely.
8. THANK YOU
Thank them for their time and help.

ACTIVITY SHEET 1
BUSINESS CALL

Each year Becky's school gives a party for disadvantaged children during the Christmas season. Local businesses donate items for the children. Becky is in charge of calling businesses close to her high school to ask them for donations. Read the conversation below between Becky and the manager of W & B Toys.

W & B Toys: W & B Toys

Becky: Hello, we're asking for donations for children for Christmas.

W & B Toys: You'll have to talk to one of our managers.

Mr. Johnson speaking.

Becky: Hello, we're asking for donations for children for Christmas.

W & B Toys: I'm sorry miss. We don't usually donate Christmas items.

Becky: Couldn't you just donate one thing? You have thousands of toys.

W & B Toys: That's really not my decision. Good bye.

Becky is disappointed. She feels that the manager never gave her a chance. She is determined to be successful with her next call. Make a list of things Becky should have included in her conversation to make this a successful call and of the things Becky did wrong in this conversation.

**ANSWER SHEET
ACTIVITY SHEET 1
BUSINESS CALL**

1. Becky should have given her full name.
2. She should have found out to whom she needed to speak by briefly stating her need to the receptionist.
3. She should have explained the project in which she was involved.
4. When he said "no" she should not have continued to ask.
5. She should have thanked the man for his time.

W & B Toys: You'll have to talk to one of our managers.
Mr. Johnson speaking.
Becky: Hello, we're asking for donations for children for Christmas.
W & B Toys: I'm sorry miss. We don't usually donate Christmas items.
Becky: Couldn't you just donate one thing? You have thousands of toys.
W & B Toys: That's really not my decision. Good bye.
Becky is disappointed. She feels that the manager never gave her a chance. She is determined to be successful with her next call. Make a list of things Becky should have included in her conversation to make this a successful call and of the things Becky did wrong in this conversation.

ACTIVITY SHEET 2
BUSINESS CALL

Two people will work together in this activity to role play the telephone conversations, given certain situations. Each person should have a turn to play each part. When playing Person Number One, be sure to include the items on the Information Sheet-Making a Business Call. Use the Activity 2 - Check List to mark which items were or were not included.

Role Play One

Person Number One started working today at 3Z. Her boss, Mr. Jones, told her to call Mr. Hughes at Delta Businesses to find out if Mr. Hughes has a report ready for him. Person Number Two plays the part of Mr. Hughes

Role Play Two

Person Number One wants to take a class in diesel mechanics at the local junior college. He's not sure who to talk to at the college. Last year he took auto mechanics in his senior year of high school. He was named Outstanding Student in Auto Mechanics. Person Number Two plays the part of the college receptionist and Mr. Smartt, an admissions counselor.

Role Play Three

Person Number One sees an ad in the newspaper asking for someone to fill orders at Mary Que's Cosmetic Company on Saturday mornings. She really wants the job. Last summer she worked for Mary Que's as a receptionist until August. At that time she was fired because she was rude to the owner over the phone. The personnel manager, Mr. Harris, explained she was not needed in the company because of her attitude. Being a persistent person, Person Number One calls Mr. Harris. Person Number Two plays the part of Mr. Harris.

ANSWER SHEET
ACTIVITY SHEET 2
BUSINESS CALL

Put a + if the item is included or put a - if the item is not included for the role plays done in front of the class.

Items	ROLE PLAYS		
	1	2	3
Name			
Position			
Person to Contact			
Your Need			
Background			
Consider Time			
Thank you			
Accept Rejection			

**BUSINESS CALL
POST-TEST**

Please list eight items you would consider and possibly include in order to make a successful business call in this situation.

Mr. Jive, the vocational counselor at Strict High, tells you to call Mr. Smith at Erlings Jewelry Store. Mr. Smith has a job opening for a student to do filing for him after school. You have been enrolled in an office education class for the first semester of school this year. Now is the time for you to be placed with an employer for part-time work. Good-luck

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**ANSWER SHEET
BUSINESS CALL
POST-TEST**

1. Give your name.
2. Your position - Student at Strict High
3. Name of person to whom you should talk - Mr. Smith
4. State your need - You would like to apply for the filing job.
5. Background - Mr. Jive, the vocational counselor, suggested you call. You have been in an office education class for the first semester of school. After a semester of office education the students are placed on part-time jobs.
6. Consider Time - Ask if there is a convenient time for you to come talk to him.
7. Accept rejection - If he says no, don't keep asking.
8. Thank you - Thank Mr. Jive for his time.

SUGGESTED INTRODUCTION TO WEEK 2

This week you will learn nine steps to help you make an appointment, prepare for the appointment, and get to the appointment successfully. This will not be a part of your usual class lessons. It is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded.

