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**ABSTRACT**

This handbook, for use in a prevocational program providing special education students in high school with occupational skills, provides guidelines and teaching procedures for use in implementing a program at district or school level. An overall description of the program delineates roles and responsibilities of all program participants, and suggested occupational skills units provide learning activities for the handicapped, resource lists, and behavioral objectives for specific jobs within nine occupational clusters. For each of those jobs or groups of jobs, related subject areas and materials lists are correlated with specific occupational experiences. Program evaluation sheets, a vocabulary list, a bibliography, and generalizations for career education complete the handbook, developed by teachers, counselors, administrators, and representatives from organized labor. (AG)

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OFFICIAL

OCCUPATIONAL  
SKILLS  
PROGRAM  
HANDBOOK

VOCATIONAL  
EDUCATION

A Handbook  
Occupational  
for Special

OFFICE OF INSTRUCTION  
DEPARTMENT OF EDUCATION  
STATE OF HAWAII  
TAC 72-4221



OFFICIAL

# OCCUPATIONAL SKILLS PROGRAM HANDBOOK

VOCATIONAL - TECHNICAL  
EDUCATION

A Handbook for the  
Occupational Skills Program  
for Special Education Students

OFFICE OF INSTRUCTIONAL SERVICES  
DEPARTMENT OF EDUCATION  
STATE OF HAWAII • 1971  
TAC 72-4221

The Honorable John A. Burns  
Governor, State of Hawaii

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## PREFACE

The restructured secondary vocational-technical education programs will fulfill the needs of the many youngsters in search of relevant occupational opportunities. These programs will unite an individual with a suitable curriculum in such a way that he can pursue his occupational goal--be it immediate entry into an occupation, attendance at the community colleges, trade schools or apprenticeship programs,

The Occupational Skills Program, a sub-program within the restructured secondary vocational-technical education program, is specifically for special education students--the handicapped youths of our State. The Department of Education's Special Education Program by providing occupational opportunities for these students, to help them in their quest for a meaningful occupation in their adulthood.

This handbook was developed to provide sufficient guidelines for the Occupational Skills Program.



SHIRO AMIOKA  
Superintendent of Education

## PREFACE

red secondary vocational-technical education program for Hawaii is designed to  
the many youngsters in search of relevant occupational preparation. The program  
individual with a suitable curriculum in such a way that he will be better equipped to  
occupational goal--be it immediate entry into an occupation, to continue his training in  
colleges, trade schools or apprenticeship programs, or to aspire toward a profession.

Special Skills Program, a sub-program within the restructured program, is speci-  
ally designed for special education students--the handicapped youths of our state. This program reinforces  
the State's Special Education Program by providing actual occupational experi-  
ences for students, to help them in their quest for a meaningful and satisfying job fulfillment.

This manual was developed to provide sufficient guidelines for the implementation of the  
Special Skills Program.



SHIRO AMIOKA  
Superintendent of Education

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THE OCCUPATIONAL SKILLS PROGRAM

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## INTRODUCTION

This material is intended for the Occupational Skills Program in Vocational Education which is designed for the Special Education students in our high schools. It basically is for skill development in performing simple and specific job tasks of occupations which have been identified to be those that offer employment opportunities for students. The program also affords these students the opportunity to explore career possibilities. The program concentrates on the development of routine tasks performed under close supervision.

The Occupational Skills Program supports the Department's Special Education Program for the handicapped, which is to help the students develop into socially adjusted and vocationally competent contributing members in our society.

The development of this material began in a workshop in the summer of 1969 with special education and vocational-technical teachers, guidance and counseling specialists, and administrators from participating schools. The workshop group also included the Vocational Specialists of the Vocational-Technical Education Branch. The consultant for the workshop was Mrs. Lenora Gross, former Coordinator of Vocational Education in the State of California.

In the ensuing summers of 1970 and 1971, similar workshops were held in various high schools and districts which were scheduled to implement the Occupational Skills Program. The original material developed in 1969 was further refined and revised in 1970 and 1971. The consultant for the 1970 workshop was Mrs. Glee Saunders, Program Specialist for Handicapped Persons, U.S. Office of Education, Washington, D.C. The participants have been included in this publication.

The suggested instructional units included in this publication have been developed in consultation with representatives of organized labor to ensure relevancy of occupational skills training by students for employment.

This handbook includes an overall description of the program, the development of the program, the responsibilities of all program participants and suggested occupational skills units and instructional materials that should be helpful for total program planning at the district level.



## INTRODUCTION

ended for the Occupational Skills Program in Vocational-Technical  
ned for the Special Education students in our high schools. This program  
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, former Coordinator of Vocational Education in the Stockton School District

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ent.

des an overall description of the program, the delineated roles and respon-  
participants and suggested occupational skills units with related instruc-  
ould be helpful for total program planning at the district and school levels.

## AN OVERVIEW OF HAWAII'S RESTRUCTURED VOCATIONAL-TECHNICAL EDUCATION PROGRAM FOR SECONDARY SCHOOLS.

There is a kind of occupational program for every student. The Department of Education has three newly structured programs to offer in Vocational-Technical Education in order to fulfill the needs, wishes and potentialities of differing individuals in their preparation for the opportunities that exist today and will exist tomorrow in the working world.

Basically all three programs were designed to increase the options available to individuals-- to take employment at entry level jobs, to move toward occupational specialization at community colleges, technical schools and in apprenticeship programs, or to continue on into preparation for professions.

It must be noted here that Vocational-Technical Education is separated from Practical Arts Education. The Practical Arts Program is concerned with helping the individual to respond sensitively to the technological developments and to cope effectively with the consequences in his personal life. The Vocational-Education Education program, on the other hand, is aimed at motivating and enabling the individual to proceed purposefully in his occupational pursuit.

The total program was developed in accordance with the Master Plan for Vocational Education which established the following guidelines:

1. The occupational needs of individuals rather than the categories of occupations must be given sharp focus. The emphasis is more on people in need of preparation for work than upon occupations in need of people, although the need for congruence between the two is clearly recognized.
2. The Vocational-Technical program must serve persons in all categories of occupational life, except the professions which are served by the professional schools. This will include education in a wide range of skills and knowledge through a wide range of age groups, for both sexes, all races, and for persons at various social, educational, and economic levels.

3. High priority must be given to those with special needs who suffer from academic, socio-economic and other handicaps which prevent them from succeeding in their pursuit of an occupation.
4. The program must be so planned and structured to enable individuals to exercise their right to select the means through which they can fulfill their personal and social goals at the same time that career goals are being achieved; this is essential to the individual's sense of worth.
5. The total education of the individual should be the major concern of the vocational-technical program rather than the concern for training in technical skills. General educational development and vocational-technical skills are both essential components of occupational success. The basic educational requirements for most jobs have risen in light of the effect of technological advances. The learnings which in the past have been considered to be general education are essential as part of the preparation for work. This is being felt in the following ways:
  - a. More and more jobs are dependent upon the increasing amount of general education as a prerequisite for learning their specialized aspects.
  - b. The skills and understandings developed by general education, especially those of a verbal, scientific, and mathematical nature, turn out to be the actual occupational skills of more and more occupations.
  - c. A substantial amount of general education is needed to provide the future worker with the intellectual tools he will need for continued learning.
6. The trend toward an increased amount of technical content in most occupations suggests a greater need for preparing workers for technical occupations. More jobs will take on the character of technician occupations. Many of those will also reflect the growing shift to occupations which are oriented toward the social and personal services in a changing world of work and leisure.

\*Norman C. Harris, "Technical Education in the Junior College/New Programs for New Jobs," Washington, D.C.: American Association of Junior Colleges, 1964, p. 27. (A study of occupational trends and educational requirements.)

7. Effective guidance and counseling must assume a place of major importance. It is clear that the systematic preparation for sound vocational choice is a necessary foundation on which the vocational-technical education program must be erected.
8. Vocational-technical education must be planned as open-ended, continuous education with its major responsibility being to develop a readiness and a capacity for a lifetime of learning and relearning of occupational knowledge. In the past there has been a tendency for most pre-employment vocational-technical education to be planned as terminal education although provisions were made for periodic updating. It is now clear, with the effects and implications of accelerated technology on jobs, that no form of education, vocational or non-vocational, can become terminal.
9. Vocational-technical education programs should be organized for maximum articulation from the secondary level to the community colleges and from the community colleges to the four-year institutions.
10. The secondary programs in vocational-technical education should increase the options available to individuals--to take employment at entry level jobs, to move toward occupational specialization at community colleges and technical schools, or to continue on into preparation for professionals.
11. The secondary school programs should provide basic skills and concepts which apply universally to clusters of occupations. The post-secondary programs in vocational-technical education will provide the occupational specialization desired by individuals.
12. The image and prestige of vocational-technical education should be improved through counseling, research and other techniques.

As a result of instruction in the secondary school's vocational-technical education program, the individual should be able to:

- . Be prepared to enter a selected post secondary vocational-technical course of study.
- . Perform entry level tasks within one or more related job families.
- . Assume responsibilities of a reliable worker in terms of appearance, conduct, and attitude.

Each of the three programs under two major categories is appropriately own specific emphasis although the common elements among them are the experiences included and a balance of academic subjects to go along with the the three programs and a brief description of each are:

#### I. Preparatory Vocational-Technical Education

The Pre-Industrial Preparation Program is primarily for the under student to help him see the importance and usefulness of academic job task. This program zeroes in on the improvement of basic verbal scientific skills through correlating them with concrete occupational

The Introduction to Vocations Programs is guidance oriented and in the possible career opportunities as well as experiences in the various tions. This program appeals to students with varying abilities, inter opposed to any one level of ability. In other words, a student with s pursue his interests in a highly technical field of work while another people may explore the opportunities in the social services.

#### II. Occupational Skills

The Occupational Skills Program is for specific job skill development students enrolled in the high schools. The special education teacher competent instructor will work together to help these students become

The occupational experiences for the above programs will be available large clusters of occupations. They are: (1) Business Occupations; (2) Per Occupations; (3) Health Occupations; (4) Food Service Occupations; (5) Elect Occupations; (6) Construction/Civil Technology Occupations; (7) Mechanical (8) Technical Graphics Occupations.

programs under two major categories is appropriately titled and has its although the common elements among them are the actual occupational and a balance of academic subjects to go along with these experiences. Namely, and a brief description of each are:

#### Occupational-Technical Education

Occupational Preparation Program is primarily for the underachieving disadvantaged student to help him see the importance and usefulness of academic skills for performing a job. This program zeroes in on the improvement of basic verbal, mathematical and scientific skills through correlating them with concrete occupational experiences.

Career Guidance Programs is guidance oriented and includes knowledge about career opportunities as well as experiences in the various clusters of occupations. This program appeals to students with varying abilities, interests and aptitudes at all levels of ability. In other words, a student with scientific aptitudes may prefer to work in a highly technical field of work while another who likes to work with people explores the opportunities in the social services.

#### Skills

Special Skills Program is for specific job skill development for special education students in the high schools. The special education teacher and the occupationally qualified instructor will work together to help these students become employable.

Experiences for the above programs will be available to an individual in eight occupational categories. They are: (1) Business Occupations; (2) Personal/Public Service Occupations; (3) Health Occupations; (4) Food Service Occupations; (5) Electrical/Electronics Occupations; (6) Construction/Civil Technology Occupations; (7) Mechanical Occupations; and (8) Agriculture Occupations.

## THE OCCUPATIONAL SKILLS PROGRAM

### Objective

It is the objective of the Occupational Skills Program in Vocational-Technical Education to prepare Hawaii's handicapped students to perform occupational tasks and to assume the responsibilities of a reliable worker. They should be able to use the knowledge and skills acquired to seek and hold a job in a position which is close to their capabilities.

### Description of the Program

The Occupational Skills Program in Vocational-Technical Education is for students identified as special education students who are enrolled in the high school.

The program basically is for skill development in performing tasks which belong to clusters of occupations which have been identified to be available opportunities for these students. These tasks are those performed in the workplace in nature. The tasks of the specific job family at the minimal skill level are practiced in the classroom situation but will be practiced on-the-job within industrial settings and agencies.

The general areas are: Clerical Services, Related Sales Services, Home Services, Clothing Construction and Maintenance Services, Shop and Building Maintenance Services, Supervised Food Service Worker, and General Mechanical Worker.

It is also part of this program to help these students relate to the workplace, to supervision, to acquire some grooming skills and to generally be prepared for the responsibilities of being a reliable worker.

The basic academic skill development of these students will be provided by the general education teachers at the school. The job skill instructor who is a vocational teacher will cooperate with the special education teacher under this plan. All vocational teachers who cooperate with the special education program in the schools will be participating in the Occupational Skills Program.

## OCCUPATIONAL SKILLS PROGRAM

Occupational Skills Program in Vocational Technical Education to students to perform occupational tasks belonging to a job family and of a reliable worker. They should be able to apply the knowledge and hold a job in a position which is closely supervised.

Program in Vocational-Technical Education is designed for individuals students who are enrolled in the high schools.

for skill development in performing simple and specific job tasks operations which have been identified to be those that offer employment ts. These tasks are those performed under supervision and are routine specific job family at the minimal skill level will be learned in a simulated e practiced on-the-job within industry, business, and public and private

M Clerical Services, Related Sales Services, Supervised Child Care tthing Construction and Maintenance Services, Ground Maintenance Maintenance Services, Supervised Food Services, General Construction cal Worker.

Program to help these students relate to others effectively, to accept grooming skills and to generally be able to assume the responsibilities

development of these students will be the responsibility of the special ol. The job skill instructor who is a part-time hourly employee will cation teacher under this plan. All other state and local agencies that cation program in the schools will be indirectly assisting the Occupa-



An Occupational Skills Program coordinator with a vocational-technical background, including work experience, and with ability to work with others will be appointed and may be located at a high school within the district. They will coordinate the Occupational Skills Program within the districts.

In-service education, cooperative work experience stations and inservice training equipment are all important aspects to be considered for effective implementation and budgeting at the school level determine funding needs of the program and total appropriations for the program.

The Occupational Skills Program supports the Special Education Program and helps students develop into socially adjusted and vocationally competent contributing members of society.

Program coordinator with a vocational-technical education background and with ability to work with others will be assigned to each district high school within the district. They will coordinate the Occupational Skills tests.

cooperative work experience stations and instructional materials and other aspects to be considered for effective implementation. Program planning at the district level determine funding needs of the program; allotments will depend on the program.

The Program supports the Special Education Program to help students who are disabled and vocationally competent contributing members in our community.

## ROLES AND RESPONSIBILITIES OF PARTICIPATING MEMBERS OF THE OCCUPATIONAL SKILLS PROGRAM

The success of the Occupational Skills Program depends on the efforts of all participating members. With clearly defined roles and responsibilities, a meaningful program can be developed at the school. The roles and responsibilities are outlined into seven sections.

- |                               |  |
|-------------------------------|--|
| I. The State Staff            | V. The Occupational Skills Program Coordinator |
| II. The District Staff        | VI. The Special Education Teacher              |
| III. The School Administrator | VII. The Job Skill Instructor                  |
| IV. The Counselor             |  |

---

### I. The State Staff

- A. The State Staff will provide direction and support for the implementation of the program.
- B. The Vocational-Technical Education Branch of the State Office of Instructional Services, in cooperation with the Special Education Branch and district personnel, will be responsible for the following specific tasks:
  - 1. Develop information on Occupational Skills Program.
  - 2. Provide orientation to Occupational Skills Program for all department personnel.
  - 3. Provide in-service workshops for participants in Occupational Skills Program.
  - 4. Provide direction and guidance to coordinators.
  - 5. Provide consultative service for facilities, equipment, personnel, and instructional program development.

6. Develop and coordinate program budget at the State level for expansion and on-going programs during implementation period.
7. Monitor programs.
8. Evaluate programs.

## II. The District Staff

- A. The District Staff will provide direction and support for the implementation of the program within the districts.
- B. The curriculum specialists and other district personnel will assume the following specific tasks:
  1. Locate and recommend for hiring the Occupational Skills Program Coordinator for the district.
  2. Coordinate in-service activities.
  3. Provide direction and guidance.
  4. Provide consultative service for facilities, equipment, and program development.
  5. Make recommendations for budget requirements.
  6. Assist in the development of the BI-7 (Quarterly expenditure plan).
  7. Coordinate Occupational Skills Program with the Program Coordinator of the District.

## III. The School Administrator

- A. The principal of the school or his designate will serve as team leader at the school.
  1. Recruit a team which will consist of the following:

- a. Principal
  - b. Vice-Principal
  - c. School counselor
  - d. Department chairman of special education
  - e. Special education teachers
  - f. District Occupational Skills Program Coordinator
2. Designate a team leader from the following (if the principal cannot serve as the leader):
- a. Vice-Principal
  - b. School counselor
  - c. Department chairman of special education
  - d. Special education teacher
3. See that the team leader coordinates the school's Occupational Skills Program with:
- a. Total school staff
  - b. School's special education teachers
  - c. District Occupational Skills Program Coordinator
  - d. Interested community groups and agencies
4. Assist the team leader, the school's special education teachers, and the Occupational Skills Program coordinator to evaluate the program and be apprised of the needs, problems and successes of the school's Occupational Skills Program.
- B. The principal of the school will determine the special needs of the program with the team.
1. Consider the special education Occupational Skills Program as part of the school's total educational efforts and consider its needs on an equal basis as all other programs.
  2. Support the total efforts of the Occupational Skills Program by providing the resources essential in carrying out the program.

