

Activities/Resources for Outcomes

Outcome #1

Occupation Cards

**EMTs and
Paramedics**

Dispatcher

**Legal
Assistant**

**Graphic
Designer**

**Delivery
Driver**

**CNC
Operator**

Outcome #1

Compare/Contrast Graphic Organizer

Name of occupation:

TV portrayal of the job	Reality of the job

Outcome #2

Sample Instruction Manuals

https://www.redcross.org/images/MEDIA_CustomProductCatalog/m20950218_NAT_Te xtbook_978-1-58480-582-3-upd.pdf

http://www.health.ny.gov/professionals/home_care/curriculum/docs/home_care_curricul um.pdf

http://www.gettysburg.edu/about/offices/president/hr/guidelines_procedures/ResourceG uideRevised2010.pdf

<https://www.phcnw.com/blcs/sites/phcnw.com.blcs/files/user- uploads/Custodial%20Training%20Manual%208.2.10.pdf>

Outcome #3

Drowning in Dishes, but Finding a Home

by DANIAL ADKISON OCT. 11, 2014

The people who make a difference in your life come in all types. Some write on a chalkboard. Some wear a sports uniform. Some wear a suit and tie. For me, that person wore a tie with a Pizza Hut logo on it.

I started working at Pizza Hut in December 1989, when I was a freshman in high school. Parents in my small western Colorado town encouraged teenagers to work in the service industry after school and on weekends. It kept us out of trouble.

Having a job also kept me out of the house. I grew up mostly with my mother, and I never knew my biological father. My younger sister, younger brother and I went through a series of stepfathers. My relationship with those men was almost always fraught, and I was always looking for reasons to be away from home.

The Pizza Hut was old, and in the back it had three giant sinks instead of a dishwasher. One basin was for soapy water, one for rinsing and the other for sanitizing, using a tablet that made me cough when I dropped it into the hot water. All new employees started by washing dishes and busing tables. If they proved their mettle, they learned to make pizzas, cut and serve them on wooden paddles and take orders.

On my first night, the dishes piled up after the dinner rush: plates, silverware, cups and oily black deep-dish pans, which came clean only with a lot of soap and scrubbing in steaming-hot water. I couldn't keep up, and stacks of dishes formed on all sides of me. Every time I made a dent in the pile, the call came back for help clearing tables out front, and I returned with brown tubs full of more dirty dishes.

At home, the chore I hated most was dishes. A few years earlier, my mother's then boyfriend instilled a loathing of that task by making me scrub the Teflon off a cookie sheet, believing that it was grease, while he sat on the couch and smoked cigarettes. That boyfriend was gone, but another with a different set of problems had taken his place.

My shift was supposed to end at 9 p.m., but when I asked to leave, the manager, Jeff, shook his head. "Not until the work is done," he said. "You leave a clean station." I was angry and thought about quitting, but I scrubbed, rinsed and sanitized until after 10 that night.

I stayed on dish duty for weeks. My heart sank every time I arrived at work and saw my name written next to "dishes" on the position chart. I spent my shifts behind those steel sinks, being splashed with greasy water. After work, my red-and-white-checked button-up shirt and gray polyester pants smelled like onions, olives and oil. At home, I

sometimes found green peppers in my socks. I hated every minute I spent on dish duty, and I wasn't afraid to let everyone around me know it.

One slow midweek night, when I managed to catch up on dishes and clean out the sinks early, I asked Jeff when I could do something different. "Do you know why you're still doing dishes?" he asked. "Because you keep complaining about it." Nobody likes to work with a complainer, he said. But, he promised, if I continued to leave a clean station and not complain, next week he would put me on the "make table," where pizzas were assembled before being put into the oven.

A few days later, when I reported for my after-school shift, I saw my name penciled not in the "dishes" box but in the "make table" box. I was ecstatic.

Jeff had a special way of running his restaurant. From a crop of teenagers, he assembled a team of employees who cared about their work — and one another. Most of my best friends from high school also worked at Pizza Hut, and some of my best memories were made under that red roof.

