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World of Work: Grade Nine. Teacher's Guide for the School Year 1967-1968.

Minneapolis Public Schools, Minn.

Pub Date 68

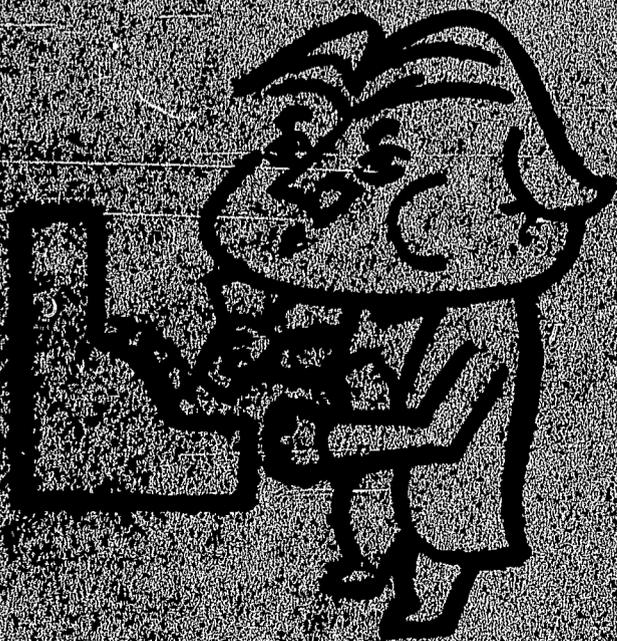
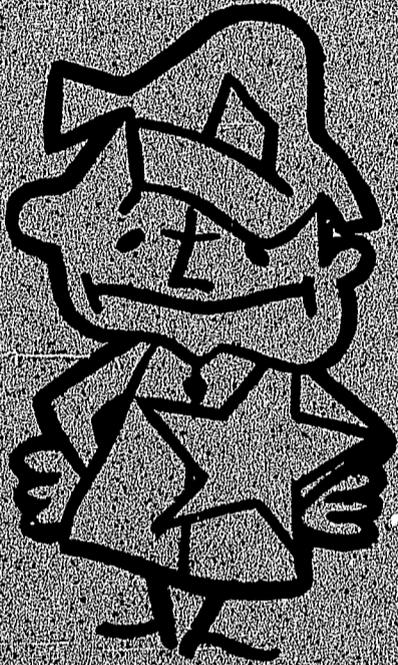
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Descriptors-*Audiovisual Instruction, *Educational Television, *Grade 9, Occupational Clusters, Occupational Guidance, *Occupational Information, Occupations, Televised Instruction, Vocational Development, *Vocational Interests

This manual is designed to serve the classroom teacher as a guide to the accompanying televised series of programs on the world of work. The Television Series is designed to give a broad overview of many occupations, by bringing into the classroom more than fifty "guests" from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional. The lessons employ familiar classroom techniques in bringing guidance information to the students, not from professional entertainers, but from people actually working in the community. The prime objectives of the series are: (1) to present information on occupation areas, job families, and related types of work possibilities; (2) to stimulate further investigation by the students into the world of work, and (3) to provide a basis for program planning for the senior high years. Lessons have been based upon the interest categories found in the Kuder Preference Record, and are prepared by the Radio--Television Department of the Minneapolis Public Schools. (Author/CJ)

ED0 31723



TEACHER'S GUIDE

for the
SCHOOL YEAR

1967-68

WORLD OF WORK

GRADE NINE

INSTRUCTIONAL TELEVISION
MINNEAPOLIS PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TO THE TEACHERS WHO WILL USE THIS MANUAL:

Instructional television, with you the classroom teacher as the key interpreter, can be a useful and effective tool to enrich and to deepen general learning.

The lessons presented have been thoughtfully constructed, and this manual presents background information to assist you for fullest utilization of the lessons.

JOHN B. DAVIS, JR.
Superintendent of Schools

RADIO-TELEVISION DEPARTMENT

Harold J. Gregory
Clarissa Sunde

1967-68

MINNEAPOLIS PUBLIC SCHOOLS
SECONDARY TELEVISION SCHEDULE 1967-68
CHANNEL 17

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45		World of Work Looking at Language Language as a System Driver Education (30)		World of Work Looking at Language Language as a System Driver Education (30)	
9:45		(30)		(30)	
10:45		(30)		(30)	
12:00		(30)		(30)	
1:15		(30)		(30)	
2:15		(30)		(30)	

A WORD OF EXPLANATION

Television lessons are produced from various curriculum areas through the Department of Radio-Television Education and are aired over Station KTCI-TV. Lessons are carefully planned by subject-area consultants, television teachers, advising teachers, general curriculum specialists, and radio-television and visual-aids producers. All lessons are based on the courses of study and guides of the Minneapolis Public Schools. The overriding purpose of each lesson is that of serving the classroom teacher.