BUSINESS APPOINTMENTS
PRE-TEST

Please list nine steps that you will use to help you to make a business appointment, prepare for the appointment, and get to the appointment successfully.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**ANSWER SHEET
BUSINESS APPOINTMENTS
PRE-TEST**

Please list nine steps that you will use to help you to make a business appointment, prepare for the appointment, and get to the appointment successfully.

- Step 1: CALENDAR AND PENCIL READY
- Step 2: IS AN APPOINTMENT NECESSARY?
- Step 3: NOTE THE TIME, DATE, ADDRESS, NAME, AND LOCATION
- Step 4: REPEAT TIME, DATE, ADDRESS, AND PERSON'S NAME
- Step 5: A REMINDER
- Step 6: PLAN YOUR TRANSPORTATION
- Step 7: PLAN WHAT YOU WILL WEAR?
- Step 8: CONFIRM YOUR APPOINTMENT
- Step 9: ARRIVING

**INFORMATION SHEET 1
BUSINESS APPOINTMENTS**

Following these nine steps will help you to get to an appointment successfully and confidently.

- Step 1: **CALENDAR AND PENCIL READY**
Have a calendar and pencil beside the telephone before you make your call.
- Step 2: **IS AN APPOINTMENT NECESSARY?**
Call to find out if an appointment is necessary. Explain your need clearly.
- If an appointment is not necessary, ask what hours the business is open for what you need. Example: You need a social security card. A social security office is open to the public in your town on Wednesday morning from 9:00 to 11:00.
- Step 3: **NOTE THE TIME, DATE, ADDRESS, NAME, AND LOCATION**
Write the time, date, and address on the calendar. If you will be seeing a particular person, write down that name. Ask for the general location of the business. Knowing the general location will help you in locating the business on a map. Be sure to write down the suite number, building numbers, or room number.
- Step 4: **REPEAT TIME, DATE, ADDRESS, PERSON'S NAME**
After you write the information, repeat it to the person on the telephone, to make sure it is all correct.
- Step 5: **A REMINDER**
Write yourself a reminder and put it in a noticeable place. Many people put reminders on their refrigerators.
- Step 6: **PLAN YOUR TRANSPORTATION**
How will you get to your appointment? It is best not to depend on someone else for transportation. Consider taking a car, bus, or taxi. How long will it take to get to your appointment? At what time should you leave your house to get to the

appointment at least five minutes early?
How much will public transportation cost?
Plan ahead so you will have gas in your car.
Make a trial run to make sure you know the
exact location and the time it will take to
get to your appointment.

Step 7:

PLAN WHAT YOU WILL WEAR

What type dress is appropriate for this
appointment? Remember the three C's- Clean,
Conservative, and Comfortable. Plan any
accessories you'll be wearing, such as
earrings, ties, socks or scarves. Save a
pair of hose without runs, so you'll have
them for the appointment. Make sure your
shoes are cleaned and shined, and your
clothes are pressed.

Step 8:

CONFIRM YOUR APPOINTMENT

If your appointment was made for several
weeks ahead, call about a week before the
appointment to make sure you still have the
appointment. You can say "I would like to
confirm my appointment for".

Step 9:

ARRIVING

Take a minute to relax before you walk in
the door of the business. Introduce
yourself to the receptionist. Then tell
with whom you have an appointment or why you
are there.

**ACTIVITY SHEET 1
BUSINESS APPOINTMENTS
IN YOUR OWN WORDS**

Use the space provided under each step's heading to rephrase the information from the transparency. Explain in your own words the meaning of each heading.

Step 1: CALENDAR AND PENCIL READY

Step 2: IS AN APPOINTMENT NECESSARY?

Step 3: NOTE THE TIME, DATE, ADDRESS, NAME, AND LOCATION

Step 4: REPEAT TIME, DATE, ADDRESS, AND PERSON'S NAME

Step 5: A REMINDER

Step 6: PLAN YOUR TRANSPORTATION

Step 7: PLAN WHAT YOU WILL WEAR?

Step 8: CONFIRM YOUR APPOINTMENT

Step 9: ARRIVING

ANSWER SHEET
ACTIVITY SHEET 1
BUSINESS APPOINTMENTS

Use Information Sheet 1 transparency.

Example: I'm choosing to make an appointment with the dentist my sister has gone to, Dr. Fisk. First, I'll get my mom's calendar off the kitchen wall and a pencil. I know I have to have an appointment. I'm asking for an appointment during the time I'm out of school on Christmas break. The receptionist says 8:30, December 13, will be available. I write the time and date on the calendar. Next I ask for the address. She says the address is 1300 E. Congress, Suite 34. I ask her, "Is that downtown or north of the freeway?" I repeat the time, date, name, and address. Next I put a note on my bathroom mirror to remind me of the appointment. Now I need to plan my transportation. The bus that stops close to my house goes downtown. I'll have to call and see how much it cost and where it stops for sure. After I've gotten that information, I'll make a practice trip to make sure I can find my way to the dentist from the bus stop and to see how long it takes. My clothes are easy to plan. My jeans and Christmas sweater will be fine for the dentist. I don't need to confirm my appointment, because it is for next week. I'll enter the office and tell the receptionist I have an appointment with Dr. Fisk.