3. Approve the Occupational Skills Program requests pertaining
  - a. Purchase orders for equipment and supplies
  - b. Job skill instructor's payroll
  - c. Budget requests for the year
  - d. Part-time employment contracts for job skill instructor
4. Assist with the program planning and budgeting for the school

#### IV. The Counselor

The counselor, as an Occupational Skills team member, has the responsibility to assist the student and teacher in assessing the many factors relating to appropriate referrals. The counselor may acquaint the faculty with the Occupational Skills program and provide appropriate referrals. The success of the program depends upon the participation of all members which include state and district staff, school administration, occupational skills program coordinator, special education teacher, and the counselor. The counselor shall:

1. Familiarize himself with the Occupational Skills Program handbook.
2. Act as liaison with faculty, parents, community groups and other agencies in the area.
3. Assist in student referral, psychological assessment and appropriate referrals in the Occupational Skills Program.
4. Provide individual and group counseling services for students in the Occupational Skills Program who have social-emotional adjustment problems.
5. Offer counseling services for post-high school planning.
6. Aid and assist in an on-going evaluation of the Occupational Skills Program.

Occupational Skills Program requests pertaining to:

orders for equipment and supplies  
instructor's payroll  
books for the year  
employment contracts for job skill instructor  
program planning and budgeting for the school year.

Occupational Skills team member, has the responsibility of helping the  
assessing the many factors relating to appropriate vocational goals.  
acquaint the faculty with the Occupational Skills program and encourage  
The success of the program depends upon the cooperation of all team  
state and district staff, school administration, the counselor,  
program coordinator, special education teacher, and the job skill instructor.

himself with the Occupational Skills Program handbook.

with faculty, parents, community groups and other agencies in

parent referral, psychological assessment and appropriate placement  
Occupational Skills Program.

individual and group counseling services for students in the Occupational  
who have social-emotional adjustment problems.

guidance services for post-high school planning.

conduct an on-going evaluation of the Occupational Skills Program.

7. Provide information to the Occupational Skills team in the area of occupational career exploration.
8. Act as a resource to students and teachers in appropriate areas related to the Occupational Skills Program.

V. The Occupational Skills Program Coordinator

A. School Level Activities

Orientation and Planning

1. Assist special education teachers in the dissemination of information about the Occupational Skills Program.
2. Acquire information on occupational interests and needs of students from Special Education teachers and Department of Vocational Rehabilitation counselors.
3. Discuss with special education and job skill instructors the objectives of the Occupational Skills Program.
4. Plan with special education and job skill instructors in developing instructional units.
5. Assist in scheduling of the instructional units in the Occupational Skills Program.

Fiscal Responsibilities

1. Determine equipment and supply needs of program with special education teachers and job skill instructors.
2. Assist school in completing form VE No. 8, "Request for Authority to Operate Part-time and Evening Vocational Classes."
3. Prepare with school administration and special education teachers, program plans and budget for the year (to be submitted during the spring semester for the next school year).



### Rules and Regulations

1. Inform special education and job skill instructors of federal, state, and county laws and regulations relating to employment.
2. Inform special education teachers of Vocational Education State Plan provisions.
3. Assist in orienting job skill instructors to school rules and regulations.

### Evaluation Functions

1. Evaluate each unit after completion with job skill instructor and special education teachers.
2. Assist with placement and follow-up procedures on graduates.
3. Assist job skill instructor in completing VE Form 4, State of Hawaii, "Monthly Report of Attendance for Evening and Part-time Classes."

### B. District Level Activities

1. Collect and summarize school level reports for the District Superintendent.
2. Participate in District Special Education Teacher's meetings and Department of Vocational Rehabilitation meetings.
3. Provide resource information pertinent to Occupational Skills Program to teachers and school administrators.
4. Collect and report to State, the school by school reports for the district through the District Superintendent.
5. Locate and screen job skill instructors in accordance with State Plan requirements on qualification of these teachers:

Distributive Education

Two (2) years as a paid worker in distributive occupations.

Health Education

A minimum of three (3) years of experience in the area in which they are hired to teach.

Home Economics Education

Adequate work experience in the occupation to be taught as determined by the staff of the State Board for Vocational Education.

Office Education

One (1) year as a paid worker in office occupations.

Technical Teachers

A minimum of three (3) years of experience as a skilled technician in an occupation or cluster of occupations relating to technology to be taught.

Trade and Industry Teachers

Subject matter competence gained by fulfilling a standard learning period and a minimum of three (3) years of journeyman experience.

6. Assist job skill instructor with application forms for employment.
  - a. Form W-4, U.S. Treasury, "Employee's Withholding Exemption Certificate"
  - b. Form HW-4, State of Hawaii, "Employee's Withholding Exemption and Status Certificate"
7. Orient job skill instructors to attendance record keeping and payroll procedures.
8. Recommend for approval all purchase order for program needs.

C. Other Activities

1. Communicate with businesses, industries, unions, and other private and government agencies regarding information relative to this program.
2. Participate in Occupational Skills Program Coordinator's meetings.

V. The Special Education Teacher

A. Orientation Procedure

The special education teacher should thoroughly examine and study the Occupational Skills Program Handbook.

1. Explain the Occupational Skills Program to students.
2. Assist school administration in the dissemination of information about the Occupational Skills Program.

B. Responsibilities Related to the Occupational Skills Program

1. Prepare with school administration and the occupational skills program coordinator, program and budget plans for the year (to be submitted during the spring semester for the next school year).
2. List job skill areas to be covered according to each individual student's capabilities and interests.
3. Select and assign students for the different units of instruction.
4. Provide instruction for the related academic skill development for each unit.
5. Schedule the occupational skills units of instruction with the assistance of the occupational skills program coordinator and job skill instructor.

6. Determine equipment and supply needs with the help of the occupational skills program coordinator and job skill instructor.
7. Be responsible for the safekeeping and inventory of occupational skills program supplies and equipment.
8. Process insurance coverage for students who are unable to afford the school plan payment prior to participating in the Occupational Skills Program.
9. Clear student transportation procedures to and from job exploration stations.
10. Submit instructional unit evaluation after completion of each unit to the occupational skills program coordinator (see appendix Exhibit B).
11. Record each student's Occupational Skills Program experience for individual's file on the special card form titled, "Occupational Skills Program Student Participation Data," found in appendix (Exhibit C).
12. Initiate and conduct the unit on the "Orientation to the World of Work."
13. Provide on-going counseling to occupational skills program students.
14. Plan for field trips with the assistance of the occupational skills program coordinator and job skill instructor.

C. Occupational Skills Instructional Unit Development.

1. Assist the job skill instructor in unit planning, together with the occupational skills program coordinator.
2. Use the handbook for suggested activities relating to academic skills development.

## VI. The Job-Skill Instructor

The job skill instructors are occupationally competent in the specific skill areas in which they teach.

### A. Orientation Procedure

#### 1. Familiarize self to:

- a. Agreement of contract
- b. School procedures and policies
- c. School facilities
- d. Program goals
- e. Schedules
- f. Description of students that the job skill instructor will be working with

#### 2. Become fully oriented to the program through visitations or through other media.

#### 3. Work closely with the person designated by the school administrator to orient the job skill instructor:

- a. The school counselor
- b. Special education department chairman
- c. Special education teacher
- d. Coordinator of the Occupational Skills Program
- e. Any other school level administrator

### B. Occupational Skills Instructional Unit Development

#### 1. Identify tasks and sequences of tasks on the unit plan outline with the assistance of the coordinator and special education teachers.

#### 2. Suggest equipment and materials appropriate for the particular skills area.

#### 3. Suggest other resources available for the particular skills area.

C. Evaluation

1. Submit an evaluation of the completed unit of instruction using the evaluation form provided for the Occupational Skills Program.
2. Submit recommendations for improvement.
3. Offer written or oral individual student evaluation encompassing such things as behavior and attitudes.

CHRONOLOGICAL ORDER OF THE  
OPERATIONAL PROCEDURES FOR THE OCCUPATIONAL SKILLS PROGRAM

1. Survey students' occupational interests.
2. Survey industry and unions for job needs and labor demands.
3. Locate job skill instructors.
4. Perform task analyses for occupations.
5. Plan units.
6. Determine equipment and supplies needed for instructional units.
7. Submit program applications (VE Form 8).
8. Issue purchase orders for equipment and supplies.
9. Certify and hire job skill instructors (432, W-4 Federal and State, Application Form).
10. Orient students to program and job skill instructors to rules and regulations of the school.
11. Carry out instructional activities.
12. Keep class attendance (VE Form 4).
13. Complete (VERIFY) enrollment cards for each occupational program.
14. Submit payrolls (Form A-6).
15. Evaluate individual student's performance and unit programs (Exhibit "B").

16. Update student's program participation data (Exhibit "G").

17. Prepare program plans and budget for the following year.



## IDENTIFICATION OF HANDICAPPED PERSONS

Handicapped persons, as defined by the U.S. Office of Education and adopted in the State Plan for Vocational Education, are identified as:

Those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a vocational education program designed for persons without such handicaps, and who, for that reason, require special educational assistance or a modified vocational education program.

In the State of Hawaii, handicapped students are identified and generally assigned to special education classes with special teachers for the major portion of their school day.

## UNIT ON ORIENTATION TO THE WORLD OF WORK

### Introduction

The secondary program for Special Education students emphasizes the development of skills and attitudes necessary for the satisfactory transition from school to the adult society. The following unit on the "Orientation to the World of Work" provides a meaningful background for all students entering the world of work.

### Objectives of the Unit

1. Evaluate own personal qualities in terms of those needed by a successful worker
2. Increase skill in managing interpersonal relationships on a job
3. Comprehend the nature of the various jobs and the job expectations.
4. Increase awareness of the employment opportunities in various fields
5. Recognize the value of making wise vocational choices and to be aware of the factors which influence these choices

### Course Content Outline

#### I. Considerations for Choosing Occupations

##### A. The World of Work

1. Why do we work?
2. Why should we work?
3. Why do we want to work?

##### B. Personal values and goals

1. Interests
2. Aptitudes

#### C. Occupations

1. What types of jobs are available in Hawaii?

- a. Nature of jobs
- b. Place of employment
- c. Educational requirements
- d. Qualifications
- e. Employment outlook
- f. Job hazards

2. What are job families?
3. What does each job involve?

## II. Securing a Job

### A. How to get a job

1. Personal contacts
2. Community facilities
3. Private organizations
4. Government organizations

### B. Credentials and regulations

1. Social security
2. Health certificate
3. Birth certificate
4. Reference letters
5. Labor unions
6. Labor laws
  - a. Minimum wage
  - b. Employment of women and children
  - c. Working conditions
  - d. Work permit

7. Withholding tax
8. Fringe benefits

## III. Attaining Success on the Job

### A. Applying for a job

1. Letter of application
2. Application forms
3. Personal resume

### 4. Interviews

- a. Appearance
- b. Conduct
- c. Information to exchange
- d. Evaluating the job opportunity

### B. How to hold a job

1. Self-understanding
2. Independence, autonomy
3. Security
4. Self-improvement
5. Problem solving
6. Motivation
7. Self-discipline
8. Tolerance
9. Work habits
10. Attitude

### C. Personal appearance

1. Grooming
2. Selecting appropriate clothes for a job
3. Clothing budget
4. Wardrobe planning
5. Care of clothes
6. Mental and physical health

### D. Business etiquette

### E. Human relationships

1. Employee-employer
2. Employee-employee
3. Employee-customer

## I. CONSIDERATIONS FOR CHOOSING OCCUPATIONS

Generalization: An appreciation of the world of work helps one to understand the vital contribution of each worker.

<u>Content</u>	<u>Activities</u>	<u>Teaching Aids Supplies and Equipment</u>
A. The World of Work	Discuss and list reasons why we work	Local newspaper ads
1. Why do we work? 2. Why should we work? 3. Why do we want to work?	Suggest advantages of economic self-sufficiency vs. dependency (cover following points)	<u>The Job Ahead--Rochester Occupation Reading Series</u> by Herman R. Goldberg
	1. Encourage higher standard of living 2. Improve self-image and physical health 3. Become contributing member of society 4. Have more freedom in choices of living area, travel, etc. 5. Have less need for government support	
	Study newspaper ads	
	Emphasize--"There is dignity in all kinds of labor."	

Generalization: Making wise vocational choices necessitates assessing goals, interests and aptitudes.

<u>Content</u>	<u>Activities</u>
B. Personal values and goals	<p>Prepare a list of values you have held at different ages and stages of life. Compare list with those you now hold. Identify those shared by your family.</p>
1. Interests	<p>After reading various references, select a panel to discuss "How values are formed." What contributes to differences in values held by individuals and their families?</p>
2. Aptitudes	<p>Invite a guidance counselor to speak to the class on "Assuming Responsibility for Self Direction."</p> <p>Arrange to take aptitude tests, interest inventory tests--if previous testing has not been done. Evaluate with counselor.</p> <p>Summarize background experience and future plans.</p> <p>Evaluate present and future school subjects for usefulness to individual in respect to personal development and employability.</p> <p>Prepare a bulletin board display of hobbies or leisure time activities which could be the basis for future vocations.</p>

g wise vocational choices necessitates assessing one's personal values, interests and aptitudes.

Activities

Teaching Aids  
Supplies and Equipment

nd ... Prepare a list of values you have held at different ages and stages of life. Compare list with those you now hold. Identify those shared by your family.

After reading various references, select a panel to discuss "How values are formed." What contributes to differences in values held by individuals and their families?

Invite a guidance counselor to speak to the class on "Assuming Responsibility for Self Direction."

Arrange to take aptitude tests, interest inventory tests--if previous testing has not been done. Evaluate with counselor.

Summarize background experience and future plans.

Evaluate present and future school subjects for usefulness to individual in respect to personal development and employability.

Prepare a bulletin board display of hobbies or leisure time activities which could be the basis for future vocations.

Teen Times, Sept. 1961.  
America, Office of Education,  
Dept. of Health, Education  
and Welfare, Washington,  
D.C.

Pamphlet: Let's Explore Your  
Career. Hackett, Edward,  
Cooperative Extension Service,  
University of Maine, Orono.

Generalization: The awareness of job opportunities is conducive to interest for employment.

<u>Content</u>	<u>Activities</u>
C. Occupations 1. What types of jobs are available in Hawaii? a. Nature of job b. Place employed c. Education requirements d. Qualifications e. Employment outlook f. Job hazards	Using <u>Occupational Outlook Handbook</u> or other available references, investigate several jobs. Include the following information: Nature of work Where employed Training required Qualifications Employment outlook
2. Job families	Define job families and job levels (unskilled, semi-skilled, skilled, technical, professional). Identify the characteristics, training needed and qualifications for each level. Discuss factors influencing level of job at which individuals work or select as goals.
3. What does each job involve?	Classify jobs according to education needed.  Invite a representative from the State Employment Service or Chamber of Commerce to discuss employment opportunities and the need for qualified personnel.

awareness of job opportunities is conducive to interest in and preparation for employment.

Activities

Teaching Aids

Supplies and Equipment

Using Occupational Outlook Handbook or other available references, investigate several jobs. Include the following information:

Hopke, William E., Encyclopedia of Careers and Vocational Guidance. New York: Doubleday and Company, Inc. 1967.

- Nature of work
- Where employed
- Training required
- Qualifications
- Employment outlook

Occupational Outlook Handbook, Superintendent of Documents. U.S. Printing Office, Wash. 25, D.C. \$4.50.

Career Pamphlets, Metropolitan Life Insurance Co.

Define job families and job levels (unskilled, semi-skilled, skilled, technical, professional). Identify the characteristics, training needed and qualifications for each level. Discuss factors influencing level of job at which individuals work or select as goals.

Dictionary of Occupational Titles, 3rd Ed., Superintendent of Documents, U.S. Government Printing Office, Wash. 25, D.C.

Classify jobs according to education needed.

See Student Check Sheets for Job Observation.

Invite a representative from the State Employment Service or Chamber of Commerce to discuss employment opportunities and the need for qualified personnel.

- (1) Student Preparation for Observation Check Sheet.
- (2) Student Observation Sheet.





## II. SECURING A JOB

Generalization: Understanding the job procurement procedures and legal factors of employment contributes to securing a job.

<u>Content</u>	<u>Activities</u>	<u>Su</u>
<p>A. How to look for a job</p> <ol style="list-style-type: none"> <li>1. Personal contacts</li> <li>2. Community facilities</li> <li>3. Private organizations</li> <li>4. Government agencies</li> </ol>	<p>Using "help wanted" ads from a large city list the types of employment opportunities available. Identify each according to the job level.</p> <p>Prepare a bulletin board using a local map to mark the name and location of sources of help in finding a job in or near your area.</p>	<p>Report Social the Co of Wor Docum 20402</p>
<p>B. Credentials and regulations</p> <ol style="list-style-type: none"> <li>1. Social Security</li> <li>2. Health certificate</li> <li>3. Birth certificate</li> <li>4. Reference letters</li> <li>5. Labor unions</li> </ol>	<p>Collect information by visiting agencies or inviting a representative to speak regarding procedures to use, background information of applicant requested, types of employment opportunities available.</p> <p>Read literature pertaining to Social Security. Discuss cost, benefits, purpose and an individual's responsibility in obtaining a social security number.</p> <p>Discuss procedures to use in obtaining birth certificates and health certificates. Consider reasons why these are necessary.</p>	<p>Some About Bullet of Doc ment D.C.)</p>

## II. SECURING A JOB

Understanding the job procurement procedures and legal factors involved in securing a job contributes to securing a job.

<u>Activities</u>	<u>Teaching Aids Supplies and Equipment</u>
Using "help wanted" ads from a large city list the types of employment opportunities available. Identify each according to the job level.	
Prepare a bulletin board using a local map to mark the name and location of sources of help in finding a job in or near your area.	
Collect information by visiting agencies or inviting a representative to speak regarding procedures to use, background information of applicant requested, types of employment opportunities available.	<u>Report of the Committee on Social Insurance and Taxes, to the Commission on the Status of Women</u> , Superintendent of Documents, Washington, D.C. 20402 \$1.25.
Read literature pertaining to Social Security. Discuss cost, benefits, purpose and an individual's responsibility in obtaining a social security number.	<u>Some Facts for Young Workers About Work and Labor Laws</u> , Bulletin No. 208, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 1959.
Discuss procedures to use in obtaining birth certificates and health certificates. Consider reasons why these are necessary.	