USING TELEVISION LESSONS

There are two basic types of viewing: active and passive. Sometimes interchangeable, they are best differentiated by classifying passive viewing with entertainment television and active viewing with educational television. In active viewing the pupils look "for" something in the lesson rather than "at" something. In order to facilitate the proper use of educational television, four steps are suggested:

- 1. Selection**

The teacher should select programs in terms of class needs. She does not view indiscriminately.

- 2. Preparation**

The pupils should be prepared for and motivated to learn from the program.

- 3. Viewing**

The physical conditions of the room should be conducive to learning by television and the teacher should view attentively with the pupils.

- 4. Follow-up**

The class should engage in a suitable follow-up activity. Where such is not the case, much of the value of the lesson is lost.

WORLD OF WORK
(A Survey of Career Interests)

TO: The Ninth Grade Social Studies Teachers
FROM: The Studio Teachers
SUBJECT: Guidance Information for Social Studies Classes - Grade 9

CONSULTANTS

Dr. Ralph H. Johnson
Dr. Kopple C. Friedman

TEACHERS

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GUIDE

Clara Anderson

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Mr. Millard Sundin
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PRODUCER

Harold J. Gregory

1967-68

TO: The Classroom Teacher
 FROM: The Studio Teacher
 SUBJECT: "A List of the Memos to the Teachers"

		<u>Pages</u>
Memo No. 1	<u>The Index</u>	1
Memo No. 2	<u>The Time Schedule</u>	2
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Memo No. 7	<u>Lesson</u> - "How to Study"	8-10
Memo No. 8	<u>Lesson</u> - "Working in the Outdoors"	11-12
Memo No. 9	<u>Lesson</u> - "Working with Machines"	13-14
Memo No. 10	<u>Lesson</u> - "Working with Numbers"	15-16
Memo No. 11	<u>Lesson</u> - "Scientific Occupations"	17-18
Memo No. 12	<u>Lesson</u> - "Business Contact Occupations"	19-20
Memo No. 13	<u>Lesson</u> - "Artistic Occupations"	21-22
Memo No. 14	<u>Lesson</u> - "Working with Ideas"	23-24
Memo No. 15	<u>Lesson</u> - "Music and Related Occupations"	25-26
Memo No. 16	<u>Lesson</u> - "Working with People"	27-28
Memo No. 17	<u>Lesson</u> - "Clerical Occupations"	29-30
Memo No. 18	<u>Report Forms</u> - <u>To Be Returned After</u> <u>Each Lesson</u>	31

TO: The Classroom Teacher
 FROM: The Studio Teacher
 SUBJECT: "The Time Schedule"

<u>DATE</u>	<u>DAY</u>	<u>TITLE</u>
September 21	Thursday	"How to Study"
September 26	Tuesday	"Working in the Outdoors"
September 28	Thursday	"Working with Machines"
October 3	Tuesday	"Working with Numbers"
October 5	Thursday	"Scientific Occupations"
October 10	Tuesday	"Business Contact Occupations"
October 12	Thursday	"Artistic Occupations"
October 17	Tuesday	"Working with Ideas"
October 19	Thursday	NO SCHOOL PROGRAMS - TEACHERS' CONVENTIONS
October 24	Tuesday	"Music and Related Occupations"
October 26	Thursday	"Working with People"
October 31	Tuesday	"Clerical Occupations"

TO: The Classroom Teacher
FROM: The Studio Teacher
SUBJECT: "The Television Series"

This series is designed to give a broad overview of many occupations. It brings to the classroom more than fifty guests, drawn from all levels of preparation: the semi-skilled, the skilled, the technical, and the professional. The lessons employ familiar classroom techniques in bringing guidance information to your students. Each day we will bring people and their reactions to their experiences in the individual occupations. The guests are not paid entertainers; they are people now working in the Minneapolis Community.