Pizza Hut became not only my escape from home but also, in many ways, an alternate home. In my real home, I felt unstable and out of control. At work, the path seemed clear: Work hard and do things right, and you will succeed. This model had not seemed possible before.

For one of the first times in my life, I felt empowered. By the time I was in 11th grade, Jeff had promoted me to shift manager. By my senior year, I was an assistant manager, responsible for much of the bookkeeping, inventory and scheduling. I was in charge when Jeff was away.

Our staff was like a second family. We had all-day staff parties that started with rafting trips and ended with dinner and movies. Most of us played on a softball team. We went camping together. We had water fights in the parking lot and played music on the jukebox, turned up to full blast, after all the customers had left.

Jeff was the leader of this unlikely family. He was about 15 years older than me and had recently gone through a divorce. I never considered it at the time, because he seemed to be having as much fun as everyone else, but if I was using my job to create the family I wish I'd had, it was possible that he was, too.

Senior year arrived, and though I loved that job, I knew I would go to college the next fall. I was an A student in class but probably about a C-minus in applying to schools. My mom hadn't gone to college, and I didn't have a lot of logistical or financial support at home. I had received a pile of brochures from colleges, but I didn't know where to start — and, at \$40, every application fee cost me half a day's pay.

A guidance counselor persuaded me to apply to Boston University, which seemed great, primarily because of its distance from Colorado. The scholarship application had to be in by the end of November — and I was definitely not going there without a big

scholarship. But maybe because of the fee or because of my sheer cluelessness, I kept putting off the application.

I still had not mailed it the day before it was due. At work that day, I offhandedly mentioned to Jeff that an application was due the next day but that I hadn't mailed it. He opened a drawer and took out an overnight envelope. He told me to stop what I was doing, leave work and send the application immediately. I protested about the expense of overnight postage, but he said he would cover it.

I ended up getting into B.U., with a scholarship, but I still had never even visited Boston. Though my mom worked hard to take care of my siblings and me, there just was no room in the budget to send me on a college visit. So I figured I would just see the school when I got there in August.

Jeff surprised me with an early graduation present: a trip to Boston. He paid for the hotel, the car and the plane tickets. We toured campus and visited Fenway Park and did some sightseeing around New England. We ate at a lot of Pizza Huts, and we judged them against ours. The verdict: None of them seemed to be very much fun.

Before I headed to college, I told Jeff that I would come back to work over winter break. While I was away, he was promoted to regional manager, and a different person was put in charge of our store. I went back anyway, and though I did my best to enjoy it, the magic was gone. The family had dispersed, and I felt free to shift my mind-set to college and the future.

I have kept in touch with Jeff over the years. We usually meet for lunch when I'm in town. Sometimes we even have pizza.

Washing dishes for Jeff was grueling, greasy work. But then again, making a pizza, or driving a truck, or baking a cake, or any of countless other jobs are not always enjoyable in themselves, either. Out of all the lessons I learned from that guy in the Pizza Hut tie, maybe the biggest is that any job can be the best job if you have the right boss.

A version of this article appears in print on October 12, 2014, on Page BU8 of the New York edition with the headline: Drowning in Dishes, but Finding a Home

https://www.nytimes.com/2014/10/12/jobs/drowning-in-dishes-but-finding-a-home.html?_r=0

Outcome #4

WHO?

By Shel Silverstein

Who can kick a football
From here out to Afghanistan?

I can!

Who fought tigers in the street
While all the policemen ran and hid?

I did!

Who will flay and have X-ray eyes
And be known as the man no bullet can kill?

I will!

Who can sit and tell lies all night?

I might!

YOU ARE A MARVEL

By Pablo Casals

Do you know what you are?

You are a marvel.

You are unique.

In all the years that have passed,
There has never been another child like you.

Your legs, your arms, your clever fingers,
The way you move.

You may become A Shakespeare,

A Michelangelo,

A Beethoven.

You have the capacity for anything!

