

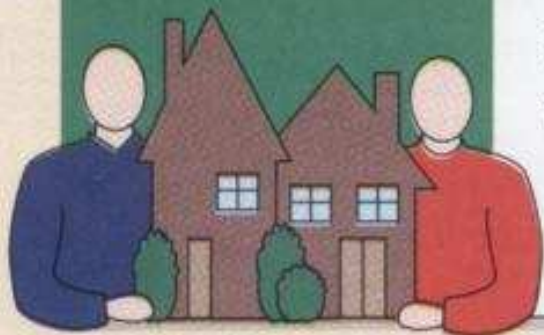
## Meeting **SPECIAL** Needs

### **Hearing Impaired**

Avoid talking while writing on the chalkboard, whenever your back is turned to the classroom, or while looking down at your text or desk. You may want to repeat questions or answers given by other students. If

you are working with an interpreter, leave adequate time for him or her to interpret your words and those of other students. When you talk to a hearing impaired student, be sure to speak clearly and look directly at the student.

## Developing Community Involvement



Have students brainstorm ways they could contribute to the community in a weekend project. Ideas might include collecting toys and personal items for a shelter, clearing a vacant lot of debris, or removing graffiti in the school neighborhood. The class should

choose three of the most enthusiastically supported ideas, research the project—identifying who needs to give permission for a lot clean-up, for example—then document their work with photographs, a notebook, or scrapbook.

Highlighted blocks indicate areas covered in the Chapter.

## Additional Activities



### Internet Connection ✓

Ask students to use the Internet to find information on trade schools in their chosen career. They should look for admission requirements, costs, length of the program, what kind of certification is available on graduation, and whether or not the school offers job placement.



### Field Trip Suggestions ✓

Arrange to take students to the offices of a company that specializes in temporary workers. Ask someone at the office to talk to students about what kinds of skills are most in demand, what kind of work is available, and what kind of educational background most temporary workers have.



### Guest Speaker Suggestions ✓

Locate persons in your community who really love what they do, and ask them to address the class about how they started in their careers, what they get out of working, and what advice they have for students starting into the workplace.

## Addressing LEARNING Styles

### Visual/Spatial Learner

Have students assemble words and images from magazines, personal photos, and personal objects into a collage that illustrates the things they enjoy doing. Encourage them to include as many things as possible from babysitting, to rollerblading,

to computer games. The images, words, and objects should be grouped according to similar skills or interests. The finished collages may reveal areas of interest students had not previously considered as career possibilities.

skills might include math, writing, or getting along well with people. Career interests might be specific jobs, such as a travel agent, or a career area, such as health care. Discuss how the two relate.

#### 4 Unit 1 • Self-Assessment

### Addressing Workplace Diversity

By the year 2000, women will make up 64 percent of the American workforce. Minorities and new immigrants will make up 26 percent. Only 15 percent of those entering the workforce after 2000 will be white, native-born males. The greatest growth in employees will be among African-Americans and Hispanics.

## Workforce 2000 Trends

In 1994, GM employed 365,000 workers; IBM employed 330,000. The largest employer in the US, however, was Manpower, a temporary employment agency with 560,000 employees. Bank of America has estimated that in the future, only 19 percent of its staff will work full-time.

these often guide a person's career choice. (For example, becoming a concert pianist or a professional basketball player.) How can people whose skills are less obvious match their abilities with possible careers?

## Meeting **SPECIAL** Needs

### Limited Proficiency in English

Have a language specialist help you prepare exams and review reading assignments. Specialists can identify potential problems with language used in an exam. They can offer suggestions on wording, sentence structure, and vocabulary level

that will increase students' comprehension without compromising the integrity of the exam. They can also help identify where students are having trouble with the material versus having trouble with the language.

Highlighted blocks indicate areas covered in the Chapter.

## Additional Activities

### Internet Connection

Ask students to use the Internet to find what kinds of career planning information is available on-line. They should note what kinds of career aptitude tests are available on-line (and take those that are free), what kinds of counseling is available, and make note of appropriate Web sites.



### Field Trip Suggestions

Take students to a college placement service office. Have them find out what kinds of audio/visual materials, brochures, and catalogs are available to research their careers. Have students write a couple of paragraphs on the kinds of information available on careers that interest them.