To coordinate the lessons with the work being carried on in the classroom, the lessons have been based upon the interest categories found in the Kuder Preference Record.

This Guide contains a detailed table of contents. View it carefully before using each lesson.

TO: The Classroom Teacher
FROM: The Studio Teacher
SUBJECT: "General Objectives"

Ninth graders of twenty years ago knew little of rockets, of television, of jet-propelled planes, of electronics, or of data-processing. A generation ago, the students who went on to become the successful adults in these fields were the people who were willing to learn about more than one field of work and who were capable of adapting to changing occupational opportunities.

This series proposes to:

- present information on occupational areas, job families, and related types of work possibilities.
- stimulate further investigation by the students into the world of work.
- provide a basis for program planning for the senior high years.

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "A View from the Social Studies Guide" *

Self-evaluation as a first step
in planning for the future

Interest tendencies in areas of
school study and in occupational
fields

Personal work habits

Personality traits, including
strengths and weaknesses

Interests in hobbies and activ-
ities

Recognition of the importance of

The contributions made to society
by all workers

The importance of work to the
individual: the dignity of work

The importance of choice in
selecting a career

Survey of the field of work
in general

Varieties of occupations in the
nation

Varieties of occupations in
Minneapolis

Trends in occupations and in
employment

Interdependence of workers and
employers

*

Excerpts from A Guide for Teaching Social Studies, Minneapolis Public
Schools, page 98, Grade 9.

Program plans for further
education

Consideration of study beyond
high school; e.g., in colleges,
trade schools, business schools

Values of a high school education

Selection of senior high subjects
in grade 10, 11, 12 in correla-
tion with proposed occupational
plans

TO: The Classroom Teacher

FROM: The Studio Teacher

SUBJECT: "Your Interest Area"

Here are the ten interest areas presented by the television lessons.

People who score high on the Kuder Preference Record in:

<u>Outdoor</u>	enjoy the outdoor life, working with animals, with growing things, and with recreational activities
<u>Mechanical</u>	like handling tools, working with machines, and being in jobs they can do with their hands.
<u>Computational</u>	find satisfaction in working with numbers and with problems involving numbers.
<u>Scientific</u>	are interested in solving problems, experimenting with new ideas, and discovering new facts.
<u>Persuasive</u>	enjoy working with people, influencing people to new ideas, and holding jobs involving promotion and selling.
<u>Artistic</u>	like working with designs, with color, and with materials.
<u>Literary</u>	enjoy reading, enjoy writing, and enjoy work which combines these interests in the daily routine.
<u>Musical</u>	enjoy music, either the creation of music or the listening to it.
<u>Social Services</u>	find satisfaction in helping others and working for the benefit of others.
<u>Clerical</u>	like jobs requiring accuracy, involving detail, and office routine.

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: September 21, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
 9:45 a.m. 1:15 p.m.
 10:45 a.m. 2:15 p.m.

SUBJECT: "How to Study"

TEACHER: Dr. Alton L. Raygor, Associate Professor
 Student Counseling Bureau
 University of Minnesota

During this lesson we will discuss:

The development of study skills and techniques. Today's lesson will emphasize:

- Factors which influence study
- Organizational patterns
- Self recitation
- Memory curves and importance of review
- Spaced practice for more effective study

Some suggestions for class activities before viewing the lesson are:

1. Have a student read the content paragraph on this sheet to the class, and have the class list the things they would hope to gain from this lesson.
2. List new terms or new ideas.
3. Introduce the students to the charts used in the TV lesson.

After viewing the lesson, the class could explore the occupational field further by:

1. Having the students discuss the content of the program.
2. Arranging for a tour of the school library, and inviting the school librarian to acquaint the students with the card catalog, the reader's guide, and other facilities available for study purposes.

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:
 - Independent Activities for Creative Learning, Darrow and Van Allen, 1961.
 - 87 Ways to Help Your Child in School, Armstrong, 1961.
 - Learn More with Less Effort, Dudycha, 1957.
 - How to Study, Mogan, 1957.
 - Life Adjustment Booklets, Science Research Associates.

