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ABSTRACT

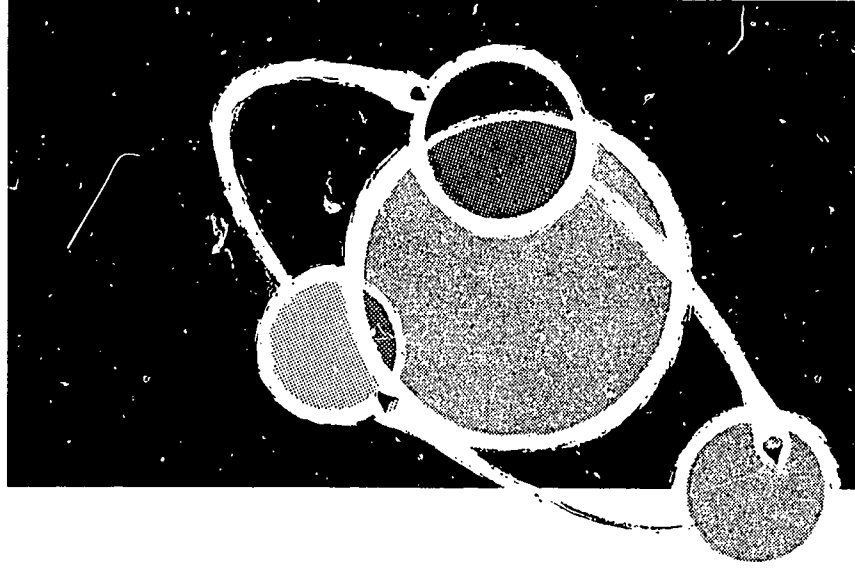
Resulting from a series of workshops for local teachers held in April 1968, this resource unit provides guidelines for teachers who plan to explore the world of work in their programs. Developed for use in Grades 7-10, the unit outlines the teaching of six major concepts: (1) World of Work, (2) Self Concept of Work, (3) Personal Grooming and Health, (4) Requirements for Working, (5) Dual Role of Women, and (6) Home Economics Oriented Occupations. Also included are educational goals and concepts, learning experiences, and generalizations. Appended are a working vocabulary for the unit and sample student reaction forms. (JS)

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# HOME ECONOMICS OCCUPATIONS

AN  
EXPLORATORY  
UNIT



# HOME ECONOMICS OCCUPATIONS

## AN EXPLORATORY UNIT

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Superintendent of Public Instruction

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## FOREWORD

One of the ways we can achieve relevance in general education is to infuse all subject matter with illustrations from the world of work. We need to provide opportunities for students to explore the working conditions, political and social environment, and responsibilities of each of the career fields that are open to them. We must give students opportunities to acquire the knowledge, skills, and attitudes that will assure successful entry into their chosen fields.

encourage teachers to expand career exploration in grades 7-10.

By providing the opportunity for students to explore career fields, teachers will be helping them to make wiser career choices and to plan educational programs that relate to their career goals.

This is one of a series of resource materials which will be published, and it is my hope that these materials will

DALE PARNELL  
Superintendent of Public Instruction

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This resource unit for orientation to occupational opportunities for home economics students was developed by local teachers mentioned above in three area workshops during the spring of 1968. Mrs. Grieve edited these workshop materials, which were distributed in the first print-

ing as a unit entitled, "Let's Explore the World of Work."

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## PREFACE

If we are convinced that everyone has the right to an equal education, then we must reassess our present curricula and find ways to provide occupational education for all students. We must be certain that vocational education and general education complement each other.

Someone said, "The open door of education must be more than opened; it must open onto something worthwhile." It is upon this premise that the following resource unit was developed. It is a compilation of work materials prepared during three two-day workshops in Oregon during April 1968. Twenty-three homemaking teachers were involved in the workshops.

Hopefully, the unit will provide some guidelines for teachers who plan to explore the world of work in their programs.

While the unit was planned by homemaking teachers, we believe it is general and could be used effectively by other teachers or teams of teachers.

It is our further belief that life-work exploration is an ongoing process which begins early in life and that this unit should be taught no later than the ninth grade.

Whenever possible, it would seem judicious to involve the entire school faculty in planning the unit. Each faculty member could then contribute his strengths by teaching that portion which fits his unique background and preparation. The unit has been purposely set up in simple concept blocks so that parts can be taught in various classes. The English faculty might teach the writing of application letters; the health faculty, personal grooming and health; the social studies faculty, philosophy and resources; the speech department, communication skills; the homemaking teacher, nutrition and management.

It is possible that many of these concepts could be developed concurrently, thereby emphasizing occupational exploration.

By helping the student develop a realistic self concept, the faculty would be helping him meet the challenges of tomorrow's world with maturity and a sense of security. Our most important resource, human talent, would thus be conserved and utilized.

One might hypothesize that a unit such as this would have implications for administrators and school boards when engaged in planning buildings and curriculums for the future. Other anticipated implications are a need for closer correlation of materials to be presented within a department, cooperative planning between departments, greater flexibility in scheduling of classes, curriculums which allow mobility of students between departments, buildings which provide facilities for vocational training for entry-level skills in various occupational

clusters, schedules which provide teachers opportunities to team-teach or exchange-teach classes, utilization of communication media to present unique demonstrations and/or lectures by specialists to large groups at one time, and curriculums which provide opportunities for adults to upgrade their knowledge and/or to learn skills which prepare them for today's world.

LEONARD KUNZMAN  
Director, Career Education

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# LET'S EXPLORE THE WORLD OF WORK

## Home Economics Occupations Unit

### GOALS AND OBJECTIVES

- I. Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.
- II. Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.
- III. Help students realize that to succeed in work a broad-based education is needed as evidenced by their abilities to put into words their interpretations of other people's feelings.
- IV. Provide opportunities for students to recognize the necessity to adapt to another person's viewpoint without a feeling of losing face as evidenced by the compensations they make as they experience different situations.
- V. Help students realize that a general educational background is an essential to most vocations as evidenced by their abilities to relate and use relevant information from each of their classes.
- VI. Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.
- VII. Give students opportunities to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.
- VIII. Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.
- IX. Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.
- X. Acquaint students with the changing role of people—women—in today's society as evidenced by their abilities to demonstrate time and energy conservation practices.
- XI. Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through home economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

XII. Acquaint students with legal aspects of the world of work as evidenced by their abilities to answer accurately pertinent questions on a written test.