<u>Content</u>	<u>Activities</u>	<u>Teaching Aids Supplies and Equipment</u>
<p>6. Labor laws</p> <p>a. Minimum wage</p> <p>b. Employment of women and children</p> <p>c. Working conditions</p> <p>d. Work permit</p>	<p>Consult references concerning labor laws of Hawaii.</p> <p>Practice writing letters requesting a letter of recommendation or use of person's name as reference.</p> <p>Discuss:</p> <p style="padding-left: 40px;">whom to ask</p> <p style="padding-left: 40px;">how to ask</p> <p style="padding-left: 40px;">when to ask</p> <p>Interview business people to learn their viewpoint.</p>	Tax forms
7. Withholding tax	<p>Examine income tax forms.</p> <p>Practice making out a W-2 form.</p>	Tax forms
8. Fringe benefits	<p>An exchange or combined class with the Business Education Department might be arranged for this discussion.</p> <p>Define the term "fringe benefits."</p> <p>Ask parents what fringe benefits are available at local establishments.</p> <p>Discuss take home salary after computing deductions for dues, insurance payments, assessments and taxes.</p> <p>Discuss banking procedures.</p>	<p>Biegeleisen, J. I., <u>Getting a Job With a Future</u>, New York: Grosset and Dunlap Publishers, 1967. \$1.95.</p>

<u>Content</u>	<u>Activities</u>	<u>Supp</u>
C. Applying for a job	Practice writing letters of application in "answer" to news ad.	
1. Letter of application	Practice filling out application forms from local business establishments.	
2. Application forms	Write personal resume following suggested forms.	
3. Personal resume	View filmstrip: <u>Getting and Keeping Your First Job (Part I)</u> . Discuss specific points to remember when having an interview. Panel discussion of what is meant by appropriate appearance for an interview.	Filmstrip <u>Your First Job</u> Associa
4. Interview		
a. Appearance		
b. Conduct	Read several references on interviewing techniques.	Filmstrip <u>Job. A</u>
c. Information to exchange	Invite a business man, personnel manager to discuss "Getting a Job."	Compan Blvd., 91106 N
d. Evaluating the job opportunity	Role play various interviewing situations. Discuss proper etiquette for interviews.	\$15.00
	Have buzz groups prepare list of information to be given to the interviewer. Other group prepare lists of questions to ask the employer. Combine lists and evaluate items mentioned.	
	Discuss the types of topics which would <u>not</u> be discussed during the interview.	

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Activities

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Teaching Aids  
Supplies and Equipment

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Practice writing letters of application in "answer" to news ad.

Practice filling out application forms from local business establishments.

Write personal resume following suggested forms.

View filmstrip; Getting and Keeping Your First Job (Part I). Discuss specific points to remember when having an interview. Panel discussion of what is meant by appropriate appearance for an interview.

Filmstrip: Getting and Keeping Your First Job (Part I), Guidance Associates, Pleasantville, N.Y.

Read several references on interviewing techniques.

Filmstrip: How to Apply for a Job. Award Record and Film Company, 1000 East Colorado Blvd., Pasadena, California 91106 No. 110 and No. 111 \$15.00 each or both for \$25.00.

Invite a business man, personnel manager to discuss "Getting a Job."

Role play various interviewing situations. Discuss proper etiquette for interviews.

Have buzz groups prepare list of information to be given to the interviewer. Other group prepare lists of questions to ask the employer. Combine lists and evaluate items mentioned.

Discuss the types of topics which would not be discussed during the interview.

### III. ATTAINING SUCCESS ON THE JOB

Generalization: Developing characteristics needed by a successful worker to manage interpersonal relationships satisfactorily increase success in the World of Work.

<u>Content</u>	<u>Activities</u>
A. How to hold a job.	Use personality rating scale to identify strengths and weaknesses. Make a plan for self improvement.
1. Self-understanding	Read life stories of people who have attained success in their field. Identify the characteristics they possessed which contributed to their success.
2. Independence, autonomy	View film "Act Your Age." Discuss difficulties which may result from immature behavior.
3. Security	Role play situations to illustrate significance of having self-discipline, tolerance, and independence.
4. Self-involvement	Prepare a bulletin board "Security Is" (refer to <u>Security is a Thumb and a Blanket</u> , Swartz, Charles). Discuss behavior which develops from having security, lacking security. Invite a minister, guidance counselor, or other qualified person to speak to the class on self-improvement and reasons why it is desirable.
5. Problem solving	
6. Motivation	
7. Self-discipline	
8. Tolerance	
9. Work habits	
10. Attitude	

### III. ATTAINING SUCCESS ON THE JOB

Developing characteristics needed by a successful worker and developing ability to manage interpersonal relationships satisfactorily increases the probability of success in the World of Work.

Activities	Teaching Aids Supplies and Equipment
Use personality rating scale to identify strengths and weaknesses. Make a plan for self improvement.	<u>Thresholds to Adult Living</u> , Craig, Hazel T., Chas. A. Bennett Co., Inc., Peoria, Illinois, 1962.
Read life stories of people who have attained success in their field. Identify the characteristics they possessed which contributed to their success.	Science Research Associates. <u>Your Personality and Your Job</u> . Chicago. SRA, 1960.
View film "Act Your Age." Discuss difficulties which may result from immature behavior.	<u>The Seventeen Book of Very Important Persons</u> , The Macmillan Co., N. Y. 1966.
Role play situations to illustrate significance of having self-discipline, tolerance, and independence.	Film: <u>Improve Your Personality</u> , Audio-Visual Center, College of Education, University of Maine, Orono, Maine.
Prepare a bulletin board "Security Is" (refer to <u>Security is a Thumb and a Blanket</u> , Swartz, Charles). Discuss behavior which develops from having security, lacking security. Invite a minister, guidance counselor, or other qualified person to speak to the class on self-improvement and reasons why it is desirable.	Duval, Evelyn, <u>Family Living</u> , New York: The Macmillan Co.

Content	Activities	Supp
B. Personal appearance	View film "Improve Your Personality."	Your Att
1. Grooming	Invite a panel of experienced people to discuss how personal attributes relate to success on the job.	Chapman
2. Selecting appropriate clothes for a job	Use case studies (or minute dramas) to depict the influence of one's attitude on success.	Research
3. Clothing budget	Demonstrate and practice good work habits in school.	Chicago
4. Wardrobe planning	Use a checklist to evaluate personal grooming. Make a plan for self improvement after consulting various resources for information.	Carson,
5. Care of clothes	Develop standards for appropriate grooming and dress for an office job, kitchen helper, child care aide, etc. Use films, filmstrips, library references for further information.	Flora M
6. Mental and physical health	Determine which clothes you now own could be the basis for a "Career" wardrobe. Plan new purchases which would be needed to complete wardrobe.	for Worl

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Activities

Teaching Aids  
Supplies and Equipment

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View film "Improve Your Personality."

Invite a panel of experienced people to discuss how personal attributes relate to success on the job.

Use case studies (or minute dramas) to depict the influence of one's attitude on success.

Demonstrate and practice good work habits in school.

Use a checklist to evaluate personal grooming. Make a plan for self improvement after consulting various resources for information.

Develop standards for appropriate grooming and dress for an office job, kitchen helper, child care aide, etc. Use films, filmstrips, library references for further information.

Determine which clothes you now own could be the basis for a "Career" wardrobe. Plan new purchases which would be needed to complete wardrobe.

Your Attitude is Showing, Chapman Elwood, Science Research Associates, Inc., Chicago, Ill. 1964.

Carson, Esther O. and Daly, Flora M., Teenagers Prepare for Work. Book 1 and 2, 18623 Lake Chabot Rd., Castro Valley, California 1958. \$1.95.

Chart: Glamour's Guide to Grooming on the Job, Glamour Magazine, 420 Lexington Ave., N. Y. 10017.

A Secretary's Guide to Beauty, Charm and Poise. Milady Publishing Co., 3839 White Plains Rd., Bronx, N. Y. 10467.

Film: "Good Looks", Association Films, 324 Delaware Ave., Oakmont, Penn. 15139

Tips and Topics, School of Home Economics, Texas Technological College, Lubbock, Texas 79409. (Subscription - \$2.00 for 4 issues)

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Content

Activities

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C. Business etiquette

Use case studies to illustrate the temptations of extravagant buying with first paychecks.

Discuss importance of having a pleasing voice; make a tape recording of students' voices. Evaluate tone, pitch, enunciation of words and grammar. Ask a speech teacher to help with specific problems.

Role play answering a telephone in a business establishment. Tape these conversations for evaluating student's voice.

Consult references on rules of etiquette, particularly those pertinent to the world of work. Dramatize right-wrong etiquette in various situations. Several examples can be found in Guide to Beauty, Charm, and Poise, Tolman, Ruth.

Role play various situations between waitress and head chef, hostess and waitress, waitress and customer, and waitresses

	<u>Activities</u>	<u>Teaching Aids</u> <u>Supplies and Equipment</u>
ant	Use case studies to illustrate the temptations of extravagant buying with first paychecks.	Whitcomb, Helen and Lang, Rosalind, <u>Charm--The Career Girl's Guide to Business and Personal Success</u> . New York: McGraw Hill Book Company, 1964.
tiquette	<p>Discuss importance of having a pleasing voice; make a tape recording of students' voices. Evaluate tone, pitch, enunciation of words and grammar. Ask a speech teacher to help with specific problems.</p> <p>Role play answering a telephone in a business establishment. Tape these conversations for evaluating student's voice.</p> <p>Consult references on rules of etiquette, particularly those pertinent to the world of work. Dramatize right-wrong etiquette in various situations. Several examples can be found in <u>Guide to Beauty, Charm, and Poise</u>, Tolman, Ruth.</p> <p>Role play various situations between waitress and head chef, hostess and waitress, waitress and customer, and waitresses</p>	<p>Teacher's Guide. <u>Charm A Portfolio of Activities</u>.</p> <p>Film: <u>Personal Qualities for Job Success</u>. Coronet Institutional Films. Black/white. 11 min. film.</p> <p>Tolman, Ruth. <u>Guide to Beauty, Charm and Poise</u>, New York: Milady Publishing Corp., 3839 White Plains Rd. 1963.</p>

<u>Content</u>	<u>Activities</u>	<u>Supplies</u>
<p>D. Human relationships</p> <ol style="list-style-type: none"> <li>1. Employee-employer</li> <li>2. Employee-employee</li> <li>3. Employee-customer</li> </ol>	<p>working together to show how courtesy pays.</p> <p>Role play a typical situation where the "Customer is always right."</p> <p>Discuss the personal characteristics profile.</p> <p>Invite a business man to discuss the importance of personality development and to tell what business is looking for.</p> <p>Read case studies illustrating problems in relationship in the World of Work. Discuss causes and how they could be modified or eliminated.</p> <p>Make a bulletin board by using cartoons depicting the employer-employee or customer relationships.</p>	<p>Filmstrip Your First Guidance ville, New</p>

Teaching Aids  
Supplies and Equipment

Activities

working together to show how  
courtesy pays.

Role play a typical situation  
where the "Customer is always  
right."

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istics profile.

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the importance of personality  
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business is looking for.

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problems in relationship in the  
World of Work. Discuss causes  
and how they could be modified  
or eliminated.

Make a bulletin board by using  
cartoons depicting the employer-  
employee or customer rela-  
tionships.

Filmstrip: Getting and Keeping  
Your First Job, Part II,  
Guidance Associates, Pleasant-  
ville, New York.

<u>Content</u>	<u>Activities</u>	<u>Teaching Aids Supplies and Equipment</u>
View filmstrip, <u>Getting and Keeping Your First Job, Part II.</u>	<p>Through a panel discussion, consider ways of establishing good relationships. Use library references as basis for discussion.</p> <p>Give illustrations from your experiences on summer or part-time jobs which represent good or poor relationships. Give reasons for each.</p>	<u>Educating the Teen-Ager in Human Relations and Management of Resources</u> , AHEA, 1600 Twentieth St., N.W., Washington, D.C. \$1.00.

JOB OBSERVATION

Student \_\_\_\_\_

Student Preparation for Observation Check Sheet

Employer \_\_\_\_\_

Address \_\_\_\_\_

- 
1. What qualities do I need to have to get the most out of observing?
  2. What should I look for while observing?
  3. Do I have the skills needed to do this work?
  4. What questions should I ask of the employer?
  5. What are the responsibilities of the employees?
  6. What do I expect to gain from this experience?

## JOB OBSERVATION

Student Observation Sheet

Student \_\_\_\_\_

Employer \_\_\_\_\_

Address \_\_\_\_\_

### Observation Report

1. How many people are employed in this business?
2. What are the hours of the work day?
3. What are some of the different jobs that are available?
4. What skills are required for the different jobs?
5. What is the average pay that these workers receive?
6. What skills were observed in use?
7. What are some of the routine procedures of these workers?
8. What jobs require cooperation with others? What ones are done individually?
9. Do I have skills to do any of these jobs well?
10. Do I show an aptitude for this kind of work?
11. What benefits did I receive from this experience?
12. Am I interested in this type of work?



## A MINIMUM PERSONAL CHARACTERISTICS PROFILE\*

The personal characteristics, as indicated below, are considered to be essential to employability.

### Social Skills

Self-expression: ability to communicate so that simple questions can be answered or assistance requested.

Sociability: since any job will require contact with at least one other person, certain very basic social abilities will be required. Accepting instructions and criticism with good grace; pleasant interchange of greetings, acceptable eating habits, no extremes of shyness or aggressiveness--these would be minimum requirements for employability.

Work independence: even the most closely supervised job requires ability to carry out certain small activities without constant supervision.

Appearance: although the requirements for "good mannerisms," and lack of physical anomaly vary considerably, basic cleanliness and neatness are considered essential.

Teamwork: the need to work in close coordination with other jobs varies greatly, yet as with sociability there is some need for teamwork in all jobs held by retarded individuals.

### Time Factors

Pace: the need to work at a consistent rate of speed will vary within jobs; however, the ability to perform at a consistent pace for short periods is basic.

\*Peterson, Richard and Jones, Edna, Guide to Jobs for the Mentally Retarded, American Institute for Research, Pittsburgh, Pennsylvania, February 1964.

Attendance: reliability in attendance is essential in all employment situations. Punctuality, although generally necessary, is more crucial in certain jobs and thus can be considered to be a variable.

Simultaneity: the ability to perform more than one activity at the near same time is essential to any job requiring manual movements. Certain jobs require more activities of a more complex nature to be performed simultaneously.

Timing: some awareness of time and ability to perform activities within a schedule is basic to all jobs. Considerable variation occurs as the time element becomes more crucial and the schedule more rigid.

### Performance Skills

Accuracy: performance within well-defined tolerance is not considered essential to jobs appropriate to the retarded. If the level of tolerance is lowered, e.g., sorting and shelving canned goods, the need for this kind of accuracy becomes rather basic. Variation in tolerances will occur depending upon the job involved.

Dexterity: the need to make fine manipulations varies within jobs. However, certain grosser hand and finger movements are essential to the performance in most of the job groups in which the retarded work.

Choice: the need to make decisions and choices occurs on a simple level in all jobs. The example of sorting cans involves selection between alternatives. On the other hand, decision-making while caring for a child is of a much higher level.

Direction: the ability to follow simple directions or procedures is essential to any employment situation. Certain jobs involve more complex procedures or more numerous and varying instructions.

Memory: remembering a certain few locations, procedures or a special nomenclature is a basic requirement. The need for a good memory will vary with the complexity of the work area, the work procedures, and the specificity of the job group.

Caution: an awareness of "normal" hazards and the ability to take "normal" precautions is always required; e.g., the ability to get to work safely.

### Tolerance

Repetitiveness: a certain repetitiveness or monotony of activity will be inherent in all the jobs available to the retarded. Hence, some basic ability to tolerate repetitive activity would be required.

Stamina: since physical activity is rather basic to almost all the jobs, at least some physical strength and stamina must be an essential personal characteristic.

Perseverance: any employer will expect relatively continuous performance--working when there is work to be done and resting after normal periods of activity.

These, then, are to be considered the minimum personal characteristics required for employability on any job. Therefore, these characteristics, at least to the degree in which they have been described, will be assumed to be part of each job's personal characteristics profile. In many job situations, many of these characteristics will be required to a greater degree. Whenever a personal characteristic is noted on an Individual Job Profile, it is considered to be somewhat crucial to successful employment in that particular job.

## SUGGESTED OCCUPATIONAL SKILLS UNITS OF I

The occupational skills units of instruction suggested in this list are based on occupational tasks belonging to specific jobs. Performance objectives and guidelines for program planning. Also included are related instructional materials helpful to the special education teacher. The listing of teaching materials, program planning and budgeting for each occupational unit area. Related equipment and supplies.

The job tasks listed in the instructional units were developed by representatives of organized labor and personnel from the Department of Education. Comments were made to the following for their interest in the program and their contribution to the instructional units:

Mr. Harold De Costa, Director of Training, C

Mr. David Thompson, Educational Director, I

Mr. Antone Kahawaioloa, Jr., Business Agent,  
ILWU Local 142

Mr. Takeshi Kouchi, Oahu Division Represent

Mr. Toyomasa Oshiro, Office Manager, ILWU

Mr. Alan Moon, Training Coordinator, Hotel and  
Employees and Bartenders Union, AFL-CIO L

Mrs. Marsha White, Staff Assistant, Hotel and  
Employees and Bartenders Union, AFL-CIO L

## TESTED OCCUPATIONAL SKILLS UNITS OF INSTRUCTION

All skills units of instruction suggested in this handbook are based on simple tasks belonging to specific jobs. Performance objectives are stated to provide program planning. Also included are related instructional activities that may be used by the education teacher. The listing of teaching aids provides a reference for procuring and budgeting for each occupational unit area. Refer to appendix (Exhibit D) for equipment and supplies.