### Guest Speaker Suggestions

Ask someone at a placement center to talk about the types of tests available to help students determine what their aptitudes and abilities are. Have them explain that these are often available, for a fee, at college and university placement centers.



each step in the decision-making process, ask volunteers to explain how using such a process for deciding what to buy might help them make a better decision. How would they relate this process to other decisions they make?

## 24 Unit 1 • Self-Assessment

### Workforce 2000 Trends ✓

In the 21st century, full-time jobs may largely disappear. Instead, work will be done by temporary workers, consultants, and sub-contractors. In the late 1990s, approximately one-third of American industries sub-contracted manufacturing, clerical, and even management work.

## Addressing LEARNING Styles

### **Intrapersonal Learner**

Have students research the background of someone they admire—musician, scientist, teacher, actor, or community leader, for example—through books, magazines, videos, or personal interviews. Students

should focus on the kinds of jobs the person has had over the course of his or her career as well as the skills the person has acquired, including any that are not directly job related. Ask students to write a résumé for the person they researched.

Have students list five interests or aptitudes they would like to pursue in a future career. For each interest or aptitude, have them identify a possible career.

### Addressing Workplace Diversity

In the 21st century, as more women make up the workforce, child care, elder care, job sharing, flexible work schedules, and telecommuting will become important benefits for companies to offer in order to retain valuable employees.

## Developing Community Involvement



Host a pancake breakfast or barbecue to raise money for a charitable cause chosen by the class. Get permission to use a recreation hall or park, and arrange to have food donated. Have students divide into teams to take on tasks such as

cooking, serving, clean-up, and advertising. Afterward, the class should send thank-you notes to those who donated time and materials. The class may want to start small, hosting this kind of event for the school only.



Highlighted blocks indicate areas covered in the Chapter.

## Additional Activities



### Internet Connection ✓

Have students choose a job that interests them, using the Internet. Have them find a company hiring persons for that kind of job. Students should note where the job is available, what the job requirements are, and the pay. They should locate at least three to five open positions.



### Field Trip Suggestions ✓

Arrange a trip to a large, local corporation that performs a variety of operations on site. Ask for brief visits to the accounting, manufacturing, computer networking, food service, shipping, and/or training areas. Later, ask students to write a paragraph about the section that interested them the most.



### Guest Speaker Suggestions ✓

To find out what they really want from life, people may turn to professional career planning counselors. Ask a career planning counselor to talk to the class, giving students ideas on determining what they really enjoy, and how to turn that into a career.

Each activity has been labeled for

## Meeting SPECIAL Needs

### Limited Proficiency in English

Give students with a limited understanding of English the course outline and schedule that tells them when you are likely to cover a chapter. The students can prepare by reading the chapter ahead of

the class, looking up words that are new or difficult.

Spanish speaking students will benefit from the translations in the *Spanish Resource Binder*.

## Addressing LEARNING Styles

### Logical/Mathematical Learner

Have students choose five or more careers that interest them. Ask them to list the ways that the jobs are similar—the kind of working environment; working with people, data, or things; the potential for telecommuting; the pay scale; deadline

pressure, and so on. Drawing parallels between dissimilar careers can help students understand what their interests are and what aspects of working are important to them. It can also give them flexibility in their career planning.

## Presenting Teamwork



Divide your class into teams. Assign each team one formal research tool: books, videotapes, Internet, or exploratory interviews. Use the library or technology in the classroom to research a career. Ask each team to present its data and explain the tools they used in their research.

## Workforce 2000 Trends

Temporary workers in the future will not only provide clerical and assembly-line skills, but they will also include electrical engineers, accountants, and managers. As temporary workers take over a larger portion of the workforce, permanent, full-time workers will dwindle in number.



### Addressing Workplace Diversity

Companies that honor diversity have lower turnover rates, less absenteeism, increased production and efficiency, fewer legal costs from employee grievances, and they also use fewer outside consultants.

### Writing

After presenting this section, have students write a few paragraphs describing their personal aptitudes and abilities. Tell students to describe how they plan to use these aptitudes and abilities in choosing a future career.