Appointment Choices:

Dental Appointment

Appointment with an insurance agent to find out how much insurance you will have to pay if you buy a car.

Appointment for a job interview. (You decide the job.)

Your history teacher has given you an assignment to interview the president of the historical society in your city. This must be done during spring break, which is a month from now.

You want to go to a technical school next fall. In order to be considered for admission, you must interview with the director of admissions.

ACTIVITY SHEET 2
BUSINESS APPOINTMENTS
WALKING THROUGH YOUR APPOINTMENT

With a partner, each choose one of the situations below. Tell your partner what you would do for each of the nine steps. Refer to your paper from yesterday. In your explanations use real people you know of, real locations, your transportation possibilities, and your wardrobe.

Example: I'm choosing to make an appointment with the dentist my sister has gone to, Dr. Fisk. First, I'll get my mom's calendar off the kitchen wall and a pencil. I know I have to have an appointment. I'm asking for an appointment during the time I'm out of school on Christmas break. The receptionist says 8:30, December 13, will be available. I write the time and date on the calendar. Next I ask for the address. She says the address is 1200 S. Congress, Suite 34. I ask her, "Is that downtown or north of the freeway?" I repeat the time, date, name, and address. Next I put a note on my bathroom mirror to remind me of the appointment. Now I need to plan my transportation. The bus that stops close to my house goes downtown. I'll have to call and see how much it cost and where it stops for sure. After I've gotten that information, I'll make a practice trip to make sure I can find my way to the dentist from the bus stop and to see how long it takes. My clothes are easy to plan. My jeans and Christmas sweater will be fine for the dentist. I don't need to confirm my appointment, because it is for next week. I'll enter the office and tell the receptionist I have an appointment with Dr. Fisk.

Appointment Choices:

Dental Appointment

Appointment with an insurance agent to find out how much insurance you will have to pay if you buy a car.

Appointment for a job interview.(You decide the job.)

Your history teacher has given you an assignment to interview the president of the historical society in your city. This must be done during spring break, which is a month from now.

You want to go to a technical school next fall. In order to be considered for admission, you must interview with the director of admissions.

BUSINESS APPOINTMENTS

POST-TEST

Please list nine steps that you will use to help you to make a business appointment, prepare for the appointment, and get to the appointment successfully.

1. _____ Step 1: _____
2. _____ Step 2: _____
3. _____ Step 3: _____
4. _____ Step 4: _____
5. _____ Step 5: _____
6. _____ Step 6: _____
7. _____ Step 7: _____
8. _____ Step 8: _____
9. _____ Step 9: _____

ANSWER SHEET
BUSINESS APPOINTMENTS
POST-TEST

Please list nine steps that you will use to help you to make a business appointment, prepare for the appointment, and get to the appointment successfully.

- Step 1: CALENDAR AND PENCIL READY
- Step 2: IS AN APPOINTMENT NECESSARY?
- Step 3: NOTE THE TIME, DATE, ADDRESS, NAME, AND LOCATION
- Step 4: REPEAT TIME, DATE, ADDRESS, AND PERSON'S NAME
- Step 5: A REMINDER
- Step 6: PLAN YOUR TRANSPORTATION
- Step 7: PLAN WHAT YOU WILL WEAR?
- Step 8: CONFIRM YOU APPOINTMENT
- Step 9: ARRIVING

SUGGESTED INTRODUCTION TO WEEK 3

This week you will gain information on appropriate behavior in business relationships. This will not be a part of your usual class lessons. It is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded.

Alice has begun a new job as a file clerk and receptionist at Wayne's Auto Parts. Mr. Smith calls on the telephone. He is furious because he bought a battery on sale, but was charged full price. Alice answers the telephone, "Good morning, Wayne's Auto Parts. May I help you." "Miss, I'm going to report your company to the Better Business Bureau, because you charged me full price for a battery that was on sale," says Mr. Smith. "Oh please don't do that. We were reported last week for the same thing. Wayne is really nice and we didn't mean to overcharge you. Would you like to talk to Wayne? I'm sure he would want to talk to you," says Alice. Alice goes into Wayne's office and gives him the information about Mr. Smith, who is waiting on the telephone. Then she tells Wayne it is time for her break, so she's going next door for a Coke. Being the only person to answer the telephone today has been very tiring. Alice is surely ready for her break.

**APPROPRIATE BEHAVIOR IN BUSINESS
PRE-TEST**

In the situation below identify three acceptable and three unacceptable behaviors that deal with interpersonal relationships on the job. Give a reason why each behavior is acceptable or not acceptable.