The instructional units were developed jointly by representatives of union personnel from the Department of Education. Grateful acknowledgment is here-  
in given for their interest in the program and their contribution to the development of these units:

Mr. Harold De Costa, Director of Training, Carpenters Union

Mr. David Thompson, Educational Director, ILWU Local 142

Mr. Antone Kahawaioloa, Jr., Business Agent, General Trades,  
ILWU Local 142

Mr. Takeshi Kouchi, Oahu Division Representative, ILWU Local 142

Mr. Toyomasa Oshiro, Office Manager, ILWU Local 142

Mr. Alan Moon, Training Coordinator, Hotel and Restaurant  
Employees and Bartenders Union, AFL-CIO Local 5

Mrs. Marsha White, Staff Assistant, Hotel and Restaurant  
Employees and Bartenders Union, AFL-CIO Local 5

Cluster: BUSINESS OCCUPATIONS -- Clerical Services

Jobs: Clerical Aide  
Delivery Clerk

Objective: Deliver mail and packages to various departments within large private firm or government agency

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Duties and responsibilities of a delivery clerk	Identify places of delivery Follow established route	<u>Language Arts</u> Read names, labels, signs	Mock mail Mock packages Colored bags and containers
2. Safety rules and regulations	Pick up outgoing mail and place in bag for sorting	Arrange materials alphabetically	Work Stations
3. Safe driving procedures	Run messenger service within organization	Read simple map routes Write brief messages	
4. Proper job attitude	Seal envelopes Receive mail	Use telephone Use telephone directory	
5. Interpersonal relationship	Collect, sort, and staple papers	Recognize colors Study safety and unit vocabulary	
6. Clean-up procedures	Punch holes in papers Answer telephone Make local deliveries Unpack materials	Follow directions and procedures Read and write addresses on envelopes Write letters Follow map routes	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Operate electric duplicator	<u>Arithmetic</u>	
	Alphabetize cards or papers	Count by sequence Tell time Measure weight	
	Sharpen pencils	Compare mail delivery costs	
	Use thermofax and mimeograph machines	<u>Others</u>	
	Assemble, staple, or remove staples	Demonstrate good grooming	
	Keep records	Show acceptable manners	
	File	Follow work schedules	
	Use paper cutter	Study building layout	
	Do basic typing, care of typewriters	Introduce unit on mail delivery	
	Address, fold, and stuff envelopes	Take escorted tour through route until learned	
	Use ditto machine	Use color and sequence as markers to follow	
	Open mail	Learn to distinguish words like "In" and "Out"	
	Wrap packages		
	Clip papers		

Cluster: BUSINESS OCCUPATIONS -- Clerical Services

Job: Duplicating Machine Operator Helper

Objective: Properly operate the following duplicating machines:

1. Spirit duplicating machine
2. Stencil duplicating machine
3. Copying machine

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Use of machines:  Spirit duplicating machine  Stencil duplicating machine  Copying machine	Identify the three types of duplicating machines discussed and demonstrated  Identify the parts of each of the three types of duplicating machines  Apply the stencil on to the duplicating machine	<u>Language Arts</u>  Identify machines and tools Read labels Recognize colors Study unit vocabulary Alphabetize materials	Wrapping paper Paper dispenser Ribbons String Scissors Scotch tape and dispenser Wrapping counter Stapler Bow-maker Boxes--various sizes and types
2. Job safety	Refill the machine with ink tube	<u>Arithmetic</u>	Sample merchandise
3. Proper job attitude	Preserve the stencils in newspaper for later use	Tell time Measure liquids properly	
4. Interpersonal relationship	Apply the master on to the spirit duplicating machine	Measure length Study number sequence	
5. Clean-up procedures	Preserve the master of the spirit duplicating machine for further use	Sort materials by numbers Compare equipment costs	



<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Stack finished copies in a tidy manner	<u>Others</u>	
	Set the counter on all three types of duplicating machines	Follow work schedules Follow safety and health rules Practice good work habits	

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Jobs: Stock Clerk  
Stacker  
Warehouseman

Objective: Stack goods in the warehouse

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. How to stack goods	Proper lifting and handling of heavy boxes	<u>Language Arts</u>	Diagram Blocks
2. Proper lifting procedures	Cross stacking technique to prevent toppling	Read labels Follow simple directions	
3. Safety rules and regulations	Practice lifting boxes (approximately 50 lbs.)	Relate messages Study unit vocabulary Locate pineapple field on a map	
4. Job requirements	Order, receive, store, issue and ship materials as directed	Read signs found in warehouses	
5. Proper job attitude		<u>Arithmetic</u>	
6. Getting along with co-workers	Check shipping orders	Tell time Measure weight	
7. Clean-up procedures	Inventory equipment and supplies Move merchandise Assist in loading and unloading of cargo as directed	Identify by sizes Identify by numbers Count goods in sequence Compute hourly wages Compare prices of canned pineapples	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Count, sort, or weigh incoming material	<u>Others</u>	
	Store articles in bins, floors, or shelves	Follow work schedules Demonstrate good work habits	
	Mark identifying codes		

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Jobs: Package Wrapper  
Packer Trainee

Objective: Wrap specific type merchandise after completing training

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Determine different kinds of wraps needed for merchandise of various sizes	Estimate amount of paper and ribbon to cover merchandise.  Use mechanical bow machine.	<u>Language Arts</u>  Identify supplies and equipment by names Recognize colors Read labels	Wrapping paper Paper dispenser Ribbons String Scissors Scotch tape and dispenser
2. Proper use of equipment and supplies	Fold merchandise for packaging.	Write simple messages Use telephone	Wrapping counter Stapler Bow-maker
3. Proper lifting procedures	Tie different types of bow using heavy cord and square knots.	Alphabetize materials	Boxes--various sizes and types Sample merchandise
4. Safety rules and regulations	Handle and move packages, boxes, crates, and other types of shipping containers, or new materials or dunnage out of which they are made.	<u>Arithmetic</u>  Tell time	Tape measure Ruler Yardstick
5. Job requirements		Count materials in sequence	
6. Proper job attitude		Measure by sizes Measure weight Measure length	
7. Working with others	Handle and move furniture, appliances, equipment, and household goods of assorted shapes and sizes.	Sort objects by numbers Compare cost of wrappers and other supplies	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
8. Clean-up procedures	<p>Assist in all packer-crate functions, including fabrication of packages, boxes, crates, and any and all types of shipping containers from new materials or dunnage, and lining, packing, nailing, and strapping securely within them every kind of furniture, appliance, equipment, and household goods of assorted shapes and sizes.</p> <p>Keep packing area clean and in orderly working condition.</p> <p>Track or carry packaging materials to packaging machine and packaging lines from storage areas.</p> <p>Mix glue for sealing cartons, using bucket and paddle.</p> <p>Fill glue reservoirs in machine and at carton scaling stations on packaging line.</p>	<p><u>Others</u></p> <p>Follow health and safety rules</p> <p>Demonstrate good grooming</p> <p>Follow work schedules</p> <p>Demonstrate acceptable manners</p> <p>Introduce unit on sources of paper</p> <p>Take field trips to package wrapping department in a store</p>	

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Job: Courtesy Clerk

Objective: Perform to the satisfaction of the employer the functions of a courtesy boy

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Fundamental rules of bagmanship	Select the correct bag or wrapping	<u>Language Arts</u>	Cash register Groceries
2. Other duties of a courtesy boy	Identify fragile items	Identify common goods in stores	eggs bread vegetables
3. Job requirements	Put groceries into bags or boxes	Read labels Study unit vocabulary	tofu canned goods tomatoes
4. Proper lifting procedures	Recognize hazards of cart operation	Read market signs and labels	Bags Shopping cart
5. Safety rules and regulations	Ask customer direction for placement of items in automobile	<u>Arithmetic</u>	
6. Proper job attitude	Demonstrate proper placement of items in automobile	Tell time Identify bags by sizes	
7. Interpersonal relationship	Observe parking and traffic safety	Count objects in sequence Know money values Recognize \$ and ¢ correctly Measure weight Compute salary by hour, day, week	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
8. Clean-up procedures	Prevent damage to automobile a. Care in opening door b. Care in closing door  Sweep, mop, and take out trash  Clean rooms and parking area  Store empty bottles  Clean windows	<u>Others</u>  Follow work schedules Study market layouts Demonstrate good grooming Study health and safety rules Discuss acceptable manners Work with actual merchandise in classroom	

Cluster: BUSINESS OCCUPATIONS -- Related Sales Services

Job: Truck Driver Helper

Objective: Perform the various job tasks as directed by a truck driver or supervisor

<u>Content</u>	<u>Occupational Experience</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Loading and unloading cargo procedures	Assist in handling and moving merchandise, appliances, containerized goods, furniture and other materials and equipment between manufacturing plants, warehouses, docks, wholesale and retail establishments, customers' houses, and construction job sites.	<u>Language Arts</u> Identify supplies and equipment Read labels Write simple messages Use telephone Read simple instructions Locate specific areas on maps	Hand truck Dolly Moving pads First Aid Kit Maps of Honolulu Resource speaker Film Visit trucking firm
2. Handling and moving merchandise			
3. Driving precautions			
4. Safety procedures	Assist in loading and unloading consigned cargo by hand or by use of hand truck or dolly.	<u>Arithmetic</u> Tell time Count money and make change Measure weights Compute salary	
5. Job attitude requirements	Assist in warehouse, reworking damaged cargo, handling, stenciling, and building boxes.  Carry merchandise to and from truck.		



Content	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Assist in keeping warehouse, trucks, trailers, containers and terminal area in clean and orderly condition.	<u>Others</u> Follow work schedule Follow health and safety rules Practice first aid Practice lifting heavy objects Proper job attitude	
	Pad, stack, and secure items in position on truck to prevent damage during shipment.		
	Deliver and stack merchandise on customer's premises and collect payments or obtain receipt for goods.		
	Count money and make change.		
	Do simple reading (slips, labels, etc.).		
	Do simple writing (record payments).		

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS-- Supervi

Jobs: Child Care Center Helper  
Baby Sitter (for 2-10 year olds)  
Nursery School Teacher's Aide

Objectives: Assist children to establish habits and to participate in a  
patterns of growth and development. Under close superv  
Practice proper hygiene for self and children  
Practice safety measures  
Assist in bathing, feeding and clothing a pre-school  
Assist in preparing child for rest  
Show simple picture story books  
Assist with simple games, dances and songs for chil  
Assist in all clean-up activities related to child care

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Growth and development of children	Demonstrate and practice very simple first aid techniques.	<u>Language Arts</u> Follow simple ten direction
2. Personal hygiene for self and child	Practice steps in bathing child.	Write simple Use telephone Use telephone
3. First aid and safety	Tidy children and area after meal.	Practice asking questions Practice conv
4. Bathing and toileting	Practice games, songs, and dances of children.	skills Recognize sim names
5. Feeding a child	Assist in setting up and putting away resource materials and equipment.	Read labels Read newspaper information
6. Clothing		Demonstrate simple pictu

L/PUBLIC SERVICE OCCUPATIONS--Supervised Child Care Services

Center Helper

(for 2-10 year olds)

chool Teacher's Aide

children to establish habits and to participate in activities within their gross

growth and development. Under close supervision:

teach proper hygiene for self and children

enforce safety measures

assist in bathing, feeding and clothing a pre-school child

assist in preparing child for rest

use simple picture story books

play with simple games, dances and songs for children

assist in all clean-up activities related to child care activities

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies and Equipment</u>
Demonstrate and practice very simple first aid techniques.	<u>Language Arts</u>	Growth chart Magazine pictures
Practice steps in bathing child.	Follow simple written directions	Films on baby sitting: "To a Baby Sitter"
Tidy children and area after meal.	Write simple messages	"Helping in the Care of Younger Children"
Practice games, songs, and dances of children.	Use telephone properly	"Frustrating Fours and Fascinating Fives from Socially Six to Noisy Six"
Assist in setting up and putting away resource materials and equipment.	Use telephone directory	Children's House, Headstart Elementary Schools
	Practice asking good questions	
	Practice conversation skills	
	Recognize simple names	
	Read labels	
	Read newspapers for information	
	Demonstrate use of simple picture books	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Suppl</u>
7. Rest	Practice clean-up activities as related to child care activities.	<u>Arithmetic</u>	35 m sli
8. Recreation		Tell time	mo
9. Clean-up procedures	Help children remove outer garments.	Count objects in sequence Arrange serially by numbers	car sch pro
10. Proper job attitude	Organize and participate in games, read to children, and teach simple painting, drawing, hand-work, songs, and similar activities.	Measure weight Compare prices of grooming and toilet articles	Full Gro Film of
11. Getting along with others	Direct children in eating, resting, and toileting.	Compute salaries for regular pay, overtime pay or pay by day, week, month	New Mag Tele
	Help children develop habits of caring for own clothing and picking up and putting away toys and books.	<u>Others</u> Follow work schedule Discuss proper grooming Study health and safety rules	Resc mo pub Dish spo
	Maintain discipline.	Introduce unit on child care	Plas Arti
	Serve meals and refreshments to children and regulate rest period.	Discuss acceptable manners Discuss home layouts for proper identification of areas	All t me

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Practice clean-up activities related to child care activities.	<u>Arithmetic</u> Tell time Count objects in sequence Arrange serially by numbers	35 mm camera and slide projector, motion picture camera, projector, screen, overhead projector, acetates
Help children remove outer garments.	Measure weight Compare prices of grooming and toilet articles Compute salaries for regular pay, overtime pay or pay by day, week, month	Full length mirror Grooming supplies Film--"A Teen's ABA of Beauty"
Organize and participate in games, read to children, and teach simple counting, drawing, handwork, songs, and similar activities.	<u>Others</u> Follow work schedule Discuss proper grooming Study health and safety rules Introduce unit on child care Discuss acceptable manners Discuss home layouts for proper identification of areas	Newspapers Magazines Telephone Resource speakers: mothers public health nurse Dishes, flatware, food sponge and wash cloth Plastic bags Article of clothing All types of play equipment and supplies
Direct children in eating, drinking, and toileting.		
Help children develop habits of caring for own things and picking up and putting away toys and books.		
Maintain discipline.		
Serve meals and refreshments to children and regulate rest period.		

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	<p>Assist in such tasks as preparing food and cleaning quarters.</p> <p>Show simple picture story books.</p>	<p>Practice acceptable personal health habits such as washing hands, coughing, taking X-ray</p>	<p>Library--select appropriate books</p> <p>Broom, dust pan, brush, dust cloth</p>

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Home

Job: Homemaker's Assistant

General Objective: Perform housekeeping tasks under the supervision of

Specific Objectives: Identify materials used in flooring, walls, furniture and home  
 Use proper tools and cleaning agents for housekeeping  
 Wash and iron clothes properly  
 Repair simple clothes  
 Clean table and dishes properly  
 Utilize energy and time efficiently in house cleaning

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Floor care	Identify various floor covering materials	<u>Language Arts</u>
2. Wall care	Clean floor, using proper tools and cleaning agents	Identify equipment and materials and furniture
3. Furniture care	Identify various wall finishes	Read labels
4. Appliance care	Clean walls using proper tools and cleaning agents	Follow simple written directions
5. Surface finishes and care	Clean furniture using proper cleaning agents and tools	Use telephone properly
6. Window care		Use telephone directory
7. Making beds		Arrange items alphabetically
8. Laundering		Read newspaper for sales
9. Ironing		Read newspaper for jobs
		Study unit vocabulary

PERSONAL/PUBLIC SERVICE OCCUPATIONS--Home Services

Homemaker's Assistant

Perform housekeeping tasks under the supervision of the homemaker

Identify materials used in flooring, walls, furniture and appliances in the home

Use proper tools and cleaning agents for housekeeping

Wash and iron clothes properly

Repair simple clothes

Wash and polish table and dishes properly

Use energy and time efficiently in house cleaning

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Identify various floor covering materials	<u>Language Arts</u>	Sample of floorings Cleaning agents for floor care
Clean floor, using proper tools and cleaning agents	Identify equipment and materials and furniture	Equipment and tools for floor care:
Identify various wall finishes	Read labels	vacuum cleaner,
Clean walls using proper tools and cleaning agents	Follow simple written directions	carpet sweepers & buffing machine,
Clean furniture using proper cleaning agents and tools	Use telephone properly	mops (dry and wet),
	Use telephone directory	sponge and brooms
	Arrange items alphabetically	Resource persons such as a homemaker
	Read newspaper for sales	Sample of wall finishes
	Read newspaper for jobs	Cleaning agents for wall care
	Study unit vocabulary	



<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
10. Simple repair of clothes	Clean major appliances such as range, refrigerator, freezer, washer, dryer, oven, dishwasher	<u>Arithmetic</u> Tell time
11. Care of tableware		Count objects in sequence
12. Select and use cleaning agents for identified task	Clean interior of refrigerator with bicarbonate of soda solution	Sort materials serially by numbers
13. Work simplification	Clean small appliances such as toaster, can opener, skillet	Compare prices of furnishings Compute cost of materials Compute salary for work done
	Clean fixtures and appliances using proper tools and cleaning agents	<u>Others</u>
	Remove and clean window screens	Follow work schedule Introduce unit on furniture
	Use proper cleaning agent for glasses	Introduce unit on interior decoration Introduce unit on body mechanics
	Make beds	Practice protecting self from dangerous cleaning agents
	Operate washers and dryers and care for them	Avoid or prevent harmful chemical reactions
	Starch clothes if necessary	