2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

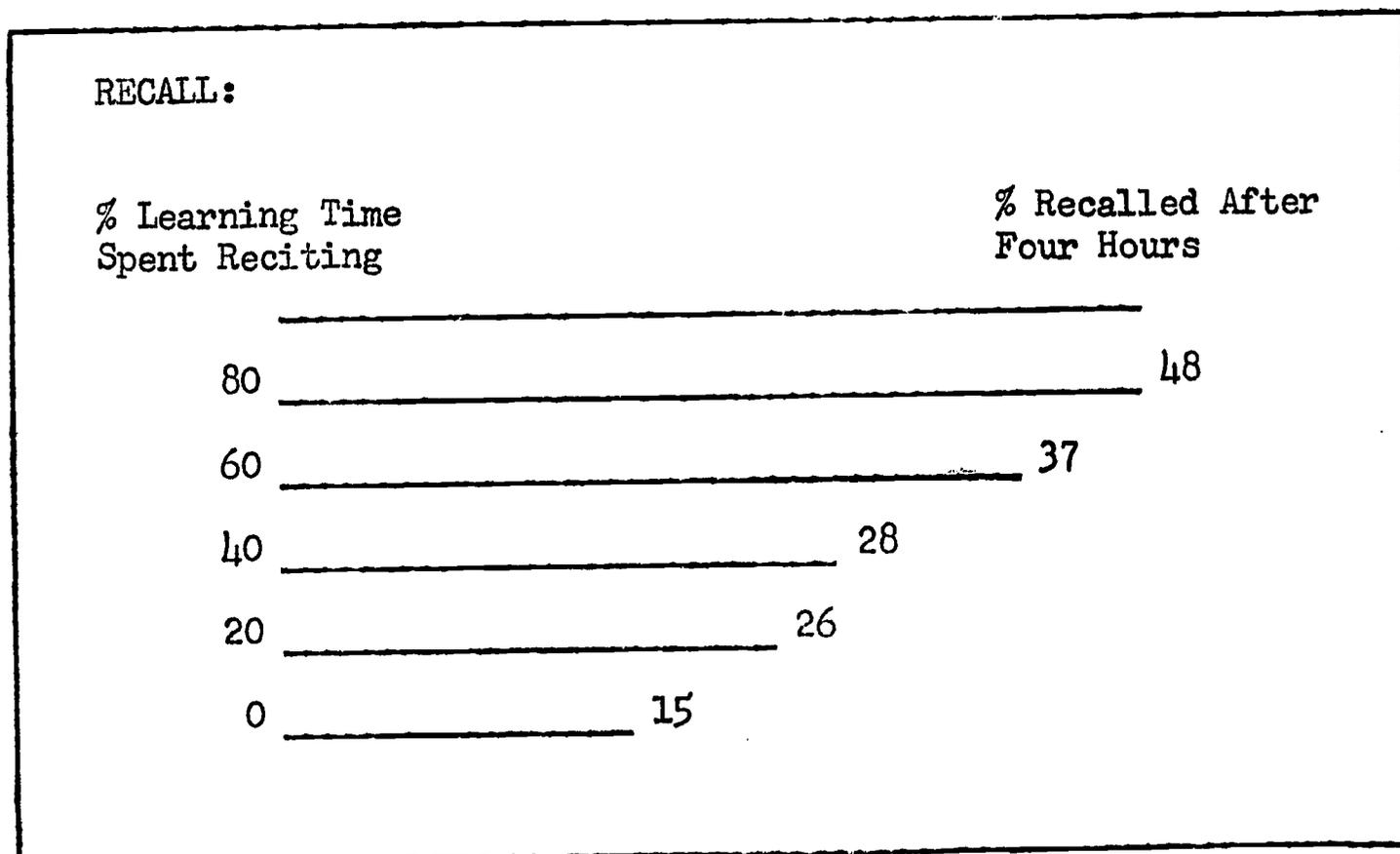
- How to Study, Coronet, black/white, 1963, 10 minutes
- Improving Study Habits, McGraw-Hill, color, 1964, 14 minutes

Filmstrips

- Developing Your Study Skills
- Failure - A Step Towards Growth

Several charts are used during this lesson:

RECALL:	248163264
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SPACED PRACTICE:

Times Per Day	Days	Retention
8	3	7
6	4	39
2	12	53

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: September 26, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working in the Outdoors"

During this lesson we will discuss:

Part One

An Overview of the Series
Forester
Nursery School Teacher

Clara Anderson, Studio Teacher
Dr. Kenneth Winsness
Mrs. Joan Zipf

Part Two

Game Warden
Camp Director
Farmer

Francis Johnson
Jane Ehrenberg
Willard Dehn

Some suggestions for class activities before viewing the lesson are:

1. Administer and score the Kuder Vocational Preference Record (Form C).
2. Discuss the Interest Areas and some related occupations.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why should I be interested in many occupations?
2. What special training is needed after high school?