Yes,

YOU ARE A MARVEL

8 Ways of Being Smart

Intelligence area	Is strong in:	Likes to:	Learns best through:	Famous Examples:
Verbal / Linguistic	Reading, writing, telling stories, memorizing dates, thinking in words.	Read, write, tell stories, talk, memorize, work at puzzles.	Reading, hearing and seeing words, speaking, writing, discussing, and debating.	T.S. Eliot, Maya Angelou, Virginia Woolf, Abraham Lincoln
Math / Logical	Math, reasoning, logic, problem-solving, patterns.	Solve problems, ask and answer questions, work with numbers, experiment.	Working with patterns and relationships, classifying, categorizing, working with the abstract.	Albert Einstein, John Dewey, Susanne Langer
Spatial	Reading, maps, charts, drawing, mazes, puzzles, visualization.	Design, draw, build, create, daydream, look at pictures.	Working with pictures and colors, visualizing, using the mind's eye, drawing	Pablo Picasso, Frank Lloyd Wright, Georgia O'Keefe, Bobby Fischer
Bodily / Kinesthetic	Athletics, dancing, acting, crafts, using tools.	Move around, touch and talk, use body language	Touching, moving, processing knowledge through bodily sensations.	Charlie Chaplin, Martina Navratilova, Magic Johnson
Musical	Singing, picking up sounds, remembering melodies and rhythms.	Sing, hum, play instruments, listen to music.	Rhythm, melody, singing, listening to music and melodies.	Leonard Bernstein, Wolfgang Amadeus Mozart, Ella Fitzgerald
Interpersonal	Understanding people, leading, organizing, communicating, resolving conflicts, selling	Have friends, talk to people, join groups.	Sharing, comparing, relating, interviewing, cooperating	Mohandas Ghandi, Ronald Reagan, Mother Teresa
Intrapersonal	Understanding self, recognizing strengths and weaknesses, setting goals.	Work alone, reflect, pursue personal interests	Working alone, doing self-paced projects, having space, reflecting	Eleanor Roosevelt, Sigmund Freud, Thomas Merton
Naturalist	Understanding nature, making distinctions, identifying species.	Be involved with nature.	Working in nature, exploring living things, learning about nature.	John Muir, Charles Darwin, Luther Burbank