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Clean major appliances such as range, refrigerator, freezer, washer, dryer, oven, dishwasher	<u>Arithmetic</u> Tell time Count objects in sequence	Equipment and tools for floor care Actual wall finishes on school campus Old newspapers,
Clean interior of refrigerator with bicarbonate of soda solution	Sort materials serially by numbers	dusters, rags, dust-rags
Clean small appliances such as toaster, can opener, skillet	Compare prices of furnishings Compute cost of materials Compute salary for work done	Refrigerators, ranges, freezers, dishwashers, oven Scrapers Sinks, mirrors, plate glasses, plastics, rags, sponges, bathtub, closet, disinfectant
Clean fixtures and appliances using proper tools and cleaning agents	<u>Others</u>	Screens, brushes, cleaning agents
Remove and clean window screens	Follow work schedules Introduce unit on furniture	Beds, pillows, blankets, sheets
Use proper cleaning agent for glasses	Introduce unit on interior decoration Introduce unit on body mechanics	Washers, dryers, clothes, starch, laundry soaps, clothes pins, timer
Make beds	Practice protecting self from dangerous cleaning agents	Dry iron, steam iron, fabric finishes, clothes
Operate washers and dryers and care for them	Avoid or prevent harmful chemical reactions	Buttons, bindings, clothes
Starch clothes if necessary		

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Fold clean laundry for storing	Use gloves where necessary	Detergents, dish-washing, tools, dishes, glassware
	Iron clothes using proper techniques	Discuss body mechanics (push, pull, lift, etc.)	Sample of various cleaning agents
	Replace lost buttons	Use short cuts of housekeeping	
	Put up hems		
	Repair bindings		
	Mend ripped seams		
	Wash, rinse, dry and put away dishes using sanitary and safe procedures		
	Use proper cleaning agents and tools		

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Ground M

Jobs: Landscape Gardener Helper  
Yard Caretaker

Objectives: Operate the following types of lawnmowers safely:

- a. rotary
- b. reel

Identify properly, use, and maintain hand tools, hoes, sickles  
(hand and mechanical), edgers (hand and mechanical)  
Identify different watering devices and their proper uses  
Identify, handle and dispose of the common poisonous plants  
Apply fertilizer under supervision  
Apply pesticides under supervision  
Identify and properly use different sprayers  
Identify common weeds and utilize mechanical control measures  
Transplant, prune, trim and maintain ornamental plants  
Properly collect and dispose of trimmings, leaves and other  
Identify and properly use safety equipment

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Gardening equipment and supplies	Use, care, service, and operate lawn movers	<u>Language Arts</u>
a. Lawn mowers	a. Parts--wheels, engine, crank case, spark plugs, gas tank and control	Identify and use simple tools, equipment
b. Tools		Read labels
c. Pesticides		Read simple instructions
d. Fertilizers	b. Service--lubrication, check fuel and loose parts	Relate simple messages
2. Weed control measures		

PUBLIC SERVICE OCCUPATIONS--Ground Maintenance Services

Gardener Helper  
 Baker

following types of lawnmowers safely:

ry

- properly, use, and maintain hand tools, hoes, sickles, shovels, trimmers (hand and mechanical), edgers (hand and mechanical)
- different watering devices and their proper uses
- handle and dispose of the common poisonous plants found in Hawaii
- litter under supervision
- icides under supervision
- properly use different sprayers
- remove common weeds and utilize mechanical control measures
- prune, trim and maintain ornamental plants
- collect and dispose of trimmings, leaves and other litter
- properly use safety equipment

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies and Equipment</u>
Use, care, service, and operate lawn movers	<u>Language Arts</u>	Mowers
a. Parts--wheels, engine, crank case, spark plugs, gas tank and control	Identify and use simple tools, equipment Read labels Read simple instructions	Mechanical 1. reel 2. rotary
b. Service--lubrication, check fuel and loose parts	Relate simple messages	Manual

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
3. Safety equipment	c. Care--cleaning	Study safety words
4. Activities in yard cleaning	d. Operation--starting engine controls and adjusting of different types and brands	Use telephone Use telephone directory Read road maps
5. Poisonous plants	e. Explanation of warranty	Study and spell unit vocabulary
	Demonstrate safe practices	<u>Arithmetic</u>
	Collect and dispose of cuttings, trimmings, and other litter	Tell time Measure by weight Study liquid measure
	Use different tools (mechanical and manual)	Understand money values Compare cost of equipment and supplies
	Use equipment for watering and irrigating	Compute salary to be earned
	Use equipment for trimming and edging	<u>Others</u>
	Use basic types of fertilizers on lawns (direct supervision)	Follow work schedule Discuss health and safety measures Discuss proper clothing Introduce unit on plants

	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
ment	c. Care--cleaning	Study safety words	Safety charts and posters
yard	d. Operation--starting engine controls and adjusting of different types and brands	Use telephone directory Read road maps	Pictures on ways of storing equipment Film or filmstrips on different types of terrain
ants	e. Explanation of warranty	Study and spell unit vocabulary	Hoe, rake, shovel, trimmers, weeders, pruners, shears, and picks
	Demonstrate safe practices	<u>Arithmetic</u>	Water hose Sprinklers ground hand Edgers Trimmers hand mechanical
	Collect and dispose of cuttings, trimmings, and other litter	Tell time Measure by weight Study liquid measure Understand money values	Pictures and posters of "live" poisonous plants Common fertilizers and sprays Spraying and fertilizing equipment
	Use different tools (mechanical and manual)	Compare cost of equipment and supplies Compute salary to be earned	
	Use equipment for watering and irrigating		
	Use equipment for trimming and edging	<u>Others</u>	
	Use basic types of fertilizers on lawns (direct supervision)	Follow work schedule Discuss health and safety measures Discuss proper clothing Introduce unit on plants	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Use different methods of weeding--using different types of tools	Introduce unit on conservation Invite guest speakers--	Five common types of weeds and tools used Films and filmstrips
	Mix soil with other materials such as sand and peat moss, to prepare plant beds, and plant specified seeds, seedlings, or bulbs	State Department of Agriculture Display and explain common poisonous plants	



Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Building Maintenance Services

Jobs: Janitor  
Building Custodian

Objectives: Clean and maintain a hotel room, business office, shop area, and/or its surroundings

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Care and use of maintenance equipment and materials	Sweep, mop, and/or scrub hallways and stairs	<u>Language Arts</u>	Work schedules Brooms--assorted Mop wringers Brushes--assorted
2. Operational procedures in cleaning and maintaining hotel rooms, business offices, and shop buildings	Empty tenants' trash and garbage containers Keep building in good repair, performing routine painting, plumbing, electrical wiring, and other related maintenance activities using hand tools	Identify basic equipment and tools Study safety words Read labels Read and write simple messages Use telephone Read simple instructions	Dusters Dust pans Buckets, cleaning agents Vacuum cleaner and carpet sweepers Furniture, linens, bed carpet
3. Safety rules and security regulations	Caution tenants regarding complaints about excessive noise, disorderly conduct, or misuse of property.	Read registration forms used at work stations	Rubbish receptacles Bathroom (tub and showers)
4. Job requirements		<u>Arithmetic</u>	Time clocks Mop
5. Proper job attitude	Notify management concerning needs for major repairs or additions to lighting, heating, and ventilating equipment.	Measure weight of supplies and equipment Measure length of materials Study liquid measure	Mop heads Broom heads Handles Light bulbs Waxes Solvents
6. Interpersonal relationship			Buffer--manual mechanical
7. Ground maintenance techniques	Mow lawn, trim shrubbery, cultivate flowers, using hand tools and power tools		

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Cultivate flowers, using hand tools and power tools	Measure different types of solvents and detergents for cleaning	Polish Brush
	Post signs to advertise vacancies and show empty apartment to prospective tenants	Identify bulbs by sizes	Different kinds of floors
	Clean walls, fixtures with proper cleaning agents	Arrange supplies and equipment serially by numbers	Charts, posters Desks, chairs
	Dispose material gathered in vacuum cleaner	Tell time	Handcart, dolly
	Change worn parts of cleaning equipment such as mop heads, handles, light bulbs, broom heads	Do simple counting	Elevator
	Wax and polish floors	<u>Others</u>	Detergents, wash cloths
	Examine types of solvents and waxes to be used for floors	Discuss proper handling of cleaning fluids	Disinfectants
	Secure building and premises	Equipment to show hazards of fluids and detergents	Sponges
		Follow work schedules	Toilet tissues
		Discuss health and safety rules	Hand towels
		Introduce unit on Hotel Industry	Dispensers
		Examine types of solvents and waxes to be used for floors	Soap
		Examine different kinds of floors (wood, vinyl, asphalt, concrete)	Locks( various types)
			Lamp
			Tubchair
			Desk and chair
			Dresser
			Night stand

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
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Take trips to specific  
job sites  
Discuss consumer  
education (cost value  
of carpets, fixtures,  
damages)

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Building Maint

Jobs: Houseman  
House Boy

Objectives: Clean and maintain a hotel room, business office, shop area, a

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Care and use of maintenance equipment and materials	Clean rugs, carpets and upholstered furniture, using vacuum cleaner, brooms and shampooing machines	<u>Language Arts</u> Identify basic equipment and tools Study safety words Read labels
2. Operational procedures in cleaning and maintaining hotel rooms, business offices and shop buildings	Clean rooms, hallways, lobby, lounges and lavatories Wash walls and ceilings Move and arrange furniture	Read and write simple messages Use telephone Read simple instructions Read registration forms used at work stations
3. Safety rules and security regulations	Turn mattresses	
4. Job requirements	Sweep, mop, and scrub floors	<u>Arithmetic</u> Measure weight of supplies and equipment Measure length of materials Study liquid measure
5. Proper job attitude	Wax and polish floors by hand or by machine	
6. Interpersonal relationship	Hang draperies Dust venetian blinds	
7. Ground maintenance techniques	Wash windows	

PUBLIC SERVICE OCCUPATIONS--Building Maintenance Services

Maintain a hotel room, business office, shop area, and/or its surroundings

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Clean rugs, carpets and upholstered furniture, using vacuum cleaner, brooms and shampooing machines	<u>Language Arts</u> Identify basic equipment and tools Study safety words Read labels Read and write simple messages Use telephone Read simple instructions	Work schedules Brooms--assorted Mop wringers Brushes--assorted Dusters Dust pans Buckets, cleaning agents Vacuum cleaner and carpet sweepers Furniture, linens, bed carpet Rubbish receptacles Bathroom (tub and showers) Time clocks
Clean rooms, hallways, lobby, lounges and lavatories	<u>Arithmetic</u> Measure weight of supplies and equipment Measure length of materials Study liquid measure	Mop Mop heads Broom heads Handles Light bulbs Waxes Solvents Buffer--manual mechanical
Wash walls and ceilings		
Move and arrange furniture	Read registration forms used at work stations	
Turn mattresses		
Sweep, mop, and scrub floors		
Wax and polish floors by hand or by machine		
Hang draperies		
Dust venetian blinds		
Wash windows		

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Polish metalwork	Measure different types of solvents and detergents for cleaning	Polish Brush
	Set up sample rooms for sales meetings	Identify bulbs by sizes	Different kinds of floors
	Collect soiled linens for laundering and receive and store linen supplies in floor linen closet	Arrange supplies and equipment serially by numbers	Charts, posters Desks, chairs Handcart, dolly Elevator
		Tell time	Detergents, wash cloths
		Do simple counting	Disinfectants Sponges
		<u>Others</u>	Toilet tissues Hand towels Dispensers
		Discuss proper handling of cleaning fluids	Soap
		Equipment to show hazards of fluids and detergents	Locks (various types) Lamp Tubchair
		Follow work schedules	Desk and chair Dresser
		Discuss health and safety rules	Night stand
		Introduce unit on Hotel Industry	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
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Examine types of solvents and waxes to be used for floors (wood, vinyl, asphalt, concrete)  
 Take trips to specific job sites  
 Discuss consumer education (cost value of carpets, fixtures, damages)

Cluster: PERSONAL/PUBLIC SERVICE OCCUPATIONS--Building Maintenance Services

Jobs: Hotel Housekeeping Assistant  
Room Maid

Objectives: Clean and maintain a hotel room, business office, shop area, and/or its surroundings

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instructions</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Care and use of maintenance equipment and materials	Sweep and mop floors Vacuum carpets	<u>Language Arts</u> Identify basic equipment and tools Study safety words Read labels Read and write simple messages Use telephone Read simple instructions	Work schedules Brooms--assorted Mop wringers Brushes--assorted Dusters Dust pans Buckets, cleaning agents Vacuum cleaner and carpet sweepers Furniture, linens, bed carpet Rubbish receptacles Bathroom (tub and showers)
2. Operational procedures in cleaning and maintaining hotel rooms, business offices and shop buildings	Dust furniture Clean bathroom using disinfectants Use the following cleaning tools: broom, mop, vacuum cleaner, brushes, sponges, cloths, detergents, polish, and disinfectant solutions	Read registration forms used at work stations	Time clocks Mop Mop heads Broom heads Handles Light bulbs Waxes Solvents Buffer--manual mechanical
3. Safety rules and security regulations		<u>Arithmetic</u> Measure weight of supplies and equipment Measure length of materials Study liquid measure Measure different types of solvents and detergents for cleaning	
4. Job requirements	Empty wastebaskets and ash-trays, replenish towels and soap and refill restroom dispensing machines		
5. Proper job attitude			
6. Interpersonal relationship	Wash walls, woodwork and windows and polish brass and chrome		



<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
7. Ground maintenance techniques	Sort, count, fold, mark, or carry linens  Make beds, change linens  Move furniture, hang drapes, roll carpets, and replace light globes  Clean, beat rugs  Practice changing worn parts of cleaning equipment--mop heads, handles, light bulbs, broom heads  Follow instructions of supervisor  Follow instructions about locking doors, windows	Identify bulbs by sizes  Arrange supplies and equipment serially by numbers  Tell time  Do simple counting  <u>Others</u> Discuss proper handling of cleaning fluids  Equipment to show hazards of fluids and detergents  Follow work schedules  Discuss health and safety rules  Introduce unit on Hotel Industry  Examine types of solvents and waxes to be used for floors  Examine different kinds of floors (wood, vinyl, asphalt, concrete)  Take trips to specific job sites  Discuss consumer education (cost value of carpets, fixtures, damages)	Polish Brush  Different kinds of floors  Charts, posters Desks, chairs Handcart, dolly Elevator Detergents, wash cloths Disinfectants Sponges Toilet tissues Hand towels Dispensers Soap Locks (various types) Lamp Tubchair Desk and chair Dresser Night stand

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Jobs: Busboy/Busgirl  
Dish Carrier  
Waiter Assistant

General Objective: Perform the duties of the job by:  
1. Using sanitary practices when handling food  
2. Practicing safety rules when handling food  
3. Maintaining satisfactory personal appearance

Specific Objectives: Identify dishes, flatware and glassware  
Set table properly  
Remove dishes from table  
Stack dishes in tote boxes  
Clean and wipe tables  
Work with waitress or waiter  
Use and wear uniform properly  
Practice proper hygiene  
Practice safety measures

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Cleanliness	Wash hands correctly	<u>Language Arts</u>
2. Safety rules	Practice use of hot pads and mitts, and sharp objects	Identify supplies and equipment
3. Disease germs		Follow simple directions
4. Personal appearance	Practice wiping up spilled food and disposing of broken glass	Read simple directions Read labels
5. Table needs, setting and cleaning	Practice folding table linens	Study unit vocabulary
6. Other responsibilities of a busboy		

SERVICE OCCUPATIONS--Supervised Food Services

Busgirl  
 Server  
 Assistant

the duties of the job by:

Using sanitary practices when handling food  
 Practicing safety rules when handling food  
 Maintaining satisfactory personal appearance

Washing dishes, flatware and glassware  
 properly  
 Removing dishes from table  
 Stacking dishes in tote boxes  
 Wiping and wipe tables  
 Working as waitress or waiter  
 Wearing uniform properly  
 Practicing proper hygiene  
 Following safety measures

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Wash hands correctly	<u>Language Arts</u>	Soap--liquid and solid Towels--cloth and paper
Practice use of hot pads and mitts, and sharp objects	Identify supplies and equipment Follow simple direc- tions	Manicuring supplies, orangewood stock, emery board, cuticle remover, cotton
Practice wiping up spilled food and disposing of broken glass	Read simple directions Read labels Study unit vocabu- lary	Pots and pans, sharp knives, forks, broken glasses, gas range, electric range and appliances
Practice folding table linens		

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
7. Proper job attitude	Practice putting dishes into tote boxes and carrying them to dishwasher	Read health books and pamphlets on diseases and accident prevention
8. Interpersonal relationship	Practice wiping tables with salt, pepper and sugar containers on table	<u>Arithmetic</u>
	Carry dirty dishes from dining room to kitchen	Tell time Count objects in sequence Sort objects by numbers
	Replace soiled table linens and set tables with silverware and glassware	Count money Discuss problems relating to loss wages due to illness or accident
	Replenish supply of clean linens, silverware, glassware, and dishes in dining room	<u>Others</u>
	Supply service bar with food, such as soups, salads, and desserts	Discuss care in handling dishes and glasses Discuss safety measure while working
	Serve ice water and butter to patrons	Demonstrate acceptable manners Introduce unit on germs