After viewing the lesson, the class could explore the occupational field further by:

1. Reviewing the unit on vocations for grade nine on pages 104-107 in A Guide for Teaching Social Studies.
2. Having the students ask the school librarian for books and pamphlets on occupations.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Veterinarian
Athletic Coach
Forest Ranger

These occupations usually
do not require college

Linesman
Kennel Worker
Farmer

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations which might prove useful to you, the classroom teacher. Some of these are:
 - Guidance: A Statement of Philosophy, Minnesota State Department of Education.
 - Minnesota Blueprint for Guidance, Minnesota State Department of Education.
 - Occupational Outlook Handbook, U.S. Department of Labor.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- American Economy Series - 61 films, Joint Council for Economic Education, black/white, 1964, 30 minutes each.
- Evaluating Yourself in Job Terms, Minneapolis Public Schools, black/white, 1960, 25 minutes.

Filmstrips

- It's Your Future
- Think of Others First

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: September 28, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
 9:45 a.m. 1:15 p.m.
 10:45 a.m. 2:15 p.m.

SUBJECT: "Working with Machines"

During this lesson we will discuss:

Part One

Truck Driver
 Telephone Operator
 Data Processing Instructor

Fred Harwood
 Mrs. Cora Kimball,
 Lary Petterson

Part Two

Custom Engineering Field Mgr.
 Road Patrol-Grader

Charles Kokesh
 Henry Halvorson

Some suggestions for class activities before viewing the lesson are:

1. Discuss with the students the importance of learning about vocations at this stage in their education.
2. Have each student compile a list of relatives and friends who would be interested in discussing his future vocation with him.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. How can interest in specific school subjects relate to job choice?
2. What is the range in job choice for each interest area, and how does this relate to ability?

After viewing the lesson, the class could explore the occupational field further by:

1. Discussing the qualifications necessary to be a worker in any particular type of job. Have someone list on the board the qualifications of any of the occupations: the personal qualities of the workers, the training, the salary, the advantages, and the disadvantages.
2. Arranging for a class visit to the library.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Engineer
Architect
Meteorologist

These occupations usually
do not require college

Cook
Machinist
Printer

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove useful to you, the classroom teacher, are:
 - The Parent and the Counselor, Minnesota State Department of Education.
 - The Teacher's Role in Career Development, Minnesota State Department of Education.
 - Handbook of Job Facts, Science Research Associates.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- Changing City, Churchill Films, color, 1963, 16 minutes.
- Day in the Life of . . . Series, 6 films, Minneapolis Public Schools, black/white, 1960, 25 minutes each.

Filmstrips

- Values for Teenagers: The Choice is Yours
- Tuned-Out Generation

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 3, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Working with Numbers"

During this lesson we will discuss:

Part One

Auto Center Warehouseman
Engineering Aid
Accountant, C.P.A.

Bob Strelow
Bernard Bear
Duane Kullberg

Part Two

Training Representative
Training Technician

Kathy Wallace
Bob Walser

Some suggestions for class activities before viewing the lesson are:

1. Invite the ninth-grade counselor to your class to discuss the relationship between subject choice and job choice.
2. Discuss with the students the specific information to listen for during this lesson. In order to provide the students with the most helpful information, it may be necessary for the studio teacher to ask the guest questions of a repetitive nature. If the students are given specific information to listen for in each occupation, they are less apt to be disturbed by the repetition.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. What do these guests stress in high school preparation?
2. What major career decisions need be made now?

After viewing the lesson, the class could explore the occupational field further by:

1. Following the television lesson with films and filmstrips which give more information on choosing a career.
2. Discussing how the occupation we choose affects our pattern of living, our choice of friends, and our place of residence.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college

Astronomer
Weather Observer
Dietician

These occupations usually do not require college

Cashier
Sales Clerk
Bookkeeping Machine Operator

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might be helpful to you, the classroom teacher, are:
 - Audio-Visual Guidance Materials, Minnesota State Department of Education.
 - The Prospective Teacher Looks at Guidance, Minnesota Department of Education.
 - Perceiving, Behaving, Becoming (1962 yearbook), Association for Supervision and Curriculum Development.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- City Series, 6 films, National Film Board of Canada, black/white, 1963, 30 minutes each.
- Exploring Vocations, Minneapolis Public Schools, black/white, 1960, 25 minutes.