These objectives are for the teacher and were used in planning unit content. Students should plan their own goals in terms of their own needs.

#### ANTICIPATED STUDENT BEHAVIORS

1. Know work opportunities in his own locale, state, country, and world.
2. Formulate and appraise own self concept.
3. Recognize the personal qualities necessary for successful employment.
4. Know about and compare occupations which are attainable for him.
5. Demonstrate a salable skill.
6. Practice proper posture and speech.

7. Formulate attitudes about work which will lead to a more creative, happy life.
8. Relate legal aspects of work to chosen occupation.
9. Possess a working vocabulary which relates to the world of work.
10. Show empathy and compassion for others.
11. Demonstrate ability to assess another's feelings.
12. Show ability to adjust and adapt one's own viewpoint.
13. Appraise viewpoints of others.
14. Relate concepts developed from learnings in other classes to this unit and to one another.
15. Demonstrate knowledge and skill in management principles and practices.
16. Formulate knowledge about roles of men and women in today's society.
17. Identify skills necessary for various occupations.
18. Identify common skills of occupations.

# 1. MAJOR CONCEPT: WORLD OF WORK

## GOALS

- I: Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.
- II: Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.
- III: Help students realize that to succeed in work a broad-based education is needed as evidenced by their abilities to put into words their interpretations of other people's feelings.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>World of Work</p> <p>Definition of Work</p> <p>Resources: a. Human Resources</p>	<p>Pretest: Show pictures of men and women at various tasks. Have students discuss: Is this work? Why?</p> <p>Define work. Have students start a vocabulary list (see Appendix A).</p> <p>Conduct buzz sessions on: Why work? How is work rewarded?</p> <p>Explore, discuss, and differentiate meanings of occupation and job. Compare student's and dictionary's definitions.</p> <p>Evaluation: Differentiate occupation and work.</p> <p>Analyze the importance of human resources. Example: The talent of people to (1) help others become self-sufficient, (2) develop opportunities, (3) use available resources, (4) create, think, explore.</p>	<p>Individuals view work differently. One man's work is another man's play.</p> <p>Work is a positive contribution to human growth and development.</p> <p>The way one feels about work might affect his occupational opportunities.</p> <p>Work can provide, besides money income, personal satisfaction, approval of others (praise, respect, prestige), and a chance for advancement. One's definition of an occupation or job may reflect one's background.</p> <p>People are our most important resources.</p>

b. Natural Resources

Investigate ways to help unemployed and/or physically and mentally handicapped persons so they feel and are productive.

With each reading assignment have students write a summary (see Appendix B).

Study own localities—their development, business and industry, cultural heritage—to understand how our natural resources are used and abused, and how to conserve them.

Use a map to locate or group job opportunities at the local level. Extend this activity to state, national, and/or world.

Evaluation: Analyze why a specific industry is located in your community.

Follow-up: Survey where graduates of five, ten, and twenty-five years ago have located.

History of Work

Through the use of novels and/or short stories, study how the work concept has changed and/or developed.

- Example: Forbes—*Mama's Bank Account*  
Galbraith—*The Affluent Society*  
McDonald—*The Egg and I*  
Levenson—*Everything, But Money*  
Schulberg—*What Makes Sammy Run*

Evaluation: Write a summary paragraph on the novel. Read, drawing pertinent generalizations which show an understanding of how values affect one's work.

Abilities and skills are developed through formal and informal education.

Conservation is basic to continued opportunity.

Occupational opportunities may be contingent upon natural resources.

Occupational opportunities differ from region to region.

Our population is mobile so we must extend our learnings beyond our immediate locality.

Our American heritage is founded on the concepts that work is honorable and that each individual accepts responsibility for others as well as himself.

One's values affect and/or reflect how one perceives work.

**GOALS**

III: Help students realize that to succeed in work a broad-based education is needed as evidenced by their abilities to put into words their interpretations of other people's feelings.

VI: Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.

VIII: Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

X: Acquaint students with the changing role of people-women in today's society as evidenced by their abilities to demonstrate time and energy conservation.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Attitudes toward work	<p>Have panel with a parent, grandparent, and great grandparent discussing their roles when they were teen-agers. Students can then use this information as a springboard for discussing changing roles in today's families.</p> <p>Have boys and girls compile separately a list of father's role and mother's role. Compare and discuss their lists.</p> <p>Ask students to bring cartoons, comics, or pictures which depict an attitude toward work. Analyze the underlying attitude and its effect on the work to be done.</p> <p>Discuss feelings using open-ended sentences such as: I feel good when . . . and I feel sad when . . .</p>	<p>Family patterns are changing so role characteristics are different than when our parents and grandparents were teen-agers.</p> <p>One's attitudes about life influence one's attitudes about work and may contribute to his ability to work.</p> <p>One's work should be a source of satisfaction to him.</p> <p>"When love and skill work together, one can expect a masterpiece." Ruskin</p> <p>Doing a common job well takes the drudgery out of it.</p> <p>Success is being able to do what one can do well with pride and satisfaction.</p>



Read: *My Wage* by Jessie B. Rittenhouse (Appendix C)  
*Dishes* Source unknown (Appendix D)  
*Building Cathedrals* by Omaha Bee (Appendix E)

While showing pictures of various tasks of a specific occupation, have the students fill in a reactor sheet entitled: I'm going to show you pictures of the tasks performed by a . . . Pretend you are that person and that your employer has asked you to do that task. Write down your first reaction then ( ) check the appropriate columns.

The columns are headed "Know How To Do," "Do Not Know How To Do," "Would Do Willingly and Enjoy," "Would Do Willingly But Would Not Enjoy," and "Would Not Do." (Appendix F)

Evaluation: Students prepare skits to present and show how attitudes and personalities enter into one's success on the job.