6. Rank yourself in the following intelligences. Use a 1-10 scale, with 10 meaning you are very strong.

Verbal-linguistic _____

Math-logical _____

Spatial _____

Interpersonal _____

Bodily-kinesthetic _____

Intrapersonal _____

Musical _____

Naturalistic _____

7. What skill, activity, or school subject would you like to improve in most?

8. What skill, activity, or school subject do you feel you have improved in?

9. What improvements or changes could be made to make learning more interesting and meaningful for you?

10. What is one of your best memories of school?

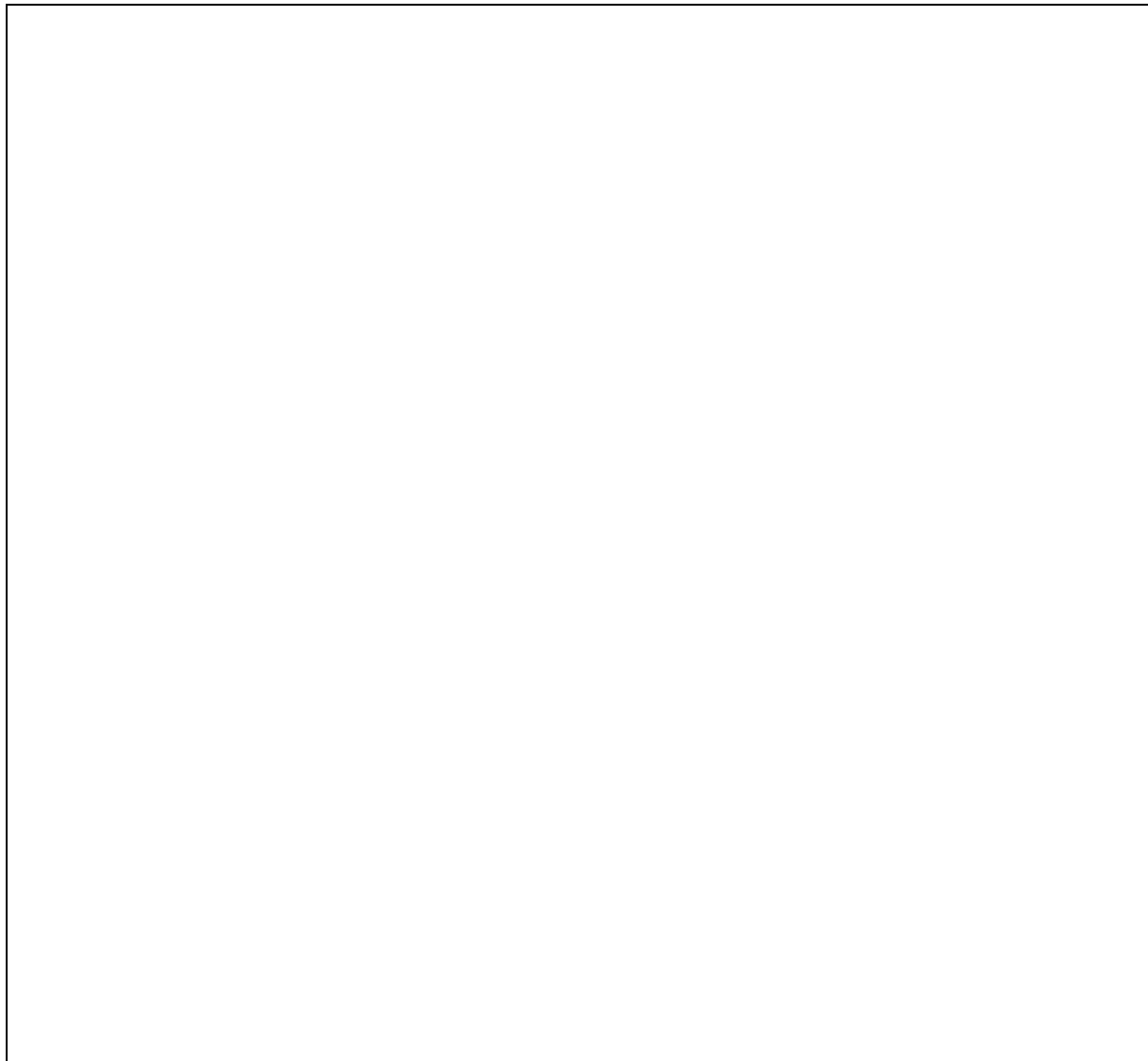
11. What careers do you think may interest you in the future?

Student Quilt Card Directions:

Draw a design and create your own piece of graphic art that represents the multiple intelligences using the color key below. Color larger portions of the square with colors that you ranked the highest on the intelligences chart.

Color key:

- Red - Verbal / Linguistic
- Green - Interpersonal
- Blue – Math / Logical
- Black - Intrapersonal
- Orange - Spatial
- Brown - Naturalist
- Purple – Bodily / Kinesthetic
- Yellow – Musical



Outcome #7

Career List

Occupation	Multiple Intelligence Areas
Editor	Verbal/Linguistic
Scientist	Logical/Mathematical
Musician	Musical/Rhythmic
Athlete	Bodily/Kinesthetic
Pilot	Visual/Spatial
Teacher	Interpersonal
Psychologist	Intrapersonal
Writer	Verbal/Linguistic
Landscaper	Naturalist
Camera Operator	Visual/Spatial
Yoga Teacher	Bodily/Kinesthetic
Announcer	Verbal/Linguistic
Artist	Visual/Spatial
Reporter	Verbal/Linguistic
Judge	Intrapersonal
Mathematician	Logical/Mathematical
Dancer	Bodily/Kinesthetic
Decorator	Bodily/Kinesthetic
Conductor	Musical/Rhythmic
Statistician	Logical/Mathematical
Lawyer	Interpersonal
Surveyor	Visual/Spatial
Forester	Naturalist
Economist	Logical/Mathematical
Actor	Interpersonal
Social Worker	Interpersonal
Architect	Visual/Spatial

Outcome #7

Guidelines for Researching a Career

Directions: Use the website www.onetonline.org to research a specific career. You may type your career title into the search box in the upper-right corner of the page or go to the “A-Z Index” and find it alphabetically.