Alice has begun a new job as a file clerk and receptionist at Wayne's Auto Parts. Mr. Smith calls on the telephone. He is furious because he bought a battery on sale, but was charged full price. Alice answers the telephone, "Good morning, Wayne's Auto Parts. May I help you." "Miss, I'm going to report your company to the Better Business Bureau, because you charged me full price for a battery that was on sale," says Mr. Smith. " Oh please don't do that. We were reported last week for the same thing. Wayne is really nice and we didn't mean to overcharge you. Would you like to talk to Wayne? I'm sure he would want to talk to you," says Alice. Alice goes into Wayne's office and gives him the information about Mr. Smith, who is waiting on the telephone. Then she tells Wayne it is time for her break, so she's going next door for a Coke. Being the only person to answer the telephone today has been very tiring. Alice is surely ready for her break.

**ANSWER SHEET
APPROPRIATE BEHAVIORS IN BUSINESS
PRE-TEST**

In the situation below identify three acceptable and three unacceptable behaviors that deal with interpersonal relationships on the job. Give a reason why each behavior is acceptable or not acceptable.

Acceptable Behaviors:

Alice answers the phone in a courteous business manner, so that behavior is very acceptable.

Overall Alice shows loyalty to her boss, though her manner is not businesslike. (See unacceptable behaviors for more explanation.)

Alice helps to maintain everyone's dignity when she asks Mr. Smith if he would like to talk to Wayne and says she knows Wayne would like to talk to him.

Unacceptable Behaviors:

Alice should have shown courtesy in listening and she should not have given her personal feelings, when talking to Mr. Smith.

Alice was revealing confidential information about her company when she told Mr. Smith that the company had been reported to Better Business Bureau.

Alice was taking her break, leaving only Wayne to answer the telephone. Yet Wayne would not want to have Mr. Smith wait while he answered another call. This would fall under the category of Unspoken Expectations. Alice would be expected to realize the seriousness of the situation and to wait to take her break.

**INFORMATION SHEET 1
APPROPRIATE BEHAVIORS IN BUSINESS**

The topic of appropriate behaviors in business, involves dealing with other people on the job. The other people you deal with may be co-workers, customers, or employers. Listed below are 7 items to remember in dealing with others in a business manner.

Dignity- Yours and Others

Many situations in the work place can make you angry. At other times, another person's behavior may seem extremely funny. A person may not be familiar with the rules at your work place. In all these situations you will be reacting to another person. You are to react in a way that maintains the dignity of the other person. Reacting in this way also maintains your own dignity.

Courtesy Counts

Courtesy on the job involves different areas. Language is one way courtesy is expressed to co-workers, employers, and customers. Being a good listener shows courtesy.

Loyalty

Show loyalty to your company, employer and your co-workers. This is especially important in relating to your employer and to customers. Loyalty involves: not gossiping; not being critical of other workers, your company or your companies products; being honest about your performance, time clocks, etc.

Make The Extra Effort

"Making the extra effort" in you job will help your relationships with your employer, co-workers, and customers. This may include: being at work five to ten minutes before you have to be there; being willing to work a little extra time if needed, being willing to help others when it isn't a part of your job; or making the effort to get along with someone with whom it may be difficult to work.

Unspoken Expectations

In relationships with friends not all your expectations are told to your friends. This code also exists in the work place. On the job this may include: sharing responsibilities, such as making the coffee; donating money; using last names or first names to address employers and co-workers; smoking or not smoking; appropriate dress; time allowed for breaks, and lunch; and receiving personal telephone calls at work.

Confidential Information

As a part of your job, you may deal with information that is confidential. This information should only be used for the purpose it is intended and should not be discussed otherwise. In another case, a co-worker may confide in you things that you should not tell. You are being trusted and should show that you can be trusted.

1. Every day I get to work between 7:30 and 7:45. When I was hired the boss told me to be at work by 7:30. My supervisor is always there at 7:30, but my co-workers show up the same time I do. If I get to work any earlier my co-workers will think I'm trying to make points with my boss. It is important to me to get along with my co-workers.

2. My break is every day at 10:00. The coffee in the lounge tastes great after a few hours at work. Yesterday when I went to get my coffee there wasn't any made. I told the secretary there wasn't any coffee. She told me how to make the coffee, because she was busy typing a paper. I think I have my job and she has hers. She makes the coffee! Yesterday I didn't get my coffee. I'm still mad about it.

3. I overheard Gloria talking to her boyfriend on the telephone yesterday at work. She was crying, so it really caught my attention, though I couldn't understand what she was saying. Donna told me yesterday Gloria looked pregnant. I guess Donna was right. I can't wait to tell her.

