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ABSTRACT

This guide resulted from the Career Education Workshop conducted at District One Technical Institute, Eau Claire, Wisconsin in June 1972. It is intended to introduce the essential elements and concepts of career education and the world of work into post-secondary and adult education curriculums. The model guide, to be tested during the 1972-73 academic year, is flexible enough to be applicable to all of the programs offered at the District One Technical Institute and may also be used after evaluation in other post-secondary institutions. The eight elements and 16 concepts of career education are graphically presented in the model guide by charts and text. The section on activities related to the concepts could be used as a sample workbook. Included in the guide is a bibliography of resource materials on general vocational guidance and also on specific occupations. Other data from the workshop appear in the appendix. (MF)

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A GUIDE TO  
CAREER  
EDUCATION

VT016757



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**District 1  
Technical Institute -  
Eau Claire**

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Summer, 1972

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# FORWARD

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Even though acknowledgement and impetus for the basic concept of Career Education currently emanates from the uppermost levels of Government, such as the President of the United States and the United States Office of Education, the actual implementation necessarily must emerge or "bubble-up" from the inherently complex and intricate "body politic" that exists at the local and state levels. In this case "body politic" refers not only to governing institutions at all levels, but also the home, community, educational and industrial based areas as well.

Thus, Career Education will be defined and it will be described by countless people at each level throughout the entire nation; and, regardless of the reference points or foci from which they start, it will hopefully lead to a product and/or process readily and easily incorporated by the vast numbers of the "body politic" which go to make up the entire spectrum of humanity.

Perhaps a definition such as the following will elicit the proper responses toward Career Education's implementation in our own educational institutions; indeed, the themes of change and direction implicit in Career Education now afford us the opportunity to explore

more fully the broad picture and all of its implications and ramifications in terms of the anxieties, frustrations, concerns and hopes experienced by each person cognizant of the potential benefit that can be found in Career Education.

CAREER EDUCATION is a continuous and sequential series of learning experiences through which each person, potentially acquires certain competencies, permitting him the flexibility to fulfill the personal desires and needs he seeks in an occupation, a calling, employment or pursuit. "As each person acquires these learning experiences in the Career Education plan of action they should be relevant and meaningful as well as interesting in keeping with his needs, background and maturational level." (Dr. Micheels). Subsequently, within this ongoing process, Career Education should permeate the entire spectrum of our educational institutions, whether they be home, school, community or industry-based institutions. This consequently, requires a continuous evaluation or assessment of each person's needs, permitting flexibility for their skills, talents, successes and achievements to remain socially acceptable.

Let us now begin this adventure into the "realm" of Career Education without further hesitation; all can contribute, and, with each contributing his own experiences gathered and nurtured in the world of work, untold benefit will hopefully be reaped by all people, at any time and at any place throughout each person's lifetime.

## INTRODUCTION TO GUIDE

The intent of this Guide is to introduce to the interested user the essential elements and concepts which, when applied, help to establish and reinforce the student's awareness of himself and the world of work. It includes numerous, suggested, learning factors of topics, along with subsequent sample activities and resources with focus on the implementing and placing of Career Education into its proper perspective throughout the post-secondary study and training levels.

This particular Guide, along with the Career Training Opportunities Handbook are the results of the Career Education workshop conducted at District One Technical Institute in Eau Claire from June 12 to June 30, 1972. The intent of the workshop, according to the participants, (listed in the Appendix) was to assist in enhancing post High School and Adult Curriculum with the concept -- Career Education. A definite, workable framework or structure has been created by the workshop participants. To aid in better explaining the Guide, a simplified, graphic model has been developed which lends credence to the Guide's format (see Figure One). It is one which can be tested during the 1972 - 73 academic year. The

Guide is flexible enough to permit applicability in all of the programs offered at the District One Technical Institute, Eau Claire. It is hoped that the tentative product can be usable in other post-secondary institutions after it has been properly tested, evaluated and revised.