Record the following information:

1. Title of profession
2. Significant points
3. Starting salary
4. Training and education required
5. Other qualifications
6. Job outlook

7. Work environment

8. Related occupations

9. Questions you would like to ask a professional in this field

Outcome #7

Acrostic

Specializations include pediatric and plastic surgery.

Using a variety of instruments, surgeons correct physical problems.

Responsible individuals succeed in this career;

Good problem-solving skills and decision-making skills are necessary.

Earnings are an average of \$228,839.00 per year.

Offices and clinics are some work locations.

Nurses assist in the operating room.

State licensing must be successfully completed.

Outcome #8

Fact and Opinion in the Real World

In the blanks below write F for fact and O for opinion.

1. ____ Doctors make lots of money.
2. ____ Teachers need a degree from a college or university.
3. ____ Store clerks deal with merchandise.
4. ____ Business people must dress formally.
5. ____ Farmers work with crops and animals.
6. ____ Television reporters change the world.
7. ____ Librarians are quiet people.
8. ____ Ophthalmologists work with eyes.
9. ____ Desk jobs would be boring.
10. ____ Nurses could work in a hospital or office

Outcome #8

Instructions for Career Flash Cards:

1. You will be given ten index cards.
2. Write one fact dealing with a career or job per card on the first five cards. On the back of each card, write the correct answer, F for fact.
3. On the remaining five cards, write one opinion per card dealing with a career or job. On the back of each card, write the correct answer, O for opinion.
4. Mix up your cards, and trade them with another student. Have them work through your set of cards, and check the answers by looking at the back.
5. After finishing with both sets of cards with your partner, switch your cards back, and move to another partner.
6. Continue switching and working with partners as time permits.

Outcome #9

Career Vocabulary

List of Career Vocabulary

1. Interview
2. Resume
3. Response
4. Background
5. Applicant
6. Objective
7. Evaluate
8. Salary
9. Requirements
10. Expectations
11. Procedure
12. Qualifications
13. Occupation
14. Recommendation
15. Reference