No task is too small to do well.

Do your best always not because the task is worth it but because you are.

Actions reflect attitudes.

Every job will have some unpleasant aspects.

If there are too many unpleasant aspects of an occupation, it might be well to consider different occupations.

Attitudes and personalities can determine a person's success at a job as much as a person's skills at a particular job.

## GOALS

I: Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.

and understand better the work of an occupation as evidenced by their investigations of the occupation.

VII: Give students an opportunity to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation. XII: Acquaint students with legal aspects of the world of work as evidenced by their abilities to answer accurately pertinent questions on a written test.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Legal Aspects of Work	Study <i>Handbook for Teen Wage Earners</i> , An Oregon Bureau of Labor publication.	Some work opportunities are regulated by state and/or federal law.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>Formalities of Getting Work</p>	<p>Study laws governing work—Social Security, Retirement, income tax, Workmen's Compensation.</p> <p>Have guest speakers from Bureau of Labor, Internal Revenue Service, State Employment Service, Social Security office.</p> <p>After each guest speaker, have students fill in a Resource Visitors Report (see Appendix G).</p> <p>Find out what jobs require a state work permit. Find out how to apply for a work permit and for a special permit.</p> <p>Evaluation: Written test over laws which govern work.</p> <p>Use a bulletin board entitled <i>How Do I Sell Myself?</i> Have a silhouette of a telephone, a person, and a letter. Use these to discuss the way one applies for a job.</p> <p>After each audiovisual presentation, have students fill in audio-visual reports (see Appendix H).</p> <p>Read, examine, and practice writing application letters.</p> <p>Secure for study application blanks from various firms and professions. Have students fill out an application blank.</p> <p>Evaluation: Write a letter of application. If possible have an employer evaluate it.</p> <p>Compile a list of documents which may be needed for securing a job (birth certificate, social security, etc.)</p> <p>Study how and where one applies for these documents.</p> <p>Role play a telephoned application for an interview and/or a job. (Actual phones can be secured from the Bell Telephone Company.)</p>	<p>Child labor laws were designed to protect the young.</p> <p>A knowledgeable person can evaluate regulations concerning himself.</p> <p>Employers may place a high premium on personal traits which are often conveyed through an application form or interview.</p> <p>Different jobs have common requirements.</p> <p>Practice can make the real experience more meaningful and satisfactory.</p>

Evaluation: Use a student-teacher developed rating scale during role play.

Ask a personnel director to present what he looks for when interviewing a prospective employee.

Teacher and students set up a rating scale of personal qualities a person should have to get and keep a job. Students rate themselves. Then work to improve where needed.

Evaluation: Ask several personnel directors to interview students and then rate them on this scale, or on one of their own. Determine what references are and what they mean.

Have students prepare lists of persons who might write references if asked.

Study social graces involved in asking for references.

Role play asking someone for references.

Evaluation: Write a reference for your best friend.

What one does speaks louder than what he says.

We become what we live.

Employers want people who value integrity, time, responsibility, honesty, reliability, punctuality as well as knowledge of the job.

Development of traits and skills necessary for a productive employer is a continuous process.

**GOALS**

- I: Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.
- V: Help students realize that a general educational background is an essential to most vocations as evidenced by their abilities to relate and use relevant information from each of their classes.

VIII: Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Opportunities for Work	<p>List jobs held by fathers, mothers, other family members.</p> <p>Do a community survey of job opportunities.</p> <p>Read want-ads in local paper.</p> <p>Have a person from the employment office speak on job opportunities and needs of the labor market in the area.</p> <p>Have a guest speaker from a nearby college discuss career choices with students.</p> <p>Use statistics from the Department of Labor to compare number of unemployed to number of available jobs in communities.</p> <p>Discuss reasons for unemployment when jobs are available.</p> <p>Think of needs which would mean possibilities of more job opportunities for youth in the community.</p> <p>Form a youth employment agency to help teen-agers find jobs.</p> <p>Prepare a "Facts and Figures" bulletin board on opportunities for summer employment for youth in your area.</p>	<p>To find a satisfactory niche in the world of work, many avenues of approach may need to be tried.</p> <p>Each job requires skills and abilities unique to it.</p> <p>Youth needs to become aware of the opportunities open to him and of the salable skills which he possesses.</p> <p>Through opportunities to earn money, wise management can be learned.</p> <p>Successful people make more opportunities than they find.</p>

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	<p>Have students tell of jobs they have held either part time or during the summer.</p> <p>Evaluation: Have students list ways they could find a job.</p>	

## 2. MAJOR CONCEPT: SELF CONCEPT OF WORK

### GOALS

- VI: Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.
- IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.
- XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Self Concept of Work	<p>Study the booklet <i>How To Get A Head Start On Success</i>, (Available in quantities from Olympia Typewriter Division of Inter-Continental Trading Corporation, 90 West Street, New York 6, New York) and/or Ganley and Ellis--<i>Know Yourself</i>, McGraw-Hill, 1966.</p>	<p>"From the Gods comes the saying 'Know Thyself.'" Juvenal</p> <p>A realistic self concept can help one set goals which are attainable.</p>

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>Developing a Self Concept</p>	<p>List things you have done which might provide experience for a job. Examples: volunteer projects in Scouts, Camp Fire, 4-H, nursery homes, church, neighborhood, etc.</p> <p>Evaluation: Tape a personal conference with students who are discussing their goals, abilities, etc. Student listens to tape alone and analyzes self from way he is able to listen, accept suggestions, give information, use proper speech. Discuss with teacher.</p> <p>Administer the <i>Kuder Preference Test</i>.</p>	<p>When one can set attainable goals, he is more apt to find happiness in his life.</p> <p>Working with people helps to develop a cooperative attitude.</p> <p>Each experience that a person has adds to personal growth and development.</p>
<p>Analyzing of Self</p>	<p>Through discussion, reading work descriptions, or observing films each student identifies as many of his own specific skills, strengths, weaknesses, and preferences as possible.</p> <p>Evaluation: Finish the paragraph: "I will be a good employee because (give specific reasons). . ."</p> <p>Evaluation: Develop a "Take Stock of Yourself" rating scale. Students prepare a resume of talents, abilities, and experiences.</p>	<p>Jobs should be chosen according to interest and abilities.</p> <p>If one likes his work, he is apt to do a better job.</p> <p>Students need to be able to look at their strengths and weaknesses objectively if they are to make wise occupational choices.</p> <p>What gives a person satisfaction as well as what he can do should be considered in choosing one's occupation.</p> <p>Satisfactory placement of an employee requires matching an employer's needs to an employee's abilities, experiences, and interests.</p>