4. Yesterday a man and his young son came to our construction site to visit. I was working on the roof. When they looked up at me, I told them to get off the property, so they wouldn't get hurt.

ACTIVITY SHEET 1
APPROPRIATE BEHAVIORS IN BUSINESS
ACCEPTABLE OR UNACCEPTABLE

After each situation below write an "A" if the behavior is one that maintains good interpersonal relationships on the job. Write a "U" if the behavior would not maintain good interpersonal relationships on the job. Explain your answer.

1. Everyday I get to work between 7:30 and 7:45. When I was hired the boss told me to be at work by 7:30. My supervisor is always there at 7:30, but my co-workers show up the same time I do. If I get to work any earlier my co-workers will think I'm trying to make points with my boss. It is important to me to get along with my co-workers. _____

2. My break is everyday at 10:00. The coffee in the lounge tastes great after a few hours at work. Yesterday when I went to get my coffee there wasn't any made. I told the secretary there wasn't any coffee. She told me how to make the coffee, because she was busy typing a paper. I think I have my job and she has hers. She makes the coffee! Yesterday I didn't get my coffee. I'm still mad about it. _____

3. I overheard Gloria talking to her boyfriend on the telephone yesterday at work. She was crying, so it really caught my attention, though I couldn't understand what she was saying. Donna told me yesterday Gloria looked pregnant. I guess Donna was right. I can't wait to tell her. _____

4. Yesterday a man and his young son came to our construction site to visit. I was working on the roof. When they looked up at me, I told them to get off the property, so they wouldn't get hurt. _____

5. I work the keyboard for S&S Products. Everyday I call my mom to visit. My boyfriend calls me when he gets off work. Yesterday I called a department store to see if they had a certain dress. When my supervisor walked by, I just pretended I was talking to a customer.

6. Many of the people in our office smoke. After lunch I smoke a cigarette with my coffee. Some people smoke in the cafeteria, but I go to the smoker's lounge.

ANSWER SHEET
ACTIVITY SHEET 1
APPROPRIATE BEHAVIORS IN BUSINESS

1. Unacceptable because he is not following the rules under which he was hired. This is not being loyal to his employer. By making the extra effort to be at work a few minutes early he will have a better chance of promotion. His concern about his co-workers should not be his priority. These co-workers will probably be replaced by people who get to work on time.

2. Unacceptable because this is one of the unspoken expectations. If the secretary told him how to make the coffee it was obviously okay for him to make it. Since he drinks the coffee everyday, he should be willing to do his part in preparing it.
3. Unacceptable because this is basically gossiping. If the story is true, it should still be treated as confidential information. Often personnel problems in a business are related to gossiping or forming cliques. This can cause you to be fired if you are causing the gossip.
4. Unacceptable because this doesn't maintain dignity. The man needed to be talked to about the danger. He should have gotten off the roof and explained the problem and considered some possible solutions, such as coming back later or wearing a hard hat.
5. Unacceptable because this doesn't show loyalty to her employer. Usually a company will have a policy about personal calls. One should be aware of these policies and adhere to them.
6. Acceptable because he is being courteous to his co-workers. Smoking and non-smoking areas may be designated, but if they are not designated consider the people around you.

ACTIVITY SHEET 2
APPROPRIATE BEHAVIORS IN BUSINESS
HOW WOULD YOU REACT?

With a partner, role play how you would react in each situation below. Each person should play the part of Person A and Person B. Refer to your information sheet from Monday in deciding an appropriate reaction.

1. Person A is a customer at P.C. Jenny's, where Person B is a sales clerk. Person A is demanding her money back on the slacks she bought last week. She is furious! How would you react?

2. Person A has been hired as a typist for X Company. Person B, Mr. Ray, is her supervisor who has recently gotten married. Mr. Ray asks Person A to go out for a drink one afternoon after they have worked late. How would you react?

3. John, Person A, has been hired to help at M&M Bookkeeping after school. John is a very capable person. Mr. Gray, Person B, soon realizes that John can do almost any job in the office. Now Mr. Gray enjoys drinking coffee and reading two newspapers in the morning. He knows John will get the work done in the afternoon. John realizes he is being taken advantage of. How would you react?

4. Person A, has worked at D&D Clothiers for two years. She is still making \$5.00 an hour. Person B asks her to contribute to a sunshine fund for the company. She knows the fund buys flowers for co-workers when they are in the hospital. Most of the time these are older workers she doesn't really know. How would you react?

5. Person A, Bob, is the host at a new restaurant in town. The restaurant guidelines will not allow a person to enter the restaurant without a coat and tie. Person B, Phillip, has brought his date to the restaurant to impress her, but he hasn't worn a tie. If you were Bob, how would you react?

6. Person A, Margaret, works on an assembly line with Janet. Their supervisor is Person B, Mr. Wilson. Mr. Wilson is very particular about the company product and expects a continual good effort from Margaret and Janet. When Mr. Wilson is on his break Janet relaxes and gives herself a break though her break isn't for another hour. Being Janet, how would you react?