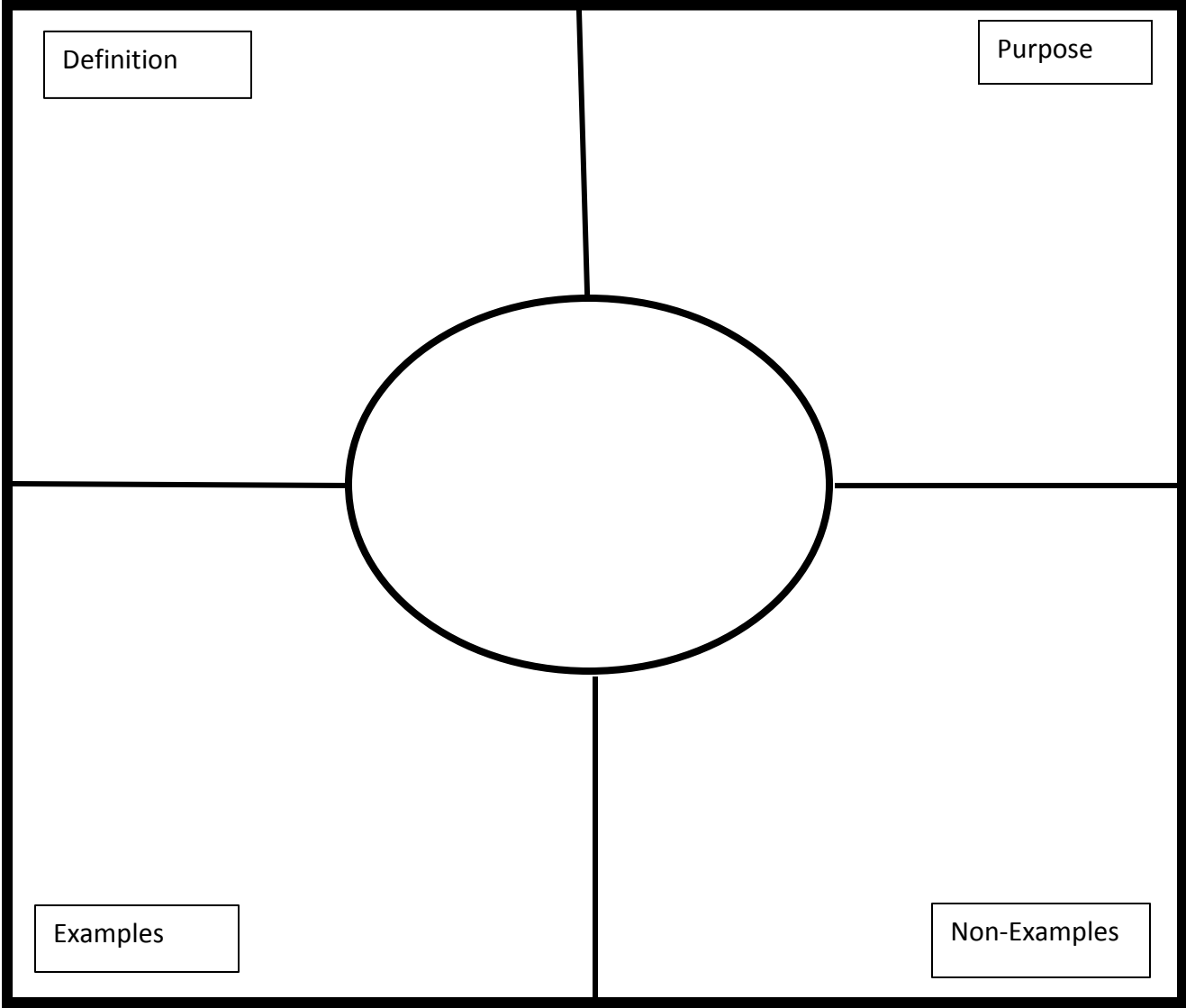
Vocabulary Definitions

1. **Interview:** A formal meeting in person, especially one arranged for the assessment of the qualifications of an applicant.
2. **Resume:** A brief account of one's professional or work experience and qualifications.
3. **Response:** A reply or an answer.
4. **Background:** A person's experience, training, and education.
5. **Applicant:** One who is submitting an application for a job.
6. **Objective:** Something worked toward or striven for; a goal.
7. **Evaluate:** To examine and judge carefully.
8. **Salary:** Fixed compensation for services, paid on a regular basis.
9. **Requirements:** Things that are needed.
10. **Expectations:** Things that are considered reasonable or required. In job hunting, a salary expectation is the amount of money a person expects to earn.
11. **Procedure:** A series of steps taken to achieve a purpose.
12. **Qualifications:** Conditions or circumstances that must be met.
13. **Occupation:** An activity that is one's regular source of livelihood.
14. **Recommendation:** A favorable statement concerning character and qualifications.
15. **Reference:** A person who is in a position to recommend another or vouch for his or her fitness for a job.

Career Brainstorm List

Careers requiring a four-year degree	Careers requiring a two-year degree	Careers requiring a high school diploma or equivalency
i.e. doctor	i.e. plumber	i.e. shelf stocker

Career Vocabulary Frayer Model



Outcome #10 Graphic Organizer

When Will I Use This In Real Life?

Occupation	Math Connection	Science Connection	English/Language Arts Connection	Other Skills Needed