Use "What Have I To Offer?" and/or "Maturity, Are You There?" rating scales. (Appendix J)	There are certain personal traits upon which all employers place a high premium.
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### 3. MAJOR CONCEPT: PERSONAL GROOMING AND HEALTH

**GOALS**

VI: Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.

VIII: Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Personal Grooming	<p>See and discuss a filmstrip such as <i>5 Magic Mirrors</i> on grooming.</p> <p>Analyze one's own personal grooming.</p> <p>Set up personal grooming schedule.</p> <p>Evaluation: Students complete checklist before and after unit on their own grooming. Teacher could then compare self-perception of student with reality.</p> <p>Invite resource people such as:</p>	<p>Grooming is an expression of one's self concept.</p> <p>Good grooming leads to self-confidence.</p> <p>First impressions are often based on grooming.</p> <p>First impressions tend to be lasting impressions.</p>



CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>Health</p>	<p>Beauticians: Makeup Care of: Hair Hands</p> <p>Well groomed college student or a mother: Demonstrate care of clothes</p> <p>Charm school employee: Correct posture Body control Mannerisms Social grace</p> <p>Personnel director from business firm: Business grooming Experiment with and practice application of make-up, appropriate hair styles, etc.</p> <p>Evaluation: Have students come to class properly groomed for a specified job. Other students, teachers, or business personnel managers rate them on a prepared scale.</p> <p>Through checklists and testing by school nurse, have each student analyze his health (general vitality, hearing, eyesight, any abnormalities).</p> <p>Pretest: Have each student choose a day's menu from food models and tell why each was chosen. Ask students to write down their choices and keep paper until after study of nutrition.</p>	<p>Acceptable standards of dress and groom- ing must be followed in order to get and hold a job.</p> <p>Different occupations require different grooming habits.</p> <p>The condition of one's health will have a direct bearing on the type of work which should be attempted and/or which will be tolerable to him.</p> <p>Many jobs require a physical examina- tion and/or a health certificate for each employee.</p> <p>We are what we eat. It is beneficial to one's health to include the proper food in one's diet.</p>



Study the basic four food groups and the use to which our body puts each nutrient.

Show films: *Food—The Color of Life*, and *It's All in Knowing How*. Both are available from:

Audiovisual Instruction  
Division of Continuing Education  
Coliseum 131  
Corvallis, Oregon 97331

Evaluation: Repeat the pretest to determine how the student's knowledge grew.

Show a film on how one's mental health affects his day-to-day living.

Films: *Act Your Age*, *Attitudes and Health*, and *Control Your Emotions* are available from Audiovisual Instruction, Division of Continuing Education, Coliseum 131, Corvallis, Oregon 97331. Have a physical education instructor demonstrate exercises for body tone and for relaxation. Practice these.

Evaluation. Prepare a pep talk for a group of Cub Scouts or Brownies which will help them realize the benefits of good health habits.

Read a story or novel to illustrate a point relative to how grooming or health affects one's occupation. (Laign, "The Next Step," *Co Ed*, October 1965.)

Evaluation: Analyze whether or why not the character might get the job.

Identify health defects which might affect specific occupations. (This could be a checklist with clusters of occupations.)

a. Mental Health

Mental health is affected by attitudes and physical health. Either of the two affect one's ability to work.

b. Physical Health

Health habits must be practiced to be beneficial.

Our health can be aided by proper diet, adequate sleep, physical exercise, and stable emotions.

One needs to accept one's limitations, then find ways to live with and/or to rise above them.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	<p>Analyze ways one shows emotions by role playing actions, mannerisms, and/or speech which reflect an emotion.</p> <p>Discuss desirable and undesirable emotional outlets.</p> <p>Have a panel with a dietitian, doctor, nurse, and psychiatrist to present the relationship of diet, sleep, emotions, and exercise to general health.</p> <p>Evaluation: Have each student consider how his habits of diet, sleep, emotions, and exercise affect his general health. Determine in what ways, if any, he could improve health by changing habit.</p>	<p>One's emotions are one measure of his maturity.</p> <p>Maturity is a sought after and dynamic characteristic.</p> <p>One's health condition may be an index to his productivity on a job.</p>

## 4. MAJOR CONCEPT: REQUIREMENTS FOR WORKING

### GOALS

- II: Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.
- IV: Provide opportunities for students to recognize the necessity to adapt to another person's viewpoint without a feeling of losing face as evidenced by the compensations they make as they experience different situations.
- V: Help students realize that a general educational background is an essential to most vocations as evidenced by their abilities to relate and use relevant information from each of their classes.
- VII: Give students opportunities to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.

- IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.
- XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their ability to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCE	GENERALIZATIONS
<p>World of Work</p> <p>Requirements for Working</p>	<p>Having established a relatively realistic self concept and matched it with what <i>seems</i> like a good occupational choice, investigate that occupation in all possible ways.</p> <p>Using Volume I, <i>Dictionary of Occupational Titles</i> (D.O.T.), and other available literature formulate a job description of your choice(s).</p> <p>Using Volume II, <i>D.O.T.</i>, compile a list of related occupations.</p> <p>Analyze the commonalities and differences in these jobs.</p> <p>Talk with and/or observe a person already employed in the field of your choice.</p> <p>Interview several employers in your chosen field to find out what each expects from his employees.</p> <p>Evaluation: Pretend you are a counselor who has been asked by a young person to tell him how he might decide what he wants to do. Write or tape your answer.</p> <p>Analyze jobs available in your community for skills and abilities required.</p>	<p>Occupational choices should have a realistic basis—be related to an individual's interest, abilities, and aptitudes.</p> <p>A skill may be common to a variety of occupations.</p> <p>Occupations may be similar in some respects yet different in others.</p> <p>Careful study, close observation, and/or participation in a type of work should be done before settling on it as a career and taking extensive training in it.</p> <p>Each employer may perceive the same job differently.</p> <p>Skills required vary from job to job and promotion is generally contingent upon achieving more than a minimal skill.</p>

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	<p>Create a performance scale for (1) how an average worker performs, (2) how an exceptional worker performs, (3) how an "about to be fired" worker performs.</p> <p>Role play and discuss the standards appearing on the performance scale.</p> <p>In a work-study situation, these rating scales could be used to judge the employer's performance. This could also be a "just pretend" situation where one used role playing.</p> <p>Discuss changes in the labor market due to technological advances. Refer to <i>D.O.T.</i> Second and Third Edition.</p> <p>Observe a worker on the job, and record what is seen and heard.</p> <p>Prepare lists of the advantages and disadvantages of your chosen occupations.</p> <p>Identify occupations requiring solitary work and those needing close team work.</p> <p>Create a bulletin board depicting skilled, semi-skilled, creative, and routine jobs.</p>	<p>It is wise to look for work after finding a job.</p> <p>People need to be prepared to work at various jobs to meet technological changes. Jobs change and people must be prepared to change with them.</p> <p>The person who can adjust to change and project his thinking to future needs will have great opportunities.</p> <p>Firsthand knowledge is often more accurate than hearsay.</p> <p>Each job will have some disadvantages as well as advantages.</p> <p>There are jobs available for those who prefer to work alone as well as for those who prefer to work with others.</p> <p>Some jobs allow for creativity while others need precision and repetitive behavior.</p>

Have each student identify a skill which could be developed as a means to an end. Example: Earning money for a college degree by being a waitress.

Work on developing a proficiency in that skill. As a proficiency is acquired, give a certificate or card stating this.

Evaluation: Develop a rating scale for proficiency in the skill.  
Example: A proficiency in ironing is achieved when a student can successfully: (1) press a woolen garment, (2) iron a starched white cotton long-sleeved shirt, (3) press a "wash and wear" blouse, (4) iron a linen tablecloth.

Follow-up: Have a five-year check to see how each student has used his skill.

A well-developed skill is like a jewel in your pocket. It not only is yours to enjoy, but it can also be used to bring cash income if and when needed.

The most valuable education is that which has a long range impact on one's life.

## 5. MAJOR CONCEPT: DUAL ROLE OF WOMEN

### GOALS

- IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.
- X: Acquaint students with the changing role of people-women in today's society as evidenced by their abilities to demonstrate time and energy conservation practices.
- XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>Dual Role of Women</p> <p>Changing Role of Women</p>	<p>Make a tape by reading "An Open Letter To A Not So Little Girl Growing Up," <i>Family Circle</i>, May 1966.</p> <p>Follow with a picture-lecture on the roles of women. Before class, put letters across top of bulletin board to say, "I Am Many Things To Many People," and across the bottom say, "For I Am A Woman." As you present the roles, add pictures, have students discuss the various roles.</p> <p>Study statistics on women at work using <i>American Women—Report on President's Commission on the Status of Women</i>, U.S. Government Printing Office, and <i>Handbook on Women Workers</i>, U.S. Department of Labor.</p> <p>Have students draw implications of these statistics.</p> <p>Survey students to determine the number with working mothers. Figure percent of working mothers per class.</p> <p>Have students write a paper, "I'm Glad My Mom Works . . ." or "I'm Glad My Mom Makes Our Home Her Career." Discuss.</p> <p>List advantages and disadvantages of women working outside their home.</p>	<p>On the following pages some facts which should help students understand why women need preparation for wage earning.</p> <p>One out of three workers in the United States is a woman.</p> <p>One out of three women of working age is now working.</p> <p>One out of two women who are employed is married.</p> <p>In one out of four families, both partners are employed.</p> <p>In one out of ten families, a woman is the sole support.</p> <p>A woman needs to be prepared to earn.</p> <p>At some time, it may be necessary for a homemaker to assume partial or full financial responsibility for her family.</p>



### Management Problems of Women Who Work

Have a round-table discussion by young women who work (part time or full time) yet maintain a home. (Try to have women who are just married; married several years, but childless; married with one child; married with several children; and a woman who is the sole support of her family.) Each presents her experiences.

Ask an older woman who has successfully combined marriage, raising a family, and a career to share her philosophy and management principles.

Question how her husband helped her to be successful in this dual role.

Demonstrate time and energy conservation practices in management of meals, care of home and clothing. Practice these in school and at home.

Evaluation: Students give prepared demonstrations on a time or energy conservation practice and explain to the class. Teacher and class evaluate their techniques.

Have a reading center and/or bulletin board for newspaper stories, autobiographies, magazine articles, etc., about women who work.

Do a comparison of a preprepared and made-at-home product.

Example: Compare flavor, appearance, taste, and appetite satisfaction of a TV frozen dinner and a homemade one containing the same food.

Compile a list of benefits that a career can provide for a woman.

Analyze extra expenses a homemaker might have if she works outside her home.

Management problems increase with the dual role of women.

It is possible to successfully combine a career and marriage.

The cooperation and understanding of one's spouse is necessary when one combines career and marriage.

Planning and organization are essential to good management practices.

Reading about successful women will provide models for students to emulate.

There are many prepared items on the food market to assist the working homemaker.

A careful analysis of the benefits of a career combined with homemaking will enable one to make a wise decision on whether or not to accept a job.