## Meeting **SPECIAL** Needs

### **Limited Proficiency in English**

Students with limited English language skills will be helped by a review of the vocabulary used in the chapter. Focus not only on the new terms introduced in the chapter, but on the other more complex words that may be unfamiliar, such as

competition and self-motivation. Some ways to review are: to go over the broad concepts; define concepts and words in more than one way; or have students define the terms in their own words, helping them correct or revise their definitions.

Highlighted blocks indicate areas covered in the Chapter.

## Additional Activities



### Internet Connection ✓

Ask students to consider becoming entrepreneurs in a field that interests them. Have them use the Internet to find out what types of training is available for entrepreneurs in general and their field specifically. What kind of support and mentoring is available for entrepreneurs? Where is funding available?



### Field Trip Suggestions ✓

Get permission to attend a local Chamber of Commerce meeting. Ask members to sponsor a student during the meeting, and be willing to introduce the student to other business people there. Later, discuss how meetings such as these help an entrepreneur's business.



### Guest Speaker Suggestions ✓

Through local business groups, locate a young entrepreneur. Ask the guest to talk about the attributes a successful entrepreneur should have, and the advantages and disadvantages of running one's own business.

## Addressing LEARNING Styles

### **Intrapersonal and Interpersonal Learners**

Break students into groups. By pooling its skills, ask each group to decide what kind of business it could open. Students should do the following: select a site,

envision the advertising, figure out where they would get funding, decide who would be best for which positions, and so on. Try to see that the groups are balanced, containing both outgoing, interpersonal learners and reflective intrapersonal learners.

## Workforce 2000 Trends

Scientific discoveries are being made so fast that most of what we know now was discovered in the past *decade*. Many of these discoveries have the potential to change whole portions of the economy. Workers of the future will have to constantly update their education and keep their skills flexible.

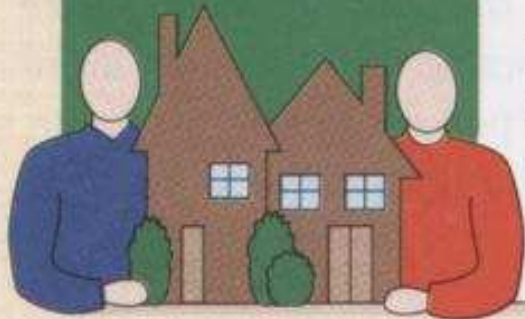
Then ask students to discuss how the goal of becoming an entrepreneur might affect the short-term goals they set for themselves.

them to write a reason for choosing that quality. Have students share their lists with classmates. Then ask them to describe how their own personal qualities would mesh with the qualities they described for a partner.

### Addressing Workplace Diversity ✓

Diversity covers not only gender and culture, but employees' attitudes, capabilities, backgrounds, learning and behavior styles, and work habits. A diverse workforce improves an organization's flexibility and creativity, and ensures its long-term health and survival.

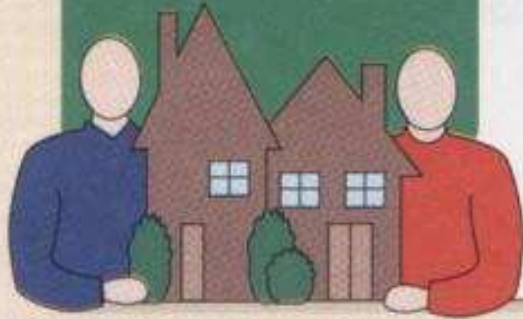
## Developing Community Involvement



There may be a park, nature trail, or bike trail in your area that needs grooming or repair. Working with park officials, divide the class into teams to pick up litter, repair or build trails, put up signs, plant trees, remove non-native species, or build walls. This

work may be done on weekends or during the summer. One national group that coordinates this kind of activity at the local level is the Student Conservation Association in Arlington, Virginia. For further information, call (703) 524-2441.

## Developing Community Involvement



As a class, work with social service agencies to identify elderly or disabled people who need work done around their homes. Working in teams, students could clean gutters, rake

leaves, mow lawns, etc. There may already be organizations in your area (such as Christmas in April) that offer such services and which would be glad of your help. ✓