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Practice putting dishes into tote boxes and carrying them to dishwasher	Read health books and pamphlets on diseases and accident prevention	Tote trays and carts First aid kit Agar media, glass disks, good samples, posters Garbage cans--plastic levers
Practice wiping tables with salt, pepper and sugar containers on table	<u>Arithmetic</u>	Films Resource persons Guest speakers
Carry dirty dishes from dining room to kitchen	Tell time Count objects in sequence Sort objects by numbers	Display of toothbrushes and dental needs Magazine and poster pictures
Replace soiled table linens and set tables with silverware and glassware	Count money Discuss problems relating to loss wages due to illness or accident	Film on teeth care Body deodorants Dishes, flatware, glassware, mats, and linens
Replenish supply of clean linens, silverware, glassware, and dishes in dining room	<u>Others</u>	Pictures, posters Cloth and paper napkins, tablecloth, place mats, salt-pepper shakers, Resource persons
Supply service bar with food, such as soups, salads, and desserts	Discuss care in handling dishes and glasses Discuss safety measure while working	Tote box, dishes, flatware, glassware, silverware
Serve ice water and butter to patrons	Demonstrate acceptable manners Introduce unit on germs	Cleaning cloths, soap, cleaning agents Restaurant dining table Busboy uniform

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Clean and polish glass shelves and doors of service bars and equipment	Study work schedules Explain use of soap in removing soil Demonstrate and practice cleaning of fingernails	
	Make coffee and fill fruit juice dispensers	Practice first aid for minor cuts and bruises	
	Run errands and deliver food orders to offices	Use agar test on glasses, dishes, dirt from fingernails, face, food, utensils and insects	
	Transfer food and dishes between floors of establishment, using dumbwaiter	Show harmful and helpful bacteria Demonstrate and practice proper cleansing of food and dishes	
	Service guests with incidentals such as water, beverages, bread and rolls	Clean garbage cans Arrange for student X-ray Invite speakers from Board of Health Take field trips to health centers Discuss good grooming Use speakers from "Charm School" to explain good grooming	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
		Prepare list of available dentists in neighborhood Check teeth Demonstrate and practice use of toothbrush Invite speaker on dental hygiene Discuss need for daily bath Show and demonstrate use of deodorants Display and identify different types of dishes Demonstrate and practice table setting Take field trips to restaurant Invite speakers from commercial catering places	

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Job: Dishwasher

General Objective: Perform the duties of a dishwasher by:  
1. Using sanitary practices when handling dishes  
2. Practicing safety rules when handling dishes  
3. Maintaining satisfactory personal appearance

Specific Objectives: Hand wash dishes correctly  
Machine wash dishes correctly

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Cleanliness	Wash hands correctly	<u>Language Arts</u>
2. Safety rules	Clean fingernails	Identify supplies and equipment
3. Disease germs	Use hot pads and mitts correctly	Read labels
4. Personal appearance	Wipe up spilled food and dispose of broken glasses	Follow simple directions
5. Hand washing dishes	Turn on and off electric and gas units	Read newspaper for jobs
6. Machine washing	Clean and care for appliances	<u>Arithmetic</u>
7. Proper job attitude	Use tote carts and trays properly	Read thermometer
8. Clean-up procedures	Clean garbage cans	Write temperature readings
		Tell time
		Compute cost of meals
		Compare pay scale of different jobs in a restaurant



SERVICE OCCUPATIONS--Supervised Food Services

her

- the duties of a dishwasher by:
- Using sanitary practices when handling dishes
- Practicing safety rules when handling dishes
- Maintaining satisfactory personal appearance

- Wash dishes correctly
- Wash dishes correctly

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Wash hands correctly	<u>Language Arts</u>	Soap--liquid and solid
Clean fingernails	Identify supplies and equipment	Towels--cloth and paper
Use hot pads and mitts correctly	Read labels	Manicuring supplies, orangewood stick, emery board, cuticle remover, cotton
Wipe up spilled food and dispose of broken glasses	Follow simple directions	Pots and pans, sharp knives, forks, broken glasses, gas range, electric range and appliances
Turn on and off electric and gas units	Read newspaper for jobs	First aid kit
Clean and care for appliances	<u>Arithmetic</u>	Agar media, glass disks, food samples, posters
Use tote carts and trays properly	Read thermometer	Garbage cans--plastic levers
Clean garbage cans	Write temperature readings	Films
	Tell time	Resource persons
	Compute cost of meals	Guest speakers
	Compare pay scale of different jobs in a restaurant	Display of toothbrushes and dental needs

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
9. Getting along with others	<p>Use correct method of washing, rinsing, soaking and drying. Wash in hot water (110°-120°)</p> <p>Wash with detergent Rinse in clean, hot water Santize by submersing in 180° water for 30 seconds (chemical may be added), or cold water plus chemical</p> <p>Wash dishes in school cafeteria</p> <p>Visit and observe cafeteria or restaurant establishment using machine dishwashers</p> <p>Rack dishes and use pre-rinse spray</p> <p>Read thermometer</p> <p>Air dry and store dishes</p>	<p><u>Others</u></p> <p>Discuss care in handling dishes and glasses</p> <p>Discuss health and safety rules</p> <p>Study work schedules</p> <p>Introduce unit on table manners</p> <p>Introduce unit on thermometer</p> <p>Explain use of soap in removing soil</p> <p>Practice first aid for minor cuts and bruises</p> <p>Use agar test on glasses, dishes, dirt from fingernails and insects</p> <p>Show harmful and helpful bacteria</p> <p>Demonstrate and practice proper cleaning of food and dishes</p> <p>Arrange for student X-ray</p> <p>Invite speakers from Board of Health</p> <p>Take field trips to health centers</p>

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Use correct method of washing, rinsing, soaking and drying.	<u>Others</u>	Magazines and poster pictures
Wash in hot water (110°-120°)	Discuss care in handling dishes and glasses	Films on teeth care Body deodorants
Wash with detergent	Discuss health and safety rules	Dishes, detergents, chemicals, sponges, scotch pads, brushes, dishcloth
Rinse in clean, hot water	Study work schedules	
Sanitize by submersing in 80° water for 30 seconds (chemical may be added), or cold water plus chemical	Introduce unit on table manners	
Wash dishes in school cafeteria	Introduce unit on thermometer	Dishes, cups, glasses, racks, utensils, thermometer, cleaning agents
Visit and observe cafeteria or restaurant establishment using machine dishwashers	Explain use of soap in removing soil	
Wash dishes and use pre-rinse spray	Practice first aid for minor cuts and bruises	
Read thermometer	Use agar test on glasses, dishes, dirt from fingernails and insects	
Air dry and store dishes	Show harmful and helpful bacteria	
	Demonstrate and practice proper cleaning of food and dishes	
	Arrange for student X-ray	
	Invite speakers from Board of Health	
	Take field trips to health centers	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
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Discuss good grooming  
 Use speakers from "Charm School" to explain good grooming  
 Prepare list of available dentists in neighborhood  
 Check teeth  
 Demonstrate and practice use of toothbrush

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Job: Kitchen Aides

General Objective: Perform all the duties of a kitchen aide by:

1. Using sanitary practices when handling food and dishes
2. Practicing safety rules when handling food and dishes
3. Maintaining satisfactory personal appearance

Specific

- Objectives: Clean fresh vegetables and fruits  
Chop and slice vegetables and fruits  
Serve food in portions  
Refill salt, pepper shakers and sugar bowls  
Prepare coffee in different types of urns

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Supplies</u>
1. Cleanliness	Wash hands correctly	<u>Language Arts</u>	Soap
2. Safety rules	Clean fingernails	Identify supplies and equipment	Towels
3. Disease germs	Use hot pads and mitts properly	Read labels Study unit vocabulary	Markers or envelopes re
4. Personal appearance	Wipe up spilled food and dispose of broken glasses	Identify common fruits and vegetables Write balanced menus	re
5. Preparing vegetables and fruits	Turn on and off electric and gas units	Read menus <u>Arithmetic</u>	Tote Firs Aga fo
6. Serving	Clean and care for appliances	Measure liquids with measuring cups	Gar lev
7. Brewing coffee		Count in sequence	Filn
8. Clean-up procedures	Use tote carts and trays properly	Study money values Tell time	Res Gue

VICE OCCUPATIONS--Supervised Food Services

des

all the duties of a kitchen aide by:  
 practicing sanitary practices when handling food and dishes  
 practicing safety rules when handling food and dishes  
 maintaining satisfactory personal appearance

with vegetables and fruits  
 slice vegetables and fruits  
 in portions  
 pepper shakers and sugar bowls  
 coffee in different types of urns

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Wash hands correctly	<u>Language Arts</u>	Soap--liquid and solid
Clean fingernails	Identify supplies and equipment	Towels--cloth and paper
Use hot pads and mitts properly	Read labels Study unit vocabulary Identify common	Manicuring supplies, orangewood stick, emery board, cuticle remover, cotton
Wipe up spilled food and dispose of broken glasses	fruits and vegetables Write balanced menus Read menus	Tote trays and carts First aid kit
Turn on and off electric and gas units	<u>Arithmetic</u>	Agar media, glass disks, food samples, posters
Clean and care for appliances	Measure liquids with measuring cups Count in sequence	Garbage cans--plastic levers Films
Use tote carts and trays properly	Study money values Tell time	Resource persons Guest speakers

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
9. Proper job attitude	Clean garbage cans	Compare prices of fruits and vegetables
	Clean vegetables and fruits that may be used in the kitchen	Compute cost of meals
	Chop and slice vegetables	<u>Others</u>
	Serve hot and cold foods in single portions	Practice health and safety rules
	Refill salt and pepper shakers and sugar bowl	Study first aid rules
	Make coffee in available urns	Study work schedule
	Measure coffee and water	Introduce unit on food
	Plug cord to outlet	Introduce unit on diseases
	Select coffee for various urns	Explain use of soap in removing soil
	Serve beverages	Practice first aid for minor cuts and bruises
Clean coffee urns	Use agar test on glasses, dishes, dirt from fingernails, face, food, utensils and insects	
Clean utensils, equipment, and surroundings using sanitary and safety procedures; return in proper places	Show harmful and helpful bacteria	

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
clean garbage cans	Compare prices of fruits and vegetables	Display of toothbrushes and dental needs
clean vegetables and fruits it may be used in the kitchen	Compute cost of meals	Magazine pictures and posters Films on teeth care Body deodorants
chop and slice vegetables	<u>Others</u>	Vegetables and fruits Chopping boards, proper knives and containers for storage
serve hot and cold foods single portions	Practice health and safety rules Study first aid rules Study work schedule	Containers for prepared food
fill salt and pepper shakers and sugar bowl	Introduce unit on food	Serving utensils, dishes Salt and pepper shakers and sugar bowl (ingredients to go with each one)
make coffee in available urns	Introduce unit on diseases	Coffee urns, percolator
measure coffee and water plug cord to outlet	Explain use of soap in removing soil	Different types of coffee
select coffee for various urns	Practice first aid for minor cuts and bruises	Sugar, cream Fruit juices, tea
serve beverages	Use agar test on glasses, dishes, dirt from fingernails, face, food, utensils and insects	
clean coffee urns	Show harmful and helpful bacteria	
clean utensils, equipment, and surroundings using sanitary and safety pro- cedures; return in proper places		



<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
		<p>Demonstrate and practice proper cleaning of food and dishes</p> <p>Arrange for student X-ray</p> <p>Invite speakers from Board of Health</p> <p>Take field trips to health center</p> <p>Discuss good grooming</p> <p>Use speakers from "Charm School" to explain good grooming</p> <p>Prepare list of available dentists in neighborhood</p>	

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Jobs: Counter Girl  
Counterman

Objective: Perform counter girl tasks in food establishments

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Duties and responsibilities of a counter girl	Serve food to diner at counter or window	<u>Language Arts</u>	Broom, dust pan, brush, dust cloth Tote tray and carts
2. Safety procedures	Call orders to kitchen and pick up and serve order when ready	Read menus Study unit vocabulary Read labels Write chits	Dishes Serving utensils Percolator
3. Job requirements and attitude	Accept payment or make up itemized check for service	Identify supplies and equipment Read simple instructions Use telephone Take orders	Soap--liquid and solid Towels--cloth and paper Resource speakers
4. Clean-up procedures	Prepare sandwiches, salads, and other short order items	<u>Arithmetic</u>	
	Perform other duties, such as cleaning counter, washing dishes, and selling cigars and cigarettes	Compute cost of meals Tell time Count in sequence Money exchange Count money	
	Care and maintain juice and coffee machines	<u>Others</u>	
	Pack box lunches	Practice health and safety rules Practice first aid	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Set tables	Demonstrate cleanliness	
	Take orders	Introduce unit on disease	
	Clean dishes from table, cart, tray	Job attitudes Practice public relations	
	Assemble menu cards or folders		
	Wrap foods for carry-out order		
	Count money, use cash register		
	Mop floors, clean up breakage, spills		
	Lift and carry tray with food, dishes		

Cluster: FOOD SERVICE OCCUPATIONS--Supervised Food Services

Job: Baker's Helper

Objective: Perform baking tasks as directed by the baker

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Use basic baking equipment and utensils	Move and distribute bakery supplies in and around production area of bakery using handtrucks and dollies	<u>Language Arts</u> Identify basic equipment, utensils and supplies	Measuring cups and spoons Mixing bowls Baking pans
2. Duties and responsibilities of a baker's helper	Weigh and measure ingredients, such as sugar, flour, yeast, sirup and dough	Study unit vocabulary Read simple instructions	Cooking utensils Electric mixer Pots and pans
3. Safety rules and procedures	Lift and dump containers of materials to help load and unload machines bins, hoppers, racks and ovens	Use telephone Identify basic trade terms, objects, and articles	Cookie sheets Rolling pins Sifters
4. Job requirements and attitudes			Cleaning supplies Resource person Visitation to bakery
5. Clean-up procedures	Feed lumps or sheets of dough into hopper or between rolls of machine  Clean equipment  Operate mixing machines and ovens  Package and wrap baked goods	<u>Arithmetic</u> Measure weight Tell time Study liquid measure Compute cost of materials Compute salary  <u>Others</u> Follow health and safety rules	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Organize and stack display counters	Know first aid Proper job attitudes Follow work schedule	
	Sell bakery products	Demonstrate good grooming	
	Grease utensils	Demonstrate cleanliness	
	Clean work room and work tables		
	Assemble boxes		
	Knead dough		

Cluster: CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Job: Construction Tender (Mason, Plasterer, Carpenter, and Other Building Construction Crafts)

Objectives: Use basic building construction craft tools  
 Practice safe work habits  
 Follow instructions and directions  
 Perform basic job requirements under supervision  
 Clean up after a job

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Use basic construction craft tools	Operate all hand tools and pneumatic, electric, motor, combustion or air-driven tools or equipment necessary for the performance of work described herein	<u>Language Arts</u>	Basic building construction tools
2. Safety rules and procedures		Identify basic tools and materials	Building construction supplies
3. Safety practices on job sites		Identify trade terms, objectives and materials	Wheelbarrow
4. Job requirements	Unload, handle, and distribute all materials, fixtures, furnishings and appliances from point of delivery to stockpiles to approximate point of installation	Recognize colors and textures	Scaffolds
5. Clean-up		Follow simple directions	Jackhammer
		Study unit vocabulary	Charts, poster, films
		Read labels	Job lists
		<u>Arithmetic</u>	Resource person
	Perform general clean-up, including sweeping, cleaning, washdown and wiping of construction facility, equipment and	Tell time	
		Study linear measure	
		Study liquid measure	
		Discuss money values	
		Measure weight	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	furnishings and removal and loading or burning of all debris including crates, boxes, packaging waste material	Measure size of objects Compute cost of materials Compute wages Study decimal and fraction conversion	
	Age and cure concrete, mortar and other materials applied to walls, floors, ceilings and foundations of buildings and structures	<u>Others</u> Follow work schedules Discuss proper clothing Introduce unit on houses	
	Erect, plank and remove all scaffolds for lathers, plasterers, bricklayers, masons and other construction trades crafts.	Discuss composition of various building materials	
	Build, plank or install and remove all staging, swinging and hanging scaffolds, including maintenance thereof		
	Excavate for building and all other construction; dig trenches, foundations and holes		
	Clear and slash brush or trees by hand or with mechanical cutting methods		

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Wreck, dismantle and handle concrete forms and false work		
	Operate motorized wheelbarrows or buggies or machines of similar character, whether run by gas, diesel or electric power		
	Green cut concrete or aggregate in any form, by hand, mechanical means, grindstones or air or water		
	Load, unload, carry, distribute and handle all rods, mesh and material for use in reinforcing concrete construction		
	Cut or jackhammer streets, roads, sidewalks or aprons by hand or the use of air or other tools		
	Dig trenches, ditches and manholes and level, grade and do other preparation prior to laying pipe or conduit for any purpose		
	Load, unload, sort, stockpile, wrap, coat, treat, handle and distribute water mains, gas mains and all pipes		



<u>Content</u>	<u>Occupational Experiences</u>	<u>Related instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Signal men on all construction work defined herein, including traffic control signalman at construction sites		
	Clear, excavate, fill, back-fill, grade and landscape all sites for all purposes and all labor connected therewith, including chainmen, rodmen, grade markers, etc.		
	Perform all work in factories, mills and industrial plants including packers, cutters, loaders, raw materials unloaders, checkers, stuffers, production line personnel and stenciling of material		
	Wreck or dismantle buildings and all structures		
	Mix, handle, convey, pour, vibrate, gunnit and otherwise place concrete or aggregates, whether done by hand or any other process		

Cluster: CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS--Shop Building and Maintenance Services

Job: Termite Treater Helper

Objective: Perform various tasks of treating buildings for protection against termites