Filmstrips

- Your First Year in High School
- Somebody's Cheating

TO: The Classroom TeacherFROM: The Studio Teacher

DATE: October 5, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.SUBJECT: "Scientific Occupations"During this lesson we will discuss:Part OneX-ray Technologist
Catering Manager
BiochemistCharles Dopking
Oscar Howard
Dr. Austin C. WagenknechtPart TwoEngineer
Dental HygienistRonald K. Espe
Mrs. Mercedes KrogstadSome suggestions for class activities before viewing the lesson are:

1. Discuss the American system of free enterprise and the place of freedom of choice in this system.
2. Explore the many branches of one "family of jobs."

While viewing the lesson, the students could participate by taking notes answering these questions:

1. What career can a woman have in science?
2. What is the future for a student planning on a science career?

After viewing the lesson, the class could explore the occupational field further by:

1. Encouraging students to seek out facts concerning some of the new or unusual occupations in each interest area.
2. Taking the class on a field trip to a business establishment in your neighborhood.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Pharmacist
Optometrist
Industrial Engineer

These occupations usually
do not require college

Dental Assistant
Sound Technician
TV Repairman

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove useful to you, the classroom teacher, are:
 - The Administrator's Guidance Handbook, Minnesota State Department of Education.
 - The Teacher and Guidance, Minnesota State Department of Education.
 - Occupational Literature, Forester.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- Citizenship and You, Coronet, black/white, 1960, 13½ minutes.
- The Dropout, International Film Bureau, black/white, 1961, 28 minutes.

Filmstrips:

- Getting and Keeping Your First Job
- Preparing for the World of Work
- Engineering Technology

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 10, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
 9:45 a.m. 1:15 p.m.
 10:45 a.m. 2:15 p.m.

SUBJECT: "Business Contact Occupations"

During this lesson we will discuss:

Part One

Grocery Manager
 Saleslady (Real Estate)
 Attorney

John Steimle
 Mrs. Dorothy Peterson
 James Fridland

Part Two

Catering Manager
 Purchasing Agent
 Employment Manager

Oscar Howard
 Douglas Chapman
 Keith Frost

Some suggestions for class activities before viewing the lesson are:

1. Discuss the range of interests in each occupation. For example: an attorney usually had major interest patterns in literary and persuasive areas.
2. Discuss with the class the range of occupations in each interest area. For example: occupations included in the persuasive area include both an attorney and a salesclerk.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. How does "getting along with people" affect the students' career in this field of work?
2. What school subjects or activities help a student develop the positive traits of "getting along with people?"

After viewing the lesson, the class could explore the occupational field further by:

1. Having the students explore entry job possibilities, security on the job, promotions, and pay increases in several different types of occupations.
2. Contacting a business organization or service club to arrange for individual student conferences.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college

Sales Engineer
Author
Literary Critic

These occupations usually do not require college

Real Estate Salesman
Store Floorman
Bill Collector

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:
 - Counselor's Handbook, Minnesota State Department of Education.
 - Apprenticeship Training in Minnesota, Minnesota State Department of Education.
 - Manpower Report to the President, U.S. Department of Labor.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:
 - Challenge of Ideas, United World Films, black/white, 1962, 29 minutes.
 - Personal Financial Planning, Sutherland Education Films, black/white, 1961, 11 minutes.
 - I Never Went Back, Cahill Associates, color, 1964, 16 minutes.

Filmstrips

- Jobs for High School Students
- Your Job Interview
- A New Look at Home Economics Career

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 12, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
 9:45 a.m. 1:15 p.m.
 10:45 a.m. 2:15 p.m.

SUBJECT: "Artistic Occupations"

During this lesson we will discuss:

Part One

Metal Spinner
 Architect
 Art Public Relations

Tom Johnston
 Jay Tyson
 Mrs. Barbara Kaerwer

Part Two

Interior Designer
 Floral Designer

Eugene A. Undine
 Mr. Hempl

Some suggestions for class activities before viewing the lesson are:

1. Suggest to the students the interdependence of occupations. For example: A leader of a dance band will use the services of a bank teller and it would help him to know something about this occupational field.
2. Remind the class that the participants on the lessons are now working in the jobs they are discussing. Most of the persons have never participated in a television lesson. They will not try to act a part or entertain. They will try, instead, to explain their work in the same manner that they would were they in the classroom talking to the class.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. What is the difference between working in a creative field by performing, and working with a creative occupation through performing related and supporting jobs?
2. How can a creative talent be developed to use as a job possibility? When is the creative talent best used: in an avocational field or in a supportative field of a career choice?