**ANSWER SHEET
ACTIVITY SHEET 2
APPROPRIATE BEHAVIORS IN BUSINESS
HOW WOULD YOU REACT?**

Put a + if the item is included or put a - if the item is not included for the role plays done in front of the class.

Items	ROLE PLAYS					
	1	2	3	4	5	6
Dignity						
Courtesy						
Loyalty						
Extra Effort						
Unspoken Expectations						
Confidential Information						

APPROPRIATE BEHAVIORS IN BUSINESS
POST-TEST

In the situation below identify three acceptable and three unacceptable behaviors that deal with interpersonal relationships on the job. Give a reason why each behavior is acceptable or not acceptable.

Alice has begun a new job as a file clerk and receptionist at Wayne's Auto Parts. Mr. Smith calls on the telephone. He is furious because he bought a battery on sale, but was charged full price. Alice answers the telephone, "Good morning, Wayne's Auto Parts. May I help you." "Miss, I'm going to report your company to the Better Business Bureau, because you charged me full price for a battery that was on sale," says Mr. Smith. "Oh please don't do that. We were reported last week for the same thing. Wayne is really nice and we didn't mean to overcharge you. Would you like to talk to Wayne? I'm sure he would want to talk to you," says Alice. Alice goes into Wayne's office and gives him the information about Mr. Smith, who is waiting on the telephone. Then she tells Wayne it is time for her break, so she's going next door for a Coke. Being the only person to answer the telephone today has been very tiring. Alice is surely ready for her break.

Alice should have shown courtesy in listening and she should not have given her personal feelings when talking to Mr. Smith.

Alice was revealing confidential information about her company when she told Mr. Smith that the company had been reported to Better Business Bureau.

Alice was taking her break, leaving only Wayne to answer the telephone. Yet Wayne would not want to have Mr. Smith wait while he answered another call. This would fall under the category of Unspoken Expectations. Alice would be expected to realize the seriousness of the situation and to wait to take her break.

ANSWER SHEET
APPROPRIATE BEHAVIORS IN BUSINESS
POST-TEST

In the situation below identify three acceptable and three unacceptable behaviors that deal with interpersonal relationships on the job. Give a reason why each behavior is acceptable or not acceptable.

Acceptable Behaviors:

Alice answers the phone in a courteous business manner, so that behavior is very acceptable.

Overall Alice shows loyalty to her boss, though her manner is not businesslike. (See unacceptable behaviors for more explanation.)

Alice helps to maintain everyone's dignity when she asks Mr. Smith if he would like to talk to Wayne and says she knows Wayne would like to talk to him.

Unacceptable Behaviors:

Alice should have shown courtesy in listening and she should not have given her personal feelings, when talking to Mr. Smith.

Alice was revealing confidential information about her company when she told Mr. Smith that the company had been reported to Better Business Bureau.

Alice was taking her break, leaving only Wayne to answer the telephone. Yet Wayne would not want to have Mr. Smith wait while he answered another call. This would fall under the category of Unspoken Expectations. Alice would be expected to realize the seriousness of the situation and to wait to take her break.

SUGGESTED INTRODUCTION TO WEEK 4

For the last three weeks we have studied skills that will help you to communicate and behave in a businesslike manner. This week we will study the importance of appearance in business. This will not be a part of our usual class lessons. It is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded.

negative attention

When you're not sure what to wear, wear your latest fashion, so everyone will see you know what's popular.

If a person doesn't want to bathe, it's okay as long as they have something really nice to wear.

Grooming includes hair cut and styled, nails manicured, wearing a deodorant, and clothes in good condition.

A person's appearance on the job is partly determined by the job.

All home repairmen should dress the same.

It is best to go conservative until the expectations are known.

One's appearance includes clothing, grooming and cleanliness.

Expectations for appearance are always explained when you get a job.

**BUSINESS APPEARANCE
PRE-TEST**

Place a "T" before the statement if it is true. Place an "F" before the statement if it is false.

_____ A job dealing with the public requires more attention to appearance than a job without public contact.

_____ A conservative appearance will usually draw negative attention.

_____ When you're not sure what to wear, wear your latest fashion, so everyone will see you know what's popular.

_____ If a person doesn't want to bathe, it's okay as long as they have something really nice to wear.

_____ Grooming includes hair cut and styled, nails manicured, wearing a deodorant, and clothes in good condition.

_____ A person's appearance on the job is partly determined by the job.

_____ All home repairmen should dress the same.

_____ It is best to go conservative until the expectations are known.

_____ One's appearance includes clothing, grooming and cleanliness.

_____ Expectations for appearance are always explained when you get a job.

**ANSWER SHEET
BUSINESS APPEARANCE
PRE-TEST**

Place a "T" before the statement if it is true. Place an "F" before the statement if it is false.