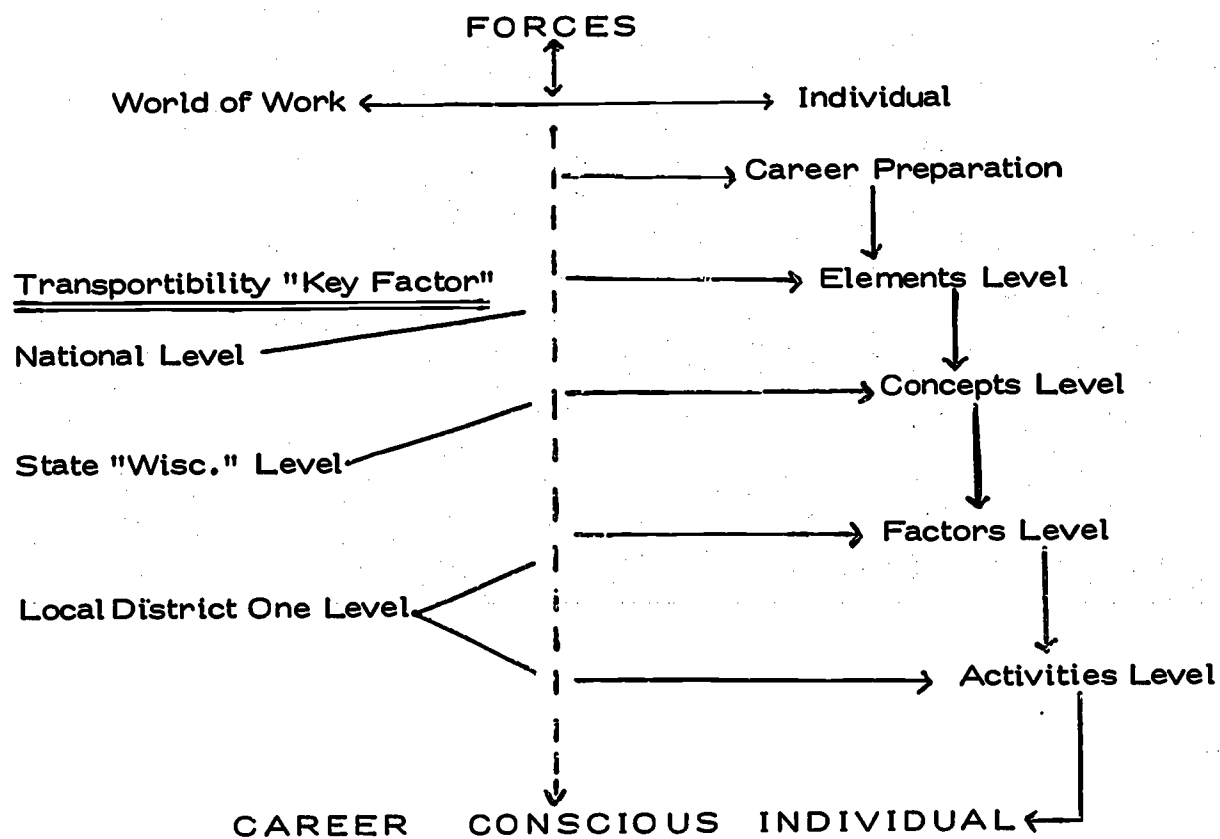


Figure #1.

The above is a graphic representation of the basic format of the Guide, and the relationship between these various levels which illustrate the forces acting upon the potential career conscious individual.



Included in this Guide are useful and practical definitions necessary to explain the model Guide developed. Reference at this point should be made to the inclusion of the Ohio State's matrix of the eight elements previously evolved from people in the United States Office of Education. Also, it should be mentioned that the 16 concepts were created and finally incorporated into the Wisconsin Career Development Guide in December, 1971. The following are three succinct, specifically defined terms elicited from the workshop participants and also utilized in the Guide:

1. Career Education: Enables individuals to become usefully employed in the world of work in a field which is both psychologically satisfying and need fulfilling throughout life.
2. Elements: Career Education is divided into eight main ideas called elements. Each element is a component part of the whole of Career Education which stresses its distinguishable parts.
3. Concepts: Elements are broken down into sixteen concepts. The concepts are major ideas, thoughts or notions identified as essential to the career development process.

Keeping these apt phrases in mind will help the user follow the basic format of the Guide as it is graphically presented via charts, matrices, pictures and written presentations. It was kept to a minimum of complexity to further enhance its usability and pragmatic approach towards implementing Career Education.

Guide users should feel free to write their comments and suggestions in the Guide on any of the pages as they proceed through its several graphically labeled sections. The utility and benefit of the Guide, in this case, is only limited by the limitations of each person's mind.

The Activities Section, in particular, could be visualized as the "workbook" section. Users should utilize the sample activities as examples only. Obviously these sample activities are such that more specific examples written in by the user, as the element or concept is used in the classroom, will contribute to the Guide's success in evaluating, testing and revising it in future workshops.