After viewing the lesson, the class could explore the occupational field further by:

1. Having the students select the occupations that appeal to them and explore the job possibilities for the future.
2. Dividing the class into committees to make surveys of occupations found in the neighborhood of the school.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Interior Decorator
Arboriculturist
Surgeon

These occupations usually
do not require college

Bricklayer
Barber
Tailor

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:
 - Dictionary of Occupational Titles, U.S. Department of Labor.
 - Man in a World at Work, Borow.
 - Occupational Information, Baer and Roeber.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- What's the Score? Educational Testing Service, black/white, 1963, 28½ minutes.
- Should I Go to College? Minneapolis Public Schools, black/white, 1960, 25 minutes.

Filmstrips

- Dropping Out -- Road to Nowhere,
- Getting into College if You're an Average Student

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 17, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
 9:45 a.m. 1:15 p.m.
 10:45 a.m. 2:15 p.m.

SUBJECT: "Working with Ideas"

During this lesson we will discuss:

Part One

Salesman (Acct. Executive)
 Writer (Mpls. Paper)
 Librarian

Lee Boyen
 Miriam Alburn
 Leonard Pignatello

Part Two

Court Reporter
 Copywriter (Company Newspaper)
 Pressman

Willard Braun
 Mrs. Patricia McKinnie
 Douglas Pearson

Some suggestions for class activities before viewing the lesson are:

1. Invite workers to the class to present information concerning the opportunities for men in their fields of work.
2. Give the students the list of high school elective subjects.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is reading important in all jobs?
2. Why are the communication skills of written and spoken English stressed by most panel guests?

After viewing the lesson, the class could explore the occupational fields further by:

1. Having 11th and 12th grade students who are members of Junior Achievement visit the class to tell about their experiences in miniature businesses.
2. Explaining the reasons for the variety of choices of high school subjects.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Newspaper Reporter
Lawyer
Public Relations Man

These occupations usually
do not require college

Court Reporter
Proofreader
Legal Secretary

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove useful to you, the classroom teacher, are:
 - Education and Manpower, ed. David, National Manpower Council.
 - Minnesota Studies in Work Attitudes, University of Minnesota.
 - Problems in Vocational Counseling, Lofquist and England.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- No Limit to Learning, College Board Film Library, color, 1965, 29 minutes.
- Vocational Technical Institute, Minneapolis Public Schools, black/white, 1960, 25 minutes.

Filmstrips

- Should You Go to College?
- Your Future in Elementary School Teaching

TO: The Classroom Teacher

FROM: The Studio Teacher

DATE: October 24, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.

SUBJECT: "Music and Related Occupations"

During this lesson we will discuss:

Part One

Orchestra Leader
Harpist
Music Salesman

Tony Grise
Mrs. Joan Kishkis
William Bliss

Part Two

Repairman (Musical Instruments)
Music Teacher
Composer

Irving Sell
Mrs. Mary Roberts Wilson
Dr. Fred Fox

Some suggestions for class activities before viewing the lesson are:

1. The parents of the students will give you a variety of occupations to choose from. Invite them to your class.
2. Discuss the major career decision facing the ninth grader: work after high school; vocational school; or college.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is training necessary to a permanent job in music?
(As opposed to the student dance band.)
2. What are some of the related fields of work for the student?
How many "make the top" as performing artists?

After viewing the lesson, the students could explore the occupational fields further by:

1. Holding individual conferences with each student, when possible, to let him explore his ideas and his uncertainties about his future career choice.
2. Building sample programs for the students who chose to work after high school; for those who plan on vocational schools; and for those who plan on college.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Composer
Music Commentator
Music Librarian

These occupations usually
do not require college

Music Salesman
Dancer
Piano Tuner

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:
 - Minnesota State Plan for Vocational-Technical Education, Minnesota State Department of Education.
 - The American Worker's Fact Book, U. S. Department of Labor.
 - Counseling and Employment Service for Youth, U. S. Department of Labor.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- Aptitudes and Occupations, Coronet, black/white, 1964, 16 minutes.
- Your Study Methods, Coronet, black/white, 1964, 10 minutes.