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Use basic termite treating equipment and supplies	Dig around foundation to be chemically treated and dig ditches for forms using pick and shovel	<u>Language Arts</u> Identify basic equipment and supplies Identify basic trade terms, objects and articles Read labels Study unit vocabulary Follow directions Read safety instructions	Termite treating gun Resource persons On-site visitation Termite chemicals Face mask Spray gun
2. Duties and responsibilities of a termite treater helper	Carry lumber, building material, and tools to worksite		
3. Safety rules and precautions	Crawl underneath building to remove debris prior to spraying		
4. Job requirements and attitudes	Cut openings in building to gain access to infested areas, using hand and power tools	<u>Arithmetic</u> Calculate problem in liquid measure Calculate problem in linear measure Tell time Calculate costs	
5. Use and storage of chemicals			
6. Clean-up procedures	Insert nozzle into holes and open compressed air valve of treating unit to force termiticide into holes	<u>Others</u> Follow work schedule Use of proper safety equipment for job	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Spray pesticide under and around building using pressure spray gun	Follow health and safety rules Proper handling of chemicals	
	Bore holes in concrete around building and inject termicide to impregnate ground		
	Clean worksite after completion of job		

Cluster: MECHANICAL OCCUPATIONS

Jobs: Auto Mechanic's Helper  
General Mechanic's Helper

Objectives: Use basic mechanic's tools  
Practice safe work habits  
Follow instructions and directions  
Clean up after a job

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Use of basic mechanic's hand tools	Use basic mechanic's hand tools	<u>Language Arts</u> Identify equipment and supplies	Basic mechanic's tools Charts, posters, films, cut-outs
2. Safety rules and procedures	Demonstrate safety practices	Follow simple directions	Industrial education teachers and tradesmen
3. Job requirements	Follow directions--use check list and job sheets	Read labels Use telephone properly	Check lists Job lists
4. Clean-up procedures	Demonstrate safe use of hydraulic jack	Read newspaper for jobs Study unit vocabulary	Resource persons
	Remove and disassemble units such as engine, transmission, or differential to be repaired, using hand tools and power	<u>Arithmetic</u> Tell time Measure weight Measure liquid	
	Carry and move supplies and equipment	Compare prices of tools Compute salaries of different jobs	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Practice handling tools and supplies to mechanic	Compute cost of gas, oil, etc.	
	Remove and install simple components, e.g. tires, etc.	<u>Others</u>	
	Clean parts of engine as directed	Follow work schedules Discuss health and safety rules Introduce unit on cars Discuss appropriate on-the-job clothing	
	Clean tools, equipment and work areas after a job	Tour work sites to observe job procedures and equipment	

Cluster: MECHANICAL OCCUPATIONS

Job: Service Station Attendant

Objectives: Perform tasks as required in service station  
Practice safe work habits  
Follow instructions and directions  
Clean up after a job

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>
1. Job tasks of service station attendant	Fill tank with gasoline or diesel fuel to level specified by customer	<u>Language Arts</u> Identify equipment and supplies
2. Safety rules and procedures	Observe level of oil in crankcase and amount of water in radiator and add required amounts of oil and water	Identify trade terms Follow simple instructions
3. Job requirements		Practice public relations practices
4. Clean-up procedures	Add necessary amount of water to battery	<u>Arithmetic</u> Tell time
	Wash windows of vehicle	Practice counting Use cash register
	Lubricate vehicle and change motor oil	Compute liquid measure problems Add cost items
	Replace lights, and wash and wax vehicle	<u>Others</u> Follow work schedule Introduce unit on car

MECHANICAL OCCUPATIONS

Service Station Attendant

Perform tasks as required in service station  
 Observe safe work habits  
 Follow instructions and directions  
 Report after a job

<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
Fill tank with gasoline or diesel fuel to level specified by customer	<u>Language Arts</u> Identify equipment and supplies	Basic equipment and supplies for service station work Charts, posters, films
Observe level of oil in crankcase and amount of water in radiator and add required amounts of oil and water	Identify trade terms Follow simple instructions Practice public relations practices	Job task analysis Resource persons
Add necessary amount of water to battery	<u>Arithmetic</u> Tell time	
Wash windows of vehicle	Practice counting change Use cash register	
Lubricate vehicle and change motor oil	Compute liquid measure problems Add cost items	
Replace lights, and wash and wax vehicle	<u>Others</u> Follow work schedule Introduce unit on cars	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	Collect payment for services and supplies in cash or by completing credit card sales form	Introduce unit on traffic safety Tour work sites to observe job procedures and equipment	
	Operate cash register, count money		
	Assist in arranging displays, taking inventory and making daily reports		
	Change tires		
	Wash and dry car		
	Hose down floors		
	Use telephone		
	Assist in lubrication in garage		
	Clean car interior		



Cluster: MECHANICAL OCCUPATIONS

Job: Body-Fender Helper

Objectives: Use basic body-fender work tools  
Practice safe work habits  
Follow instructions and directions  
Clean up after a job

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
1. Use of basic body-fender hand tools	Use basic body-fender hand tools	<u>Language Arts</u>	Basic body-fender work tools
2. Safety rules and procedures	Use power tools for body-fender work	Identify equipment and supplies	Charts, posters, films
3. Job requirements	Demonstrate safety practices	Identify trade terms	Industrial education teachers and tradesmen
4. Clean-up procedures	Follow directions--use check lists and job sheets	Follow simple instructions	Check lists
	Remove upholstery, accessories, and other units to gain access to vehicle body and fenders	Study unit vocabulary	Job lists
	Remove fenders, panels, and grills, using wrenches and cutting torch, and replace them by bolting or welding them in position	Read newspaper for information	Resource persons
		<u>Arithmetic</u>	
		Tell time	
		Measure weight	
		Discuss money values	
		Compute cost of a car and its parts	
		Compare costs of cars	
		Examine newspaper for car sales	
		Discuss loans and installment payments	

<u>Content</u>	<u>Occupational Experiences</u>	<u>Related Instruction</u>	<u>Teaching Aids Supplies &amp; Equipment</u>
	<p>Straighten bent frames using hydraulic jack and pulling device</p> <p>Practice sanding and grinding, pounding out dents, filling, puttying and priming under close supervision</p> <p>Practice masking cars</p> <p>Practice handling of tools and supplies to tradesmen</p> <p>Clean tools, equipment and work areas after a job</p>	<p><u>Others</u></p> <p>Follow work schedules</p> <p>Introduce unit on cars</p> <p>Introduce unit on traffic and safety</p> <p>Tour work sites to observe job procedures and equipment</p>	

APPENDICES

8/70

OCCUPATIONAL SKILLS INSTRUCTIONAL UNIT PLAN\*

School \_\_\_\_\_ Date \_\_\_\_\_

Occupational Cluster \_\_\_\_\_ Job \_\_\_\_\_ Special Education T \_\_\_\_\_

Exploratory \_\_\_\_\_ Skill Training \_\_\_\_\_ Job Skill Instructor \_\_\_\_\_

Cooperative Training \_\_\_\_\_ Coordinator \_\_\_\_\_

Beginning Date \_\_\_\_\_ Ending Date \_\_\_\_\_

Desirable number of students per class \_\_\_\_\_ Desirable total no. \_\_\_\_\_

Tasks in Terms of Objectives	Related Concepts	Equipment	Supplies	Fac

\*The job skill instructor will complete the unit plan with the help of the school a coordinator and the special education teachers.

EXHIBIT A

PROFESSIONAL SKILLS INSTRUCTIONAL UNIT PLAN\*

Date \_\_\_\_\_

Job \_\_\_\_\_ Special Education Teacher \_\_\_\_\_

Skill Training \_\_\_\_\_ Job Skill Instructor \_\_\_\_\_

Coordinator \_\_\_\_\_

Ending Date \_\_\_\_\_

Students per class \_\_\_\_\_ Desirable total no. of hours \_\_\_\_\_

Activities	Related Concepts	Equipment	Supplies	Facilities	Resources

I will complete the unit plan with the help of the school administration, special education teachers.

8/70

OCCUPATIONAL SKILLS INSTRUCTIONAL UNIT EVALUATION\*

School \_\_\_\_\_

Date \_\_\_\_\_

Occupational Skills Unit \_\_\_\_\_

Length of unit	Too long	_____	Just right	_____
Time spent per session	Too long	_____	Just right	_____
Number of students per session	Too many	_____	Just right	_____
Teaching methods	Appropriate	_____	Difficult	_____
Unit activities	Completed	_____	Incomplete	_____
Equipment (quantity)	Adequate	_____	Inadequate	_____
Equipment (quality)	Good	_____	Poor	_____
Supplies (quantity)	Adequate	_____	Inadequate	_____
Supplies (quality)	Good	_____	Poor	_____
Physical facilities	Adequate	_____	Inadequate	_____

		<u>Male</u>	<u>Female</u>	<u>9th</u> <u>Grade</u>	<u>10th</u> <u>Grade</u>	<u>11th</u> <u>Grade</u>
Total number of students:						
Enrolled	_____	_____	_____	_____	_____	_____
Completed	_____	_____	_____	_____	_____	_____
Qualified for occupation	_____	_____	_____	_____	_____	_____
Completed but not qualified	_____	_____	_____	_____	_____	_____

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Special Education Teacher)

\*After completion of each unit, the job skill instructor, the coordinator, and the special teacher will cooperatively complete this form. This data will be necessary to complete report to be submitted to the District Office.



EXHIBIT B

FUNCTIONAL SKILLS INSTRUCTIONAL UNIT EVALUATION\*

Date \_\_\_\_\_

on per session	Too long	_____	Just right	_____	Too short	_____
	Too long	_____	Just right	_____	Too short	_____
	Too many	_____	Just right	_____	Too little	_____
	Appropriate	_____	Difficult	_____		
	Completed	_____	Incomplete	_____		
	Adequate	_____	Inadequate	_____		
	Good	_____	Poor	_____		
	Adequate	_____	Inadequate	_____		
	Good	_____	Poor	_____		
	Adequate	_____	Inadequate	_____		

	<u>Male</u>	<u>Female</u>	<u>9th</u> <u>Grade</u>	<u>10th</u> <u>Grade</u>	<u>11th</u> <u>Grade</u>	<u>12th</u> <u>Grade</u>
ion	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

\_\_\_\_\_  
(Education Teacher)

unit, the job skill instructor, the coordinator, and the special education  
 ly complete this form. This data will be necessary to complete the school  
 o the District Office.

OCCUPATIONAL SKILLS PROGRAM STUDENT PARTICIPATION DATA\*  
(For inter-school transfer students)

OCCUPATIONAL SKILLS PROGRAM STUDENT PARTICIPATION DATA  
(For inter-school transfer students)

Name \_\_\_\_\_ Address \_\_\_\_\_  
(in pencil)

School \_\_\_\_\_ Birthdate \_\_\_\_\_  
(in pencil)

Social Security No. \_\_\_\_\_ Insured: Yes \_\_\_\_\_ No \_\_\_\_\_ DVR Client: Yes \_\_\_\_\_ No \_\_\_\_\_

Date mo./da.	Occupational Skills Unit	School	No. of Hours or Sessions Participated	Exploratory, Skill Training or Cooperative	Completed		Employable	
					Yes	No	Yes	No

\*After completion of each unit the special education teacher may record the necessary data and place in student file for all students if desired. (5 x 8 card is suggested)



## SUGGESTED EQUIPMENT AND SUPPLIES FOR THE OCCUPATIONAL SKILLS INSTRUCTIONAL UNITS

The suggested list of equipment and supplies may be helpful for planning Occupational Skills Program. The Department of Education Storeroom equipment list and the Department of Accounting and General Services price lists provide purchasing. All other equipment and supplies should be purchased from other sources at reasonable prices. All participating schools should properly process their purchases through District Offices.

### CLUSTER: BUSINESS OCCUPATIONS

<u>Occupational Skills Unit</u>	<u>Equipment</u>
Clerical Services	
Clerical Aide	
Delivery Clerk	
Duplicating Machine Operator	Typewriter (standard-manual) Stencil duplicator Spirit duplicator
Related Sales Services	
Package Wrapper	
Packer Trainee	Paper cutter (large size)

EXHIBIT D

ED EQUIPMENT AND SUPPLIES FOR THE  
ATIONAL SKILLS INSTRUCTIONAL UNITS

Equipment and supplies may be helpful for planning and budgeting for the  
The Department of Education Storeroom equipment and supplies  
Accounting and General Services price lists provide information for  
Equipment and supplies should be purchased from other vendors at reasonable  
Schools should properly process their purchases through their respective

EXPLANATIONS

Equipment

Supplies

Typewriter (standard-manual)  
Stencil duplicator  
Spirit duplicator

Paper cutter (large size)

Envelopes--all sizes

Ditto paper  
Ditto master  
Mimeo paper  
Stencil master  
Fluid/ink

Scissors  
String  
Scotch tape and dispenser  
Ribbons  
Staples and stapler  
Wrapping paper  
Tissue  
Cellophane  
Masking tape

EXHIBIT D  
(continued)

<u>Occupational Skills Unit</u>	<u>Equipment</u>	<u>Supplies</u>
Courtesy Clerk	Shopping cart	Bags--all sizes Canned goods Fruits and vegetables and other perishable food items
Truck Driver Helper	Handy truck Dolly	Moving pads First aid kit Maps of Oahu
Stock Clerk Stacker Warehouseman		Diagrams Building blocks

EXHIBIT D  
(continued)

CLUSTER: PERSONAL/PUBLIC SERVICE OCCUPATIONS

<u>Occupational Skills Unit</u>	<u>Equipment</u>	<u>Supplies</u>
<b>Supervised Child Care Services</b>		
Child Care	Mirror (three-way)	Flannel board
Baby Sitter (for 2-10 year olds)	Phonograph	First aid kit
Nursery School Teacher's Helper	Tape recorder	Ironing board, pad, cover
	Filmstrip projector	Bucket
	Slide projector	Dishes
	Projection screen	Silverware
		Plastic bags
<b>Home Services</b>		
Homemaker's Assistant	Bed (roll away)	Carpet and rug sweeper
	Portable dishwasher	Ironing board, pad, cover
	Clothes washer and dryer	Detergents and cleaning agents
	Refrigerator	Blankets
	Dry and steam iron	Mattress pad
	Electric or gas range	Pillow, pillow slips
	Vacuum cleaner	Sheets (fitted, flat)
	Mirror (three-way)	Towels

EXHIBIT D  
(continued)

Occupational Skills Unit

Equipment

Supplies

Wash cloths  
Dishes (four place  
setting)  
Glasses (all sizes)  
Hot pads  
Place mats  
Salt and pepper shakers  
Silverware (four place  
setting)  
Broom  
Bucket  
Mop

CLUSTER: PERSONAL/PUBLIC SERVICE OCCUPATIONS

Occupational Skills Unit

Equipment

Ground Maintenance Services

Landscape Gardener Helper  
Yard Caretaker

Lawn mover--reel, rotary, manual  
Hedge trimmer (electric)  
Edger

Building Maintenance Services

Janitor  
Building Custodian  
Houseman  
Houseboy  
Hotel Housekeeping Assistant  
Room Maid

Carpet shampoo machine  
Carpet vacuum  
Floor polisher--electric  
Vacuum cleaner--wet/dry  
Desk and chair  
Dresser  
Night stand  
Tub chair

EXHIBIT D  
(continued)

PUBLIC SERVICE OCCUPATIONS

<u>Unit</u>	<u>Equipment</u>	<u>Supplies</u>
Services Helper	Lawn mover--reel, rotary, manual Hedge trimmer (electric) Edger	Sprayers Fertilizer Sprinkler--ground, hand Hoe Rake Shovel Primer Trimmer--hand Shears Water hose Weeder Pick
Services	Carpet shampoo machine Carpet vacuum Floor polisher--electric Vacuum cleaner--wet/dry	Stop watch Brooms Mops Dust pan Dust mop Light bulbs (all sizes) Waxes, polishes Solvents, detergents Carpet pieces Brushes Buckets Disinfectants Locks Mop wringer and bucket Lamp Carpet and rug sweeper
Assistant	Desk and chair Dresser Night stand Tub chair	

CLUSTER: FOOD SERVICE OCCUPATIONS

<u>Occupational Skills Unit</u>	<u>Equipment</u>
Supervised Food Services	Electric mixer
Busboy/Busgirl	Blender
Dish Carrier	Electric or gas range
Waiter Assistant	Toaster
Dishwasher	Waffle iron
Counter Girl	Refrigerator
Counterman	
Kitchen Aide	
Baker's Helper	

Tote  
Drin  
Silver  
Garb  
Com  
and  
Unif  
Salt  
Naph  
Tabl  
Plac  
Soap  
Firs  
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tur  
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Tray  
Pots  
Per  
Vege  
Chop  
Suga  
Cutt  
Hand  
Rice  
Dete  
Dish  
Glas  
Serv  
Can  
Cola



EXHIBIT D  
(continued)

ICE OCCUPATIONS

Unit

Equipment

Supplies

Electric mixer	Tote box	
Blender	Drinking glasses--all kinds	
Electric or gas range	Silverware	
Toaster	Garbage can	
Waffle iron	Compartment racks (for dishes and glasses)	
Refrigerator	Uniforms	
	Salt and pepper shakers	
	Napkins--cloth and paper	
	Tablecloth	
	Place mats	
	Soap	
	First aid kit	
	Body deodorants	
	Thermometer (for water tempera- ture)	
	Trays--cork bottom	
	Trays--cocktail	
	Pots and pans	
	Percolator	
	Vegetables and fruits	
	Chopping boards	
	Sugar bowl	
	Cutting knives	
	Hand mixer	Meat thermometer
	Rice cooker	Measuring cups
	Detergents, soap	and spoons
	Dishes	Mixing bowls
	Glasses	Bake pans
	Serving utensils	Pitcher
	Can opener	Cooking utensils
	Colander	Egg beater

CLUSTER: CONSTRUCTION/CIVIL TECHNOLOGY OCCUPATIONS

Occupational Skills Unit

Construction Tender (Mason, plasterer, carpenter, and other building construction crafts.)