ELEMENTS

WORLD OF WORK

CONCEPTS



## WORLD OF WORK

The United States Office of Education has put forth fifteen occupational clusters (see Appendix) as another method of pictorially explaining the countless number of jobs presently existing in the United States. What are occupational career clusters? They are a way to organize occupations and educational programs to assist students and others in making a decision in career planning. Most of the occupations, jobs and/or educational programs that students can enter could be placed into one of the fifteen.

The basic "contents" of each particular cluster tend to lean towards a similar pattern of interests, abilities and competencies. The cluster approach, then, tentatively suggests the possibilities for basic categorization of these countless number of jobs. In the future this particular model will lend other guides' ideas, concepts and elements, an organizational framework, permitting them transportability throughout the nation.

Directly related to the cluster approach (see Appendix and Figure One) is the following matrix, Figure Two. This is yet another way of illustrating the relationship between the United States Office of Education elements (see Figure Three) and the Wisconsin State Career Development Guide's sixteen concepts as suggested by the Technical Institute Summer Workshop participants.

SELF AWARENESS

CAREER AWARENESS

EDUCATIONAL AWARENESS

1. Understanding and acceptance of self.	1.	X		
2. Dignity and worth of individual.	2.	X		X
3. Occupations exist for a purpose.	3.		X	X
4. Occupations may be classified in different ways.	4.		X	X
5. Work means different things to different people.	5.	X	X	
6. Education and work are interrelated.	6.			X
7. Individual differences (interests, abilities, attitudes, and values).	7.	X		X
8. Occupational supply and demand affects career planning.	8.		X	X
9. Job specialization creates interdependency.	9.		X	
10. Environment and individual potential interact.	10.	X	X	X
11. Occupations and life styles are interrelated.	11.	X	X	
12. Individuals can perform adequately in many occupations.	12.	X	X	X
13. Career development requires a series of choices.	13.	X	X	X
14. Work is influenced by various groups and institutions.	14.	X	X	X
15. Individual responsibility for planning	15.	X	X	X
16. Job characteristics and individuals must be flexible.	16.	X	X	X

ELEMENTS - 0

E L E M E N T S

	SELF AWARENESS	CAREER AWARENESS	EDUCATION AWARENESS	ECONOMIC AWARENESS	APPRECIATION ATTITUDES	SKILLS & BEGINNING COMPETENCIES	DECISION MAKING	EMPLOYABILITY
1.	X			X	X		X	X
2.	X		X		X		X	
3.		X	X	X				
4.		X	X			X		X
5.	X	X		X	X	X		X
6.			X	X	X	X	X	X
7.	X		X		X	X	X	X
8.		X	X	X			X	X
9.		X			X	X		X
10.	X	X	X			X	X	
11.	X	X		X	X	X	X	
12.	X	X	X	X	X	X	X	X
13.	X	X	X	X	X	X	X	X
14.	X	X	X	X		X	X	X
15.	X	X	X		X	X	X	X
16.	X	X	X	X	X	X	X	X