- T A job dealing with the public requires more attention to appearance than a job without public contact.
- T A conservative appearance will usually draw negative attention.
- F When you're not sure what to wear, wear your latest fashion, so everyone will see you know what's popular.
- F If a person doesn't want to bathe, it's okay as long as they have something really nice to wear.
- T Grooming includes hair cut and styled, nails manicured, wearing a deodorant, and clothes in good condition.
- T A person's appearance on the job is partly determined by the job.
- F All home repairmen should dress the same.
- T It is best to go conservative until the expectations are known.
- T One's appearance includes clothing, grooming and cleanliness.
- F Expectations for appearance are always explained when you get a job.

INFORMATION SHEET BUSINESS APPEARANCE

Take a few minutes to think of businesses in your community. (Teacher should have different students name businesses and discuss the questions that follow.) Think of how the people in those businesses dress. Are they all dressed alike? Does the person at the fast food restaurant dress the same as the receptionist in the doctor's office? Does the person selling cosmetics need to consider details of grooming more than the inventory clerk at the auto parts store? Does the person roofing a house have more restrictions or less restrictions on his appearance, than the person who repairs dishwashers?

We can conclude that a person's appearance on the job is partly determined by the job itself. Last week we discussed unspoken expectations regarding behaviors at work. There are also unspoken expectations toward appearances on the job.

Unspoken Expectations:

Usually jobs dealing with the public require more attention to appearance than those without public contact. As an example, the person who cares very little about his appearance is likely to be more successful in a construction job than he would be selling cars.

A conservative appearance is unlikely to draw negative attention, but a gaudy or latest fad appearance may be inappropriate in some businesses. It is best to go conservative until the expectations are known.

As a rule, jobs that pay more also require that the employee be more responsible about his appearance. He may need to spend more time and money on his appearance than he would in a lower paying job.

One's appearance includes clothing, grooming and cleanliness. Cleanliness should be the first consideration. The right clothes won't have the right effect if the person wearing them isn't clean and well groomed. Cleanliness includes clean hair, teeth, nails, body, and clothes. Grooming includes hair cut and styled, nails manicured, wearing a deodorant, and clothes in good condition.

ACTIVITY SHEET 1
BUSINESS APPEARANCE
APPEARANCE ON THE JOB

Place a check in front of the right answer or answers to the following questions.

1. A person is well groomed if:
 His nails are long, but clean and manicured.
 His hair is neatly brushed.
 His shirt is missing buttons on the cuffs, so he rolls up the sleeves.
2. Suzie is going on a job interview. She should:
 Wear all of her favorite jewelry.
 File her nails.
 Iron her dress.
 Wear stockings with only one run.
3. Mike is working for the third summer at Smith's Grocery. Since he knows the owner well he should:
 Be able to wear floral shorts and a striped shirt to work.
 Wear his western hat to work.
 Smoke on the job.
 Smoke only in the smoking lounge.
4. A clean appearance includes:
 Clean nails.
 A bath daily.
 Hair washed weekly.
 Clean clothes.
5. A well groomed person would:
 Wear house shoes to work.
 Wear their hair in rollers while working.
 Forget to brush their teeth before work.
 Use a breath mint after eating a lunch with onions and garlic.
6. In the work place, one should notice:
 Do people wear casual pants such as jeans to work?
 What length skirts are acceptable?
 Are the latest fads acceptable to the management?
 Where the manager buys her clothes.

ANSWER SHEET
ACTIVITY SHEET 1
BUSINESS APPEARANCE

Place an "x" in front of the right answer or answers to the following questions.

1. A person is well groomed if:
 His nails are long, but clean and manicured.
 His hair is neatly brushed.
 His shirt is missing buttons on the cuffs, so he rolls up the sleeves.
2. Suzie is going on a job interview. She should:
 Wear all of her favorite jewelry.
 File her nails.
 Iron her dress.
 Wear stockings with only one run.
3. Mike is working for the third summer at Smith's Grocery. Since he knows the owner well he should:
 Be able to wear floral shorts and a striped shirt to work.
 Wear his western hat to work.
 Smoke on the job.
 Smoke only in the smoking lounge with Mr. Smith.
4. A clean appearance includes:
 Clean nails.
 A bath daily.
 Hair washed weekly.
 Clean clothes.
5. A well groomed person would:
 Wear house shoes to work.
 Wear their hair in rollers while working.
 Forget to brush their teeth before work.
 Use a breath mint after eating a lunch with onions and garlic.
6. In the work place, one should notice:
 Do people wear casual pants such as jeans to work?
 What length skirts are acceptable?
 Are the latest fads acceptable to the management?
 Where the manager buys her clothes.