Equipment

Belt sander  
 Disc sander  
 Finishing sander  
 Drill, 1/4 capacity  
 Drill, 1/2 capacity  
 Portable jig-saw  
 Cabinet, storage  
 Workbench with vise  
 Compressor  
 Spray gun  
 Thread dies  
 Plumber's vise  
 Jackhammer

Spackling compound  
 Primer  
 Thinner  
 Primer sealer  
 Paint  
 Paint brushes  
 Drop cloth  
 Putty knife, putty  
 Wire brush  
 Aluminum telescopic handle  
 Pipe wrench  
 Pipe fittings  
 Caps and plugs  
 Plumbing gook  
 #4 roller file  
 Roller sleeve  
 Roller handle  
 Rubber set brush  
 Bristle brush  
 Painter's caps  
 Respirator  
 Thread cutting oil  
 Copper tubing, fittings  
 Solder  
 Butane torch  
 Test leak  
 Caulking tools  
 Lead, lead pot (complete with stove)  
 Asbestos  
 Crucibles

Supplies

Faucets, wa  
 Wrench--wa  
 Soldering ir  
 Soldering gu  
 Awls, scrat  
 Micrometer  
 Rubber hose  
 Shovel  
 Trowel, bri  
 11"  
 Hammer, br  
 Brick chisel  
 Jointing tool  
 Steel finishi  
 Wood floats  
 Edging tools  
 Mortar mixi  
 Bricklayers  
 Mixing hoe  
 Cement  
 Mortarmix  
 Aggregate  
 Brick  
 Block  
 Steel rule  
 Face shield  
 Snip (left-rig  
 Wire strippe  
 Oil  
 Triangle, pl  
 Wrecking ba  
 Brace, 10"

EXHIBIT D  
(continued)

CTION/CIVIL TECHNOLOGY OCCUPATIONS

<u>Unit</u>	<u>Supplies</u>	
Mason, and other rafts.)	Spackling compound	Faucets, washers
	Primer	Wrench--water pump
	Thinner	Soldering iron
	Primer sealer	Soldering gun
	Paint	Awls, scratch
	Paint brushes	Micrometer
	Drop cloth	Rubber hose
	Putty knife, putty	Shovel
	Wire brush	Trowel, bricklayers, 11"
	Aluminum telescopic handle	Hammer, bricklayers
	Pipe wrench	Brick chisels, 4"
	Pipe fittings	Jointing tools, brick
	Caps and plugs	Steel finishing trowels
	Plumbing gook	Wood floats, 12"
	#4 roller file	Edging tools
	Roller sleeve	Mortar mixing box
	Roller handle	Bricklayers' rules
	Rubber set brush	Mixing hoe
	Bristle brush	Cement
	Painter's caps	Mortarmix
	Respirator	Aggregate
	Thread cutting oil	Brick
	Copper tubing, fittings	Block
	Solder	Steel rule
	Butane torch	Face shield
	Test leak	Snip (left-right)
	Caulking tools	Wire stripper
	Lead, lead pot (com- plete with stove)	Oil
	Asbestos	Triangle, plaster
	Crucibles	Wrecking bar
		Brace, 10"
		Bit, auger, 14 pcs.
		Bit, drill
		Bit, expansive
		Chisel, butt, 1/4-1-1/2"
		Clamp, bar
		Files
		Hammer
		Level, 30"
		Plane--block and smooth
		Plane, Jack
		Pliers--assorted
		Saw, crosscut (8 point)
		Saw, crosscut (11 point)
		Saw, rip
		Screwdriver
		Framing square
		Combination square
		Tinsnip
		Wrench, adjustable
		"C" clamp
		Hack saw
		Lumber & plywood pieces
		Nail set, assorted sizes
		Sandpaper

CLUSTER: MECHANICAL OCCUPATIONS

<u>Occupational Skills Unit</u>	<u>Equipment</u>
Auto Mechanic's Helper General Mechanic's Helper Service Station Attendant	Master socket wrench set with toolmobile (complete set) Primary light tester Battery charger Generator tester Ignition tester
Body and Fender Helper	Air sander Portable power equipment Torch set (complete) Oxygen and acetylene cylinder

EXHIBIT D  
(continued)

MECHANICAL OCCUPATIONS

Skills Unit

Equipment

Supplies

Helper  
Mechanic's Helper  
Attendant

Master socket wrench  
set with toolmobile (complete  
set)  
Primary light tester  
Battery charger  
Generator tester  
Ignition tester

Compressor's gauge  
Starter generator current  
tester  
Vacuum gauge  
Remote starter and stop  
switch  
Tire pressure gauge  
Tire repair kit  
Chamois  
Sponge  
Window cleaner  
Screw drivers  
Pliers  
Hack saws  
Tapes and rules  
Hammer  
Wrenches

Helper

Air sander  
Portable power equipment  
Torch set (complete)  
Oxygen and acetylene cylinder

Stanley files  
Dollies  
Dent puller  
Lisle ridge reamer  
Fender hammers  
Welding helmet with shades  
Goggles  
Gloves  
Cape sleeve with bid  
Vise grip

## SURVIVAL VOCABULARY

The following is a list of signs frequently encountered in day-to-day life  
some opportunity to become familiar with most of them.

All Terms Cash	Do Not Enter	Help Wanted
Alley Closed	Don't Talk to the Operator	Help
Always be Careful	Down	High Voltage
Ambulance	Drive Slowly	Hotel
A.F.L. - C.I.O	Dynamite	Hospital
Bank	Electricity	Hours
Bell	Elevator for Employees	I. L. W. U.
Beware of Dog	Emergency Exit	In
Box Office	Entrance	Inflammable
Boy Wanted	Exit	Information
Bus Station	Explosive	Kaiser Hospital
Capitol Building	Federal Building	Kapu
Caution	Fire	Keep Moving
City Hall	Fire Escape	Keep Out
Closed for Repairs	Fire Extinguisher	Keep Off
Closed for Lunch	First Aid	Kuakini Hospital
C.O.D.	For External Use Only	Laborers Wanted
Count Your Change	For Sale	Ladies Wanted
Court House	For Rent	Ladies Toilet
Cross Cautiously	Found	Live Wire
Curve	Fragile	Library
Danger	Fresh Paint	Look Out for Vehicles
Dentist	Gasoline	Lost
Detour	Girls Wanted	Measles
Dead End Street	Glass	Men Only
Diphtheria	Go	Mumps
Doctor	Go Slowly	No Admittance
Doctor's Office	Handle with Care	No Left Turn
Do Not Ask For Credit	Hands Off	No Parking
Do Not Crowd	Have Fare Ready	No Fishing

EXHIBIT E

SURVIVAL VOCABULARY

List of signs frequently encountered in day-to-day life. Students should have become familiar with most of them.

Do Not Enter	Help Wanted	No Smoking
Don't Talk to the Operator	Help	No Swimming
Down	High Voltage	No Trespassing
Drive Slowly	Hotel	No Spitting
Dynamite	Hospital	Not for Internal Use
Electricity	Hours	Not Responsible for Lost
Elevator for Employees	I. L. W. U.	Articles
Emergency Exit	In	Office
Entrance	Inflammable	One Way Traffic
Exit	Information	Open Evenings
Explosive	Kaiser Hospital	Out
Federal Building	Kapu	Out of Order
Fire	Keep Moving	Out for Lunch
Fire Escape	Keep Out	Pay as you Enter
Fire Extinguisher	Keep Off	Penalty
First Aid	Kuakini Hospital	Poison
For External Use Only	Laborers Wanted	Post no Bills
For Sale	Ladies Wanted	Private
For Rent	Ladies Toilet	Private Property
Found	Live Wire	Public Telephone
Fragile	Library	Post Office
Fresh Paint	Look Out for Vehicles	Police Station
Gasoline	Lost	Pull
Girls Wanted	Measles	Push
Glass	Men Only	Queen's Medical Center
Go	Mumps	Quiet
Go Slowly	No Admittance	R. R.
Handle with Care	No Left Turn	Restroom
Hands Off	No Parking	Restaurant
Have Fare Ready	No Fishing	Road Closed

EXHIBIT E  
(continued)

Safety First  
St. Francis Hospital  
Scarlet Fever  
School  
Slow  
Smallpox  
Soft Shoulder  
Street Car  
Stop

Take One  
Ticket Office  
Thin Ice  
This Way Out  
This Side Up  
Tripler Hospital

Use Other Door  
Up  
U.P.W.

Warning  
Wanted  
Waste  
Watch Your Step  
Wet Paint  
Whooping Cough  
Will be Back  
Women Wanted  
Women's Toilet  
Women Only



EXHIBIT F

PROGRAM EVALUATION  
OCCUPATIONAL SKILLS PROGRAM

GENERAL DIRECTIONS

1. Check the appropriate block on the top left of the page to identify your role, and write in the name of the school and the date.
2. Answer all questions that pertain to you or your duties.
3. Any elaborations may be made in the space provided below the question.

Other information to be included as evaluation data:

1. Results of student attitude profiles, Behavior Description Scale (Pre and Post Ratings)
2. Results of Job Placement and Follow-Up Study.
3. Entries in the Occupational Skills Program Student Participation Data form.

Special Education Teacher       Administrator

Coordinator       Counselor

Job Skill Instructor       Other \_\_\_\_\_  
specify

School \_\_\_\_\_

Date \_\_\_\_\_

PROGRAM EVALUATION  
OCCUPATIONAL SKILLS PROGRAM

1. How often do you meet with (check all applicable)

\_\_\_\_\_ Coordinator  
\_\_\_\_\_ Counselor

\_\_\_\_\_ Job Skill Instructor  
\_\_\_\_\_ Special Education Teacher

to discuss student problems?

\_\_\_\_\_ 1 to 3 times/week  
\_\_\_\_\_ Other (specify)

\_\_\_\_\_ 2 times/month  
\_\_\_\_\_ Daily

2. Do you receive support from

Counselor?      \_\_\_\_\_ Yes      \_\_\_\_\_ No  
Job Skill Instructor?      \_\_\_\_\_ Yes      \_\_\_\_\_ No  
Special Education Teacher?      \_\_\_\_\_ Yes      \_\_\_\_\_ No  
Coordinator?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

3. Are students provided with vocational counseling services?

\_\_\_\_\_ Yes      \_\_\_\_\_ No      \_\_\_\_\_ Not Sure      \_\_\_\_\_ Other

4. Do you attempt to counsel students in your classes?

\_\_\_\_\_ Yes      \_\_\_\_\_ No      \_\_\_\_\_ Other

5. Rate the quantity and quality of vocational guidance material available to the students in special education classes.

\_\_\_\_\_ Good      \_\_\_\_\_ Poor  
\_\_\_\_\_ Fair      \_\_\_\_\_ Other

6. What is your personal opinion about the Occupational Skills Program?

Good  Not working according  
 Not worth having  to intent of program  
 Other (specify)

7. How do you perceive the non-participating faculty members' acceptance Skills Program?

Worthwhile having  Other (specify)  
 Not doing any good

8. In your estimation, how do the students feel about the program?

Good  Indifference  
 Poor  Other (specify)

9. Were sufficient funds provided for your program?

Yes  No (explain)

10. What is your opinion about the program facilities?

Good  Poor  
 Fair  Other (explain)

11. Did you have sufficient equipment and supplies to carry on a good program?

Yes  No (explain)

12. Have you written student performance objectives for your instructional program?

Yes  No

13. Was any job task analysis done to determine the occupational competencies of the students?

Yes  No

EXHIBIT F  
(continued)

opinion about the Occupational Skills Program?

\_\_\_\_\_ Not working according  
to intent of program  
\_\_\_\_\_ Other (specify)

the non-participating faculty members' acceptance of the Occupational

\_\_\_\_\_ Other (specify)

How do the students feel about the program?

\_\_\_\_\_ Indifference  
\_\_\_\_\_ Other (specify)

provided for your program?

\_\_\_\_\_ No (explain)

about the program facilities?

\_\_\_\_\_ Poor  
\_\_\_\_\_ Other (explain)

equipment and supplies to carry on a good program?

\_\_\_\_\_ No (explain)

student performance objectives for your instructional program?

\_\_\_\_\_ No \_\_\_\_\_ Other

analysis done to determine the occupational competencies that need to be taught?

\_\_\_\_\_ No \_\_\_\_\_ Other

14. Does this instructional program provide students with on-the-job experiences?

Yes  No

15. Does this instructional program provide students with simulated work experiences in the classroom setting?

Yes  No

16. What is your feeling about administrative support for the program?

Weak  Strong support  
 Fair  Other (specify)

17. Check one or more items which best describes the source of the curriculum materials used in this instructional program.

<input type="checkbox"/> Originals by local staff	<input type="checkbox"/> Adapted from similar program
<input type="checkbox"/> Standard state curriculum guide	<input type="checkbox"/> Developed by special agency or association (specify)
<input type="checkbox"/> Commercially prepared materials	
	<input type="checkbox"/> Other (specify) _____
	_____

18. What are the chief weaknesses of the program? (List)

19. What are some of the strengths of the program? (List)

Developed by Ohio State University,  
Management Science

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

Instructor's Initials \_\_\_\_\_

BEHAVIOR DESCRIPTION SCALE

Directions: Please use the following items to describe the behavior of the student named above. DRAW A CIRCLE around one of the letters - A B C D E - after each item to show how frequently he behaves as described by the item.

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

1. Tries hard ..... A B C D E
2. Follows directions carefully ..... A B C D E
3. Completes assigned tasks ..... A B C D E
4. Loafs on the job ..... A B C D E
5. Resents being told what to do ..... A B C D E
6. Has a chip on his shoulder ..... A B C D E
7. Seems to resent authority ..... A B C D E
8. Creates disturbances ..... A B C D E
9. Becomes angry when mistakes are called to his attention ..... A B C D E
10. Is insolent and discourteous ..... A B C D E
11. Exhibits "don't care" attitude ..... A B C D E



- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

1. Tries hard ..... A B C D E
2. Follows directions carefully ..... A B C D E
3. Completes assigned tasks ..... A B C D E
4. Loafs on the job ..... A B C D E
5. Resents being told what to do ..... A B C D E
6. Has a chip on his shoulder ..... A B C D E
7. Seems to resent authority ..... A B C D E
8. Creates disturbances ..... A B C D E
9. Becomes angry when mistakes are called to his attention ..... A B C D E
10. Is insolent and discourteous ..... A B C D E
11. Exhibits "don't care" attitude ..... A B C D E
12. Gets along well with other students ..... A B C D E

EXHIBIT C

Note:  
 To be used independently by at least three teachers, counselors, or administrators who have close contact with the student, once in the fall semester and at another time close to the end of the school year. Scores to be recorded in the individual student's profile for evaluation purposes.

Date \_\_\_\_\_

Student's Name \_\_\_\_\_

Instructor's Initials \_\_\_\_\_

BEHAVIOR DESCRIPTION SCALE

Directions: Add the numbers that appear in the circles for items 1 to 12 and enter the total score at the bottom.

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

1. Tries hard .....	5	4	3	2	1
2. Follows directions carefully .....	5	4	3	2	1
3. Completes assigned tasks .....	5	4	3	2	1
4. Loafs on the job .....	1	2	3	4	5
5. Resents being told what to do .....	1	2	3	4	5
6. Has a chip on his shoulder .....	1	2	3	4	5
7. Seems to resent authority .....	1	2	3	4	5
8. Creates disturbances .....	1	2	3	4	5
9. Becomes angry when mistakes are called to his attention .....	1	2	3	4	5
10. Is insolent and discourteous .....	1	2	3	4	5
11. Exhibits "don't care" attitude .....	1	2	3	4	5
12. Gets along well with other students .....	5	4	3	2	1

EXH



C = Occasionally

D = Seldom

E = Never

EXHIBIT G (Continued)

1.	Tries hard .....	5	4	3	2	1
2.	Follows directions carefully .....	5	4	3	2	1
3.	Completes assigned tasks .....	5	4	3	2	1
4.	Loafs on the job .....	1	2	3	4	5
5.	Resents being told what to do .....	1	2	3	4	5
6.	Has a chip on his shoulder .....	1	2	3	4	5
7.	Seems to resent authority .....	1	2	3	4	5
8.	Creates disturbances .....	1	2	3	4	5
9.	Becomes angry when mistakes are called to his attention .....	1	2	3	4	5
10.	Is insolent and discourteous .....	1	2	3	4	5
11.	Exhibits "don't care" attitude .....	1	2	3	4	5
12.	Gets along well with other students .....	5	4	3	2	1

Total Score

Note: The total score ranges from a low of 12 to a high of 60.

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D.C., 20036.

Community Agencies and Resource Centers in Honolulu, Hawaii

Chamber of Commerce of Hawaii: Dillingham Transportation Building

Department of Health: 1250 Punchbowl Street

Department of Labor, United States: 1833 Kalakaua Avenue

Department of Social Services: 1390 Miller Street

Employment Service Division--State of Hawaii:

Industrial Office: 824 Punchbowl Street

Employment Opportunity: 1040 South King Street

Labor and Industrial Relations Department: 825 Mililani Street

Lanakila Health Center: 1722 Lanakila Avenue

Labor Organizations: Refer to Yellow Section of Telephone Directory

Manpower Development and Training: 1040 South King Street

Public Health Nurse: 548 Kapahulu Avenue

Social Security: 1181 Alakea Street

Special Education Instructional Materials Services: 1270 Queen Emm

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United States: 1833 Kalakaua Avenue

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ppportunity: 1040 South King Street

lations Department: 825 Mililani Street

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48 Kapahulu Avenue

lakea Street

unctional Materials Services: 1270 Queen Emma Street

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