ELEMENTS - CONCEPTS - RELATIONSHIP -- FIGURE TWO

12A

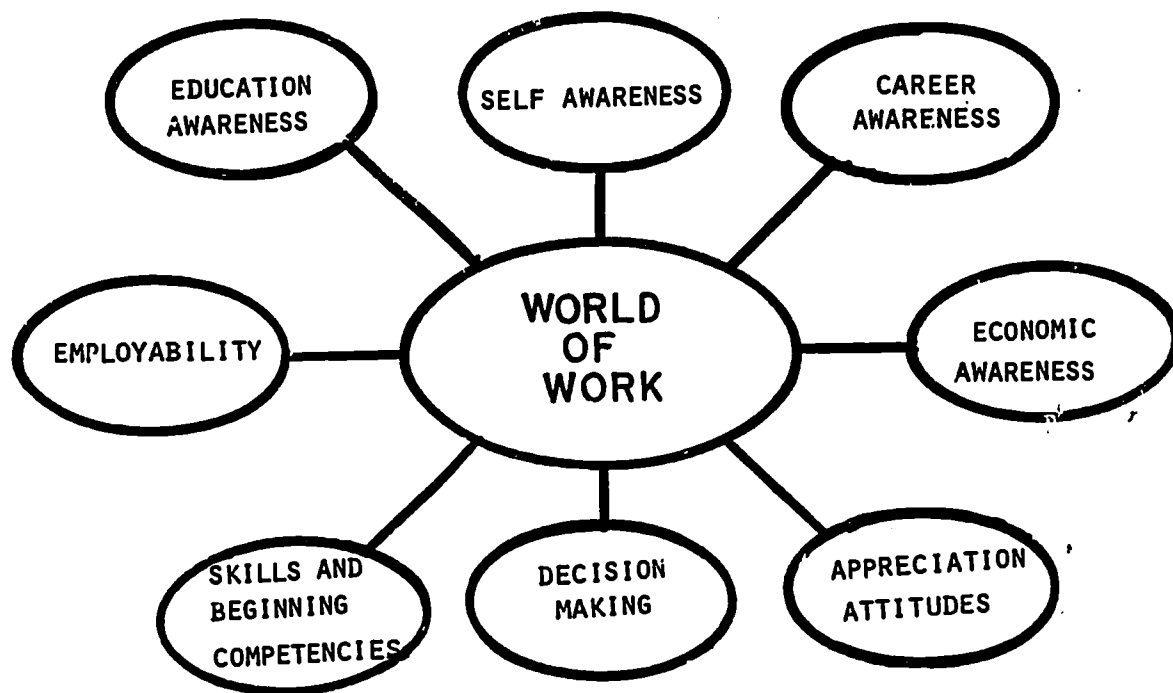


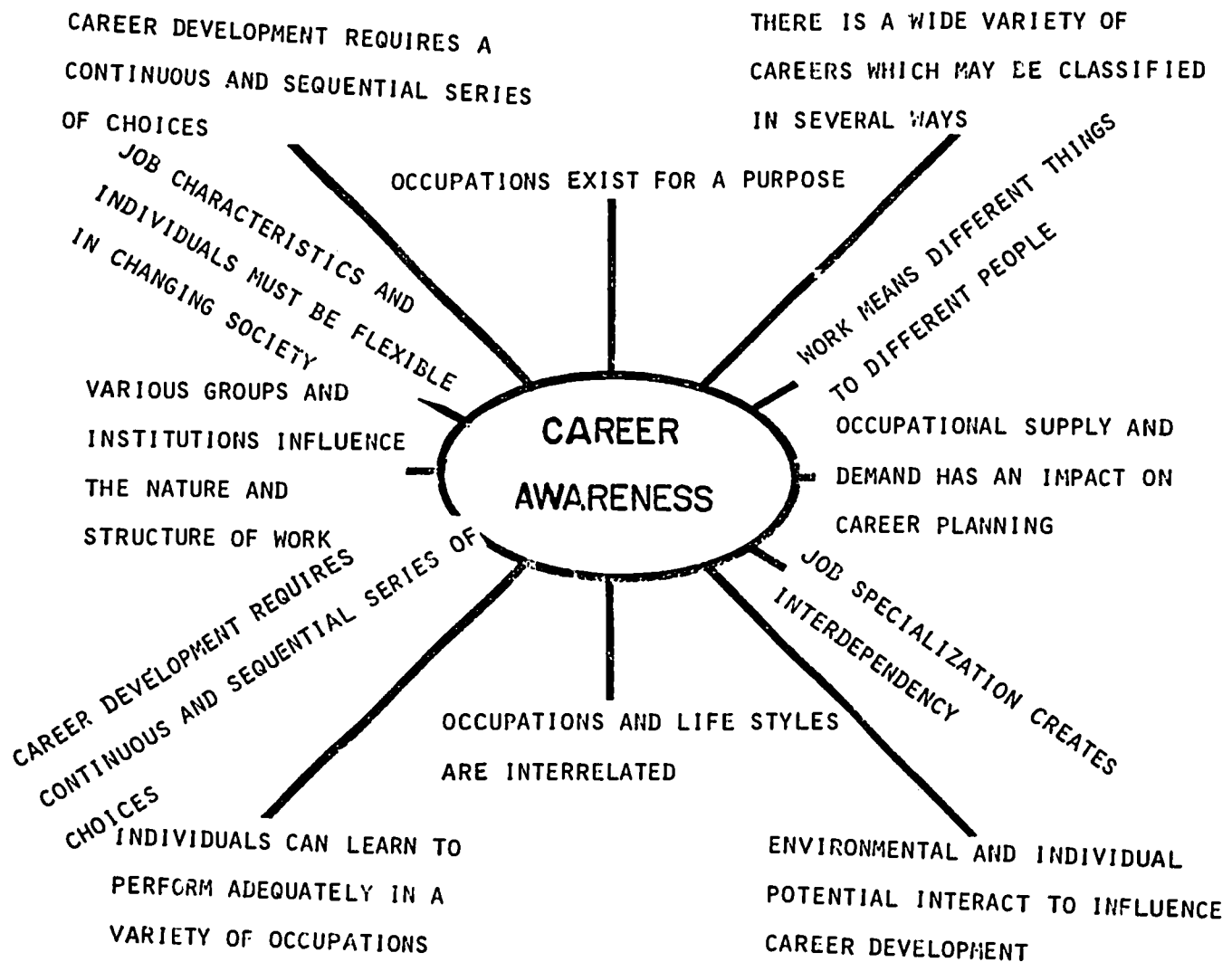
FIGURE 3. THE ELEMENTS IN THE WORLD OF WORK

### CAREER AWARENESS\*

The individuals entering school possess some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances, associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding of careers, career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individuals selection of an appropriate role or roles within the world of work.