## 6. MAJOR CONCEPT: HOME ECONOMICS ORIENTED OCCUPATIONS

### GOALS

- II: Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.
- VII: Give students opportunities to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.
- IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.
- XI: Provide opportunities for students to identify, inspect, compare, and appraise the occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>Home Economics Oriented Occupations</p> <p>Clothing</p>	<p>Compile a list of jobs that use homemaking skills. Group them according to skill used to form occupational clusters.</p> <p>List occupational clusters that use sewing and clothing skills. Use <i>D.O.T.</i> to find job descriptions.</p> <p>Have students demonstrate care of clothing (hemming, sewing on buttons, spot removal, pressing).</p> <p>Have teacher demonstrations on alterations. Examples: shortening trousers, taking flare out of a skirt.</p> <p>Have a guest speaker on home sewing stress how one gets started, prices, advantages and disadvantages.</p>	<p>There are many opportunities for jobs which use homemaking skills.</p> <p>Women who work outside their home may need help in maintaining their wardrobe.</p> <p>A knowledge of how to do a job will make the work easier.</p> <p>Some women may prefer to earn money through work in their home.</p>



When one works in her home, she is more apt to be able to set her own time limitations.

#### Child Care

Evaluation: As an extended experience ask each girl to do three separate tasks on care of clothing. (Some girls may wish to alter a garment.)

Have students fill in "Work Experience Report Forms" after each extended experience (see Appendix L).

Have students tell of their experiences with child care. Survey number of families represented in class who use some type of child-care services.

Ask a person who works in a day care center, or a kindergarten teacher, to discuss some special needs of children cared for by persons other than their parents.

Visit a day care center.

Evaluation: Have students choose one aspect on which to write a paragraph showing that care given to the child's needs.

From *D.O.T.* get descriptions of jobs connected with hospitality services.

Check legal requirements concerning these services.

Take a field trip to a motel to see a room "make-up." Talk to the receptionist and head housekeeper as well as the manager.

Have students fill in Field Trip Report form (see Appendix K).

As an extended experience have students pretend that their bedroom and the family bathroom is a motel unit. Have them do a room "make-up." Write an evaluation.

With more women seeking employment outside the home, there is apt to be a greater need for day care centers for children.

If one understands the needs of small children, he can more readily appraise the type of care that is desirable.

Some occupations are regulated by state and federal laws.

Knowledge can be obtained through a variety of methods.

#### Hospitality Services

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
<p>Food Services</p> <p>a. Home</p> <p>b. Commercial</p>	<p>Have a person who does catering present her story to the class.</p> <p>Read job analysis in <i>D.O.T.</i> Compare to a real-life situation.</p> <p>Compile list of other ways one could use their culinary skill to earn money. Example: Home baking, jelly making.</p> <p>Role play the job of preparing, serving, and cleaning up an evening meal for a family of six.</p> <p>Discuss possibilities of this as a part-time job.</p> <p>Evaluation: As an extended experience, prepare, serve, and clean up an evening meal for your family. Analyze and evaluate your work.</p> <p>In teams, survey the local restaurants listing jobs available (see Appendix M).</p> <p>Use <i>D.O.T.</i> to get these job descriptions.</p> <p>Take a field trip to a restaurant. Talk to the manager, a waitress, a bus boy, etc., to learn of their particular job.</p> <p>Visit the school cafeteria in small groups to see the equipment in use.</p> <p>As a group, have lunch out. Evaluate service giving constructive ideas for bettering it.</p> <p>If possible, provide waitress service for a school or community function.</p>	<p>Catering can be a creative outlet for a woman who enjoys working with foods and people.</p> <p>Practice tends to improve one's skill.</p> <p>Jobs in commercial food service are many and varied.</p> <p>Firsthand information promotes an accurate picture of a given situation.</p> <p>Commercial food service requires knowledge of equipment that is different from that used in a home.</p> <p>Nothing takes the place of actual experience.</p>

### Companion to the Elderly

Show these films as a springboard for a discussion on the needs of the elderly: *Old Age, Part I. The Wasted Years; Old Age, Part II. Out of Sight, Out of Mind*. Available from Audiovisual Instruction, Division of Continuing Education, Coliseum 131, Corvallis, Oregon 97331.

Visit a retirement home or a nursing home to see facilities for care of the elderly.

Debate pros and cons of putting the elderly into nursing or retirement homes.

### Homemakers' Assistant

List the housekeeping jobs which could be performed by an outsider.

Students demonstrate how to do special jobs such as wash windows, polish a waxed floor, wash walls, etc.

As an extended experience, have students perform one or two special tasks at home and evaluate.

### Visiting Homemakers

To the tasks of the homemaker's assistant, add those which may need to be performed by an outsider if the mother is removed from the home through illness or death.

Secure a person who is employed as a visiting homemaker or a person from the county health and welfare department to present the opportunities and obligations of this job.

Evaluation: Give reasons why the visiting homemaker should be an older rather than high-school-age person.

The life expectancy of a person has increased. With increased life expectancy and fewer three-generation homes, it becomes necessary to prepare people to care for the elderly.

It is possible as people live longer, and with advances in the medical field, that we may need to reassess our retirement laws.

As women earn more money and spend more hours outside the home in employment and/or community services, there is a greater need for hired help in routine housekeeping tasks.

Knowing how to do a task correctly may make doing it easier.

Illness and/or death may make it necessary to secure help from someone other than family.

When one is ill, it is comforting to know that there is someone who is prepared and capable to take charge of one's home and family.