ACTIVITY SHEET 2
BUSSINESS APPEARANCE
YOU MAKE THE DECISION

You are the general manager for S & J Clothiers. You enjoy your work and you are very pleased with your income. The owner has depended on your judgment for many big decisions in the past. Recently, the economy in your town has declined. Your ability to manage will be tested in the next few months. Below are several situations in which you will be required to make a decision. Your decisions should be based on what will help your company. If your company doesn't do well in the next few months, the owner will probably look for a new manager. Be prepared to explain your decisions to the owner. With a partner decide what to do in each situation. Underline the name of the person you choose.

Decision #1

Because of the state of the economy, your store is not doing as much business as it has done before. Should you cut back on the personnel? If you decide to cut back, who should you let go? In the cosmetics department there are two possibilities:

Mary - Mary is always at work on time and seldom misses work. She gets along well with the customers and her co-workers. Because Mary has a baby to get ready before she comes to work, she doesn't usually have time to put on make-up or give much attention to her hair. Often her blouse will be stained, but most customers don't seem to notice.

Betty - Betty is also a good worker and gets along fairly well with her co-workers. Some of the girls are jealous of Betty and call her "Miss Perfect". Her nails, hair and make-up are perfect. The customers seem to want to buy products because of Betty's appearance.

Decision #2

The buyer for the ladies fashions has gone to the East Coast for a more exciting area in which to work. Admittedly, this midwestern town is very conservative. Now you can combine the job of buyer with another job in order to cut back on expenses. Who would be most effective as a buyer. Here are the possibilities:

Nancy - Nancy is very intelligent and a quick decision maker. She seems to have a flair for design and art. At times Nancy is very perceptive. She is usually first to understand any changes in bookkeeping.

ACTIVITY SHEET 2
BUSINESS APPEARANCE
(CONTINUED)

Larry - Larry is very capable. He is the best sales person, because he seems to understand what type of clothing the clients want to buy. Outside of work Larry is a very flashy dresser, but he dresses fairly conservatively for work.

Decision #3

Since one sales person will be promoted, you will need a replacement. You decide to use a student in the school cooperative education classes. You will hire one of these two students.

Alice - Alice is very pleasant and well groomed. She dresses conservatively as do most of your customers. She has no work history, but seems very capable.

Aliss - Aliss is a very stunning girl. You would love to have her in the store. For her interview she wore a tight black skirt, black and white hose, and a long black blazer. Her jewelry was large black and white costume jewelry. She knew the latest fashion and looked very attractive.

Decision #4

The night bookkeeping department will be closed. One of the two night bookkeepers will be given the job of cashier at the credit counter. There will be much customer contact. Choose between these two people.

Trish - Trish is an excellent bookkeeper. She balances her books every night as soon as we close. Her records are neat and accurate. She could easily handle the cashier job. Since Trish works at night, she often wears her house shoes to work. Other workers have complained about working with her, because of her body odor. Trish would probably realize the need for better cleanliness habits, if she had the cashier job.

Keith - Keith is a good bookkeeper. He always balances his books before he leaves for the night, though he sometimes has to stay late. He is very neat and clean. He would make a good impression on the customers. The job of cashier would be a challenge to him, but he could probably handle it.

**BUSINESS APPEARANCE
POST-TEST**

Place a "T" before the statement if it is true. Place an "F" before the statement if it is false.

- _____ A job dealing with the public requires more attention to appearance than a job without public contact.
- _____ A conservative appearance will usually draw negative attention.
- _____ When you're not sure what to wear, wear your latest fashion, so everyone will see you know what's popular.
- _____ If a person doesn't want to bathe, it's okay as long as they have something really nice to wear.
- _____ Grooming includes hair cut and styled, nails manicured, wearing a deodorant, and clothes in good condition.
- _____ A person's appearance on the job is partly determined by the job.
- _____ All home repairmen should dress the same.
- _____ It is best to go conservative until the expectations are known.
- _____ One's appearance includes clothing, grooming and cleanliness.
- _____ Expectations for appearance are explained when you get a job.

ANSWER SHEET
BUSINESS APPEARANCE
POST-TEST

Place a "T" before the statement if it is true. Place an "F" before the statement if it is false.

- T A job dealing with the public requires more attention to appearance than a job without public contact.
- F A conservative appearance will usually draw negative attention.
- F When you're not sure what to wear, wear your latest fashion, so everyone will see you know what's popular.
- F If a person doesn't want to bathe, it's okay as long as they have something really nice to wear.
- T Grooming includes hair cut and styled, nails manicured, wearing a deodorant, and clothes in good condition.
- T A person's appearance on the job is partly determined by the job.
- F All home repairmen should dress the same.
- T It is best to go conservative until the expectations are known.
- T One's appearance includes clothing, grooming and cleanliness.
- F Expectations for appearance are always explained when you get a job.