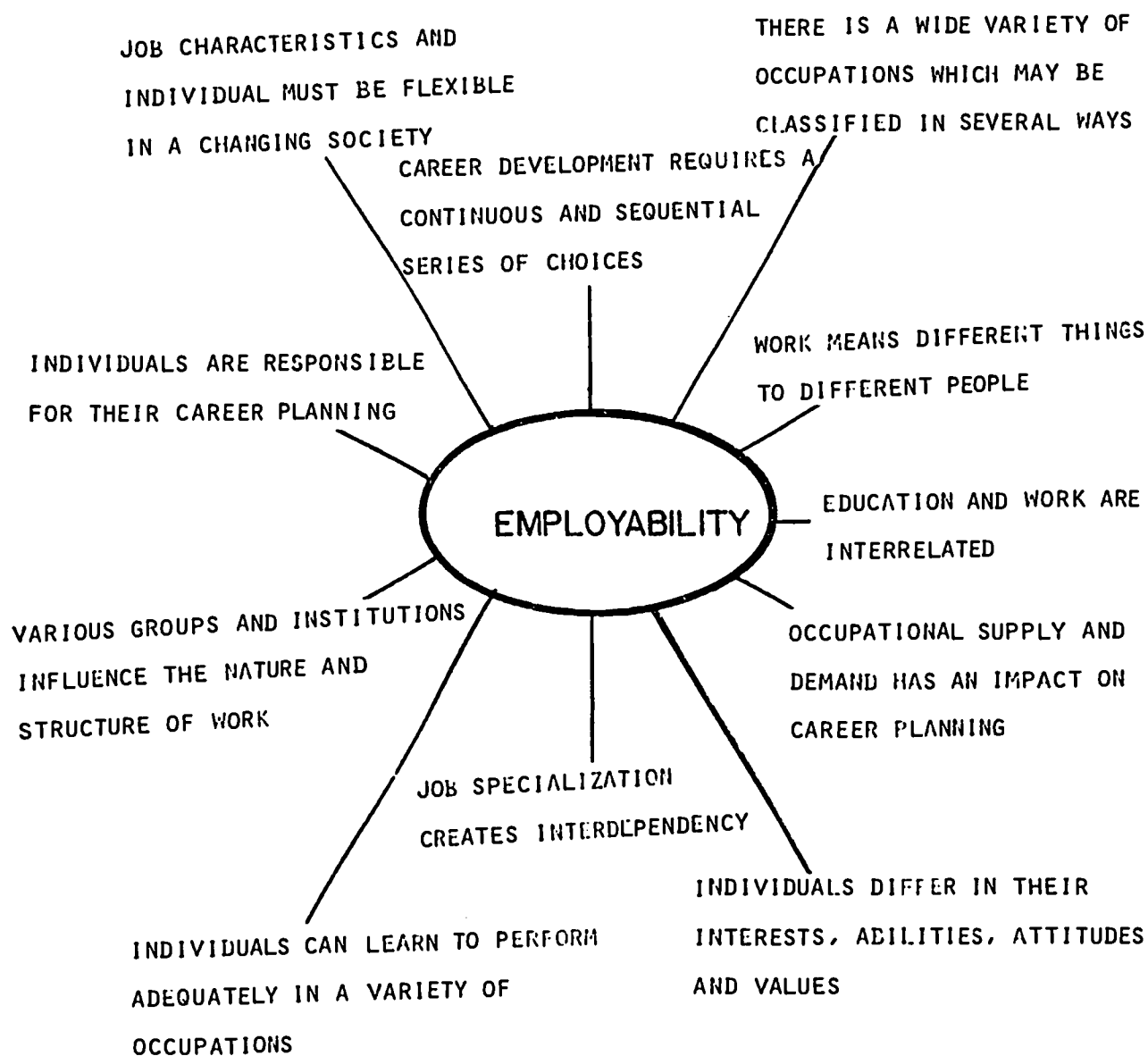
\*The written definition and those which follow are from the CCEM Matrix Model, Ohio State University.