## APPENDIX A

### WORKING VOCABULARY FOR UNIT

The following words are ones for which students and their teachers will need a common meaning. Each occupation studied will have a vocabulary unique to it. Students should be encouraged to add these words to their lists.

advancement	interest (on loans)	optimum health	resources
attitude	interpersonal relationships	Oregon State Employment	resume
aptitude	interview	Service (OSSES)	retirement
application form	interviewee	orientation	retirement laws
apply	interviewer	overtime	salary
avocation	job	output	salary schedule
Bureau of Census	job cluster	payroll	salable skills
Bureau of Labor	job satisfaction	payroll deductions	self concept
bonds	labor union	personnel director	seniority
career	market	piecework	seniority rights
change	marketable	priority	skill
cooperation	marketable skill	professional	State Industrial
employee, employer	maturity	professional attitudes	Social Security
Dictionary of Occupational	Manpower Development and	projection	strikes
Titles (D.O.T.)	Training Act (MDTA)	psychological satisfaction	technical
Federal Insurance Contribu-	minimum age	Public Employee's Retirement	terminal
tion Act (FICA)	minimum wage	System (PERS)	time and a half
flexibility	negotiate	punctuality	training
finance	nutrients	qualifications	vocation
fringe benefits	nutrition	quality	vocational
gainful employment	occupation	quantity	wages
goals	occupational	realistic goals	want-ads
grooming	occupational cluster	references	withholding tax
influential	occupational training	reliability	work
integrity	on-the-job training	responsibility	worker

APPENDIX B

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

READING REPORTS

1. Name of reference: \_\_\_\_\_
2. Author and/or publisher: \_\_\_\_\_  
\_\_\_\_\_
3. Date of publication: \_\_\_\_\_ Pages read: \_\_\_\_\_

4. Give, in your own words, a summary of what you read:

5. What information will be useful to you and how will you use it?

	<u>Information</u>	<u>Use</u>
Now		
Later		

## APPENDIX C

### MY WAGE

I bargained with Life for a penny,  
And Life would pay no more,  
However I begged at evening  
When I counted my scanty score.  
For Life is a just employer  
He gives you what you ask  
But once you have set the wages  
Why you must bear the task.  
I worked for a menial's hire  
Only to learn, dismayed,  
That any wage I had asked of Life  
Life would have paid.

Jessie B. Rittenhouse

## APPENDIX D

### DISHES

Thank God for dirty dishes  
They have a tale to tell  
While other folks go hungry  
We're eating very well  
For hearth, and home, and happiness  
I shouldn't want or fuss  
For by this stack of evidence  
God's very good to us.

Author Unknown

## APPENDIX E

### BUILDING CATHEDRALS

Three men, all engaged at the same employment, were asked what they were doing. One said he was making five dollars a day. Another replied he was cutting stone. The third said he was building a cathedral. The difference was not in what they were actually doing, although the spirit of the third might quite possibly have made him the more expert at his task. They were all earning the same wage; they were all cutting stone, but only one held it in his mind that he was helping build a great edifice. Life meant more to him than to his mates because he saw further and more clearly.

The farmer may be only planting seeds, but if he opens his eyes, he is feeding the world. The railroad man, the factory hand, the clerk in the store, likewise are building their cathedrals. The investors of stocks and bonds, the executives of great corporations—they are building cathedrals also—if only they can catch the vision. The housewife does not count the dollars she receives for her exertions. If she did, her life would be unhappy indeed. The rest of us, the great figures of the industrial world are thinking too much about such things as cutting stone and making profits, fully to be realizing the beauty of life.

Omaha Bee



## APPENDIX F

### ATTITUDE REACTOR SHEET

**Directions:**

I will show you pictures depicting various jobs that might be done by a Homemaker's Assistant. Assume you are that person and that you have been asked by your employer to do that job. What is your first reaction?

Place that reaction in the first column to the right of the number which corresponds to the job. Then check other appropriate response(s).

	First reaction	Know how	Do not know how	Do willing and will enjoy	Do willing but won't enjoy	Would not do
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.

APPENDIX G

NAME \_\_\_\_\_

DATE \_\_\_\_\_

RESOURCE VISITORS REPORT

1. Name of person: \_\_\_\_\_

2. Title: \_\_\_\_\_

3. Position: \_\_\_\_\_

4. Summarize what was said:

5. What information learned from this speaker will be useful to you and how will you use it?

Information

Use

Now

Later

6. Would you like to pursue this topic in greater depth?

7. Any suggestions:

APPENDIX H

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

AUDIOVISUAL REPORT

1. Check information source:

- \_\_\_\_\_ film \_\_\_\_\_ radio program
- \_\_\_\_\_ filmstrip \_\_\_\_\_ tape
- \_\_\_\_\_ TV program \_\_\_\_\_ record
- \_\_\_\_\_ bulletin board \_\_\_\_\_ other
- \_\_\_\_\_ demonstration

2. Title of source: \_\_\_\_\_

Author or commentator: \_\_\_\_\_

3. Summarize the presentation in your own words:

4. What understandings did this presentation give to you:

5. What information will be useful to you and how will you use it? Use back of sheet if necessary.

	<u>Information</u>	<u>Use</u>
<u>Now</u>		
<u>Later</u>		

## APPENDIX I

### WHAT HAVE YOU GOT TO OFFER?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

- |   | Yes   | No    |     |
|---|-------|-------|-----|
| 1. Do you have a real willingness and desire to learn new skills and new ways of doing things?            | _____ | _____ | 1.  |
| 2. Are you neat in your personal appearance and work habits?  | _____ | _____ | 2.  |
| 3. Are you punctual?  | _____ | _____ | 3.  |
| 4. Can you apply yourself to a job without being easily bored or distracted?                              | _____ | _____ | 4.  |
| 5. Can you adapt to new and unexpected situations easily?   | _____ | _____ | 5.  |
| 6. Can you work under pressure, when necessary, without becoming nervous and upset?                       | _____ | _____ | 6.  |
| 7. Do you have confidence in your abilities?  | _____ | _____ | 7.  |
| 8. Are you emotionally stable, capable of taking things in your stride?                                   | _____ | _____ | 8.  |
| 9. Have you enough initiative to be able to work on your own?   | _____ | _____ | 9.  |
| 10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer? | _____ | _____ | 10. |
| 11. Do you have a sense of duty and responsibility?   | _____ | _____ | 11. |
| 12. Are you reliable? Can you be depended on to do a job satisfactorily?                                  | _____ | _____ | 12. |
| 13. Can you gain the friendship and respect of fellow workers?  | _____ | _____ | 13. |
| 14. Can you cooperate with fellow workers?  | _____ | _____ | 14. |
| 15. Can you cooperate with supervision and management?  | _____ | _____ | 15. |

- |     |   |       |       |     |
|-----|---|-------|-------|-----|
| 16. | Can you follow directions willingly and without argument because you respect authority? | _____ | _____ | 16. |
| 17. | Can you accept criticism without feeling hurt?  | _____ | _____ | 17. |
| 18. | Can you understand instructions and carry them out accurately?                          | _____ | _____ | 18. |
| 19. | Can you work without constant supervision?  | _____ | _____ | 19. |
| 20. | Do you ask questions about things you don't understand?                                 | _____ | _____ | 20. |
| 21. | Can you complete a job once you start it?   | _____ | _____ | 21. |
| 22. | Are you a pleasant person to work with?   | _____ | _____ | 22. |
| 23. | Are you friendly and congenial?   | _____ | _____ | 23. |



## APPENDIX J

### MATURITY—ARE YOU THERE?

Directions: This device can be used at the beginning of the RELATIONSHIPS unit and again as a follow-up at the end of the course.\* Check the appropriate column.