Filmstrips

- You in the World of Work; If You're Not Going to College
- Choosing a College

TO: The Classroom TeacherFROM: The Studio Teacher

DATE: October 26, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
9:45 a.m. 1:15 p.m.
10:45 a.m. 2:15 p.m.SUBJECT: "Working with People"In this lesson we will discuss:Part OneSocial Worker
Politician
Supervisor (Electronics Lab.)John Bridgeman
Mrs. Elma Johnson
Milton ErnstPart TwoNurse
Assistant Manager
Union Community Services
RepresentativeMartha Fosse
Albert E. Anderson
Mrs. Bea KerstenSome suggestions for class activities before viewing the lesson are:

1. Ask a 10th grade student to return to give the class his evaluation of the occupations unit as it helped him make a wise choice of high school subjects.
2. Discuss specific subject requirements for specific careers. For example, English and science for a nursing career.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is it important to study "fields of work" rather than individual jobs?
2. How wide is the "world of work?"

TO: The Classroom TeacherFROM: The Studio Teacher

DATE: October 26, 1967

TIME: Repeated: 8:45 a.m. 12:00 p.m.
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2. Discuss specific subject requirements for specific careers. For example, English and science for a nursing career.

While viewing the lesson, the students could participate by taking notes answering these questions:

1. Why is it important to study "fields of work" rather than individual jobs?
2. How wide is the "world of work?"

After viewing the lesson, the class could explore the occupational field further by:

1. Summarizing the reasons for postponing specific job choices in the ninth grade.
2. Discussing job futures as opposed to job entries. Point out the relationship to general education in high school.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually require college

Employment Counselor
Clergyman
Insurance Agent

These occupations usually do not require college

Lifeguard
Policeman
Bus Driver

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:
 - Handbook on Women Workers, U.S. Department of Labor.
 - The College Blue Book, Burckel.
 - College Guide, Lovejoy.
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- Know Your Library, Coronet, black/white, 1962, 11 minutes.
- State Employment Service, Minneapolis Public Schools, black/white 1960, 25 minutes.

Filmstrips

- Directions for the Future
- Your Future in Nursing

After viewing the lesson, the class could explore the occupational fields further by:

1. In class discussions and individual conferences, helping the student keep in mind that the decisions he makes now are tentative and should be for general areas of interest rather than for specific occupations.
2. Making a three-year program plan for the senior high school years.

There are many related occupations which could be listed in each area of interest. The following are given to stimulate student discussion:

These occupations usually
require college

Appraiser
Accountant
Stock and Bond Salesman

These occupations usually
do not require college

Typist
Postal Clerk
Serviceman

Some reference suggestions are:

1. The school libraries, the Minneapolis Public Library, and the school counselor's office have many books on occupations for the student and the teacher. Some teacher reference books which might prove helpful to you, the classroom teacher, are:
 - Scholarships, Loans, and Fellowships in Minnesota, Lasoff.
 - The Changing Curriculum of the American High School, Wiles.
 - Secondary Schools Today, Smith and McQuigg (ed.).
2. The audio-visual department has many films and filmstrips on occupations and vocational choice. Some suggestions are:

Films

- Improve Your Study Habits, Coronet, black/white, 1961, 11 minutes.
- How to Read a Book, Coronet, black/white, 1963, 11 minutes.

Filmstrips

- Preparing for the World of Work.
- A New Horizon - Careers in the School Food Service.

REPORT FORM
(Any One Lesson)

Title of lesson viewed _____

School _____ Grade _____ Subject _____

Classroom Teacher _____ No. of Students _____ Date _____

1. The student interest was maintained for the half-hour lesson..... Excellent ___ Average ___ Poor ___

2. The lesson had some relation to the job expectations of the students..... Too difficult ___ Satisfactory ___
Too simple ___

3. The vocabulary was geared to the ninth grade level..... Right ___ Too difficult ___
Too simple ___

4. The length of the telecast was right.... Right ___ Too long ___ Too short ___

5. The visuals gave meaning to the panel discussion..... Effective ___ Usable ___
Ineffective ___

6. The students could follow the lesson and take notes..... Excellent ___ Good ___ Poor ___

7. Comments _____

(Please return this page to the Radio-Television Office,
Minneapolis Public Schools.)