	Very Much	Quite A Lot	Little	None
<b>Physical Maturity:</b>				
1. How slowly are you growing?	_____	_____	_____	_____
2. How much can you do without undue tiring?	_____	_____	_____	_____
<b>Intellectual Maturity:</b>				
1. How many decisions do you make on your own?	_____	_____	_____	_____
2. How objective are you?	_____	_____	_____	_____
3. How responsible are you for your behavior and its consequences?	_____	_____	_____	_____
4. How well can you postpone judgments of others?	_____	_____	_____	_____
5. How often do you use a problem-solving approach?	_____	_____	_____	_____
<b>Emotional Maturity:</b>				
1. How well do you restrain your immediate impulses?	_____	_____	_____	_____
2. How well can you recognize and sort out your feelings?	_____	_____	_____	_____
3. How much do you express your emotions in constructive manners?	_____	_____	_____	_____
4. How much heavy emotional burden can you carry without breaking up?	_____	_____	_____	_____

Social Maturity:

1. How well can you accept others for what they are? \_\_\_\_\_
2. How well do you avoid labeling others? \_\_\_\_\_
3. How independent of your parents are you? \_\_\_\_\_
4. How easily can you meet new people? \_\_\_\_\_
5. How much do you enjoy being alone? \_\_\_\_\_
6. How much do you enjoy being with a group? \_\_\_\_\_
7. How well can you make and keep friends of both sexes? \_\_\_\_\_
8. How well can you work with others under a democratic system? \_\_\_\_\_
9. How well can you follow the rules and laws of a group? \_\_\_\_\_
10. How much do you contribute to the groups around you? \_\_\_\_\_

Philosophical Maturity:

1. How well do you know where you are headed? \_\_\_\_\_
2. How many long-term goals have you established? \_\_\_\_\_
3. How fast can you regain your balance after an emergency? \_\_\_\_\_
4. How well can you stay in limits by yourself? \_\_\_\_\_
5. How much do you worry about the being of another person? \_\_\_\_\_

\*NOTE: This checklist has been devised to use with Chapter 3, "How Mature Are You?" in *Family Living* by Evelyn Duvall, but may be used effectively with other teaching aids and references.

APPENDIX K

NAME \_\_\_\_\_

DATE \_\_\_\_\_

FIELD TRIP REPORT

Fill in numbers 1 to 6 before trip. Others afterwards.

1. Place to be visited: \_\_\_\_\_
2. Time: \_\_\_\_\_
3. Purposes of trip are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The people I plan to meet are:

5. The things I hope to see are:

6. The questions I want to have answered are:

7. Summarize the trip.

8. The most worthwhile feature of the trip to me was:

9. Suggestions for improving future field trips:

**APPENDIX L**  
**WORK EXPERIENCE REPORT**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**44** The job I did was: \_\_\_\_\_

**CT** It included the following tasks:

I feel I did well on:

I'd need to learn the following before I'd feel proficient enough to sell my services:

57  
57

I would enjoy developing the ability to do this job:



## APPENDIX M

### Business Survey Wage Earning Occupations in Home Economics

- INTERVIEWER: \_\_\_\_\_
1. Name of firm or business \_\_\_\_\_ Date \_\_\_\_\_
  2. Address \_\_\_\_\_ County \_\_\_\_\_
  3. Main function of firm or business \_\_\_\_\_
  4. Person interviewed \_\_\_\_\_ Position \_\_\_\_\_
  5. Average number of employees: Male \_\_\_\_\_ Female \_\_\_\_\_
  6. Maximum number of employees during past year: \_\_\_\_\_
  7. Number present employees who have been with your company less than one year. \_\_\_\_\_
  8. Approximately what percentage of your employees do you require high school graduation as a minimum qualification? \_\_\_\_\_

9. What are the age requirements for employment in your company? Minimum: \_\_\_\_\_ Maximum: \_\_\_\_\_

10. In general, how are your employees trained or prepared for their current positions?

On-the-job training \_\_\_\_\_ By other firms \_\_\_\_\_  
Vocational programs \_\_\_\_\_ Other methods \_\_\_\_\_

11. If the need arises, would representatives from your firm or business serve on committees with school officials to advise the planning and operating of programs for wage earning occupations in home economics.

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

12. Would your firm or business accept students under a cooperative plan to provide occupational experience in preparation for employment?

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

13. Would you hire high school students who had completed a training program in food service sponsored by the public schools if you need employees?

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

Would you prefer to train them yourself?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Occupations	Current Number of Persons Employed in This Occupation	Number of Persons Likely to be Employed in This Occupation in Five Years	Desired Educational Background for Occupation
Waitress	_____	_____	_____
Waiters	_____	_____	_____
Cook	_____	_____	_____
Hostess	_____	_____	_____
Cashier	_____	_____	_____
Chef	_____	_____	_____
Manager	_____	_____	_____
Caterer	_____	_____	_____
Dishwasher	_____	_____	_____
Other	_____	_____	_____

Used by Joyce Terrass, Teacher Educator, Purdue University.  
 Taken from an audio-tutorial kit *To Help Teachers Identify Essential Steps In Planning for Occupational Programs in Home Economics*, University of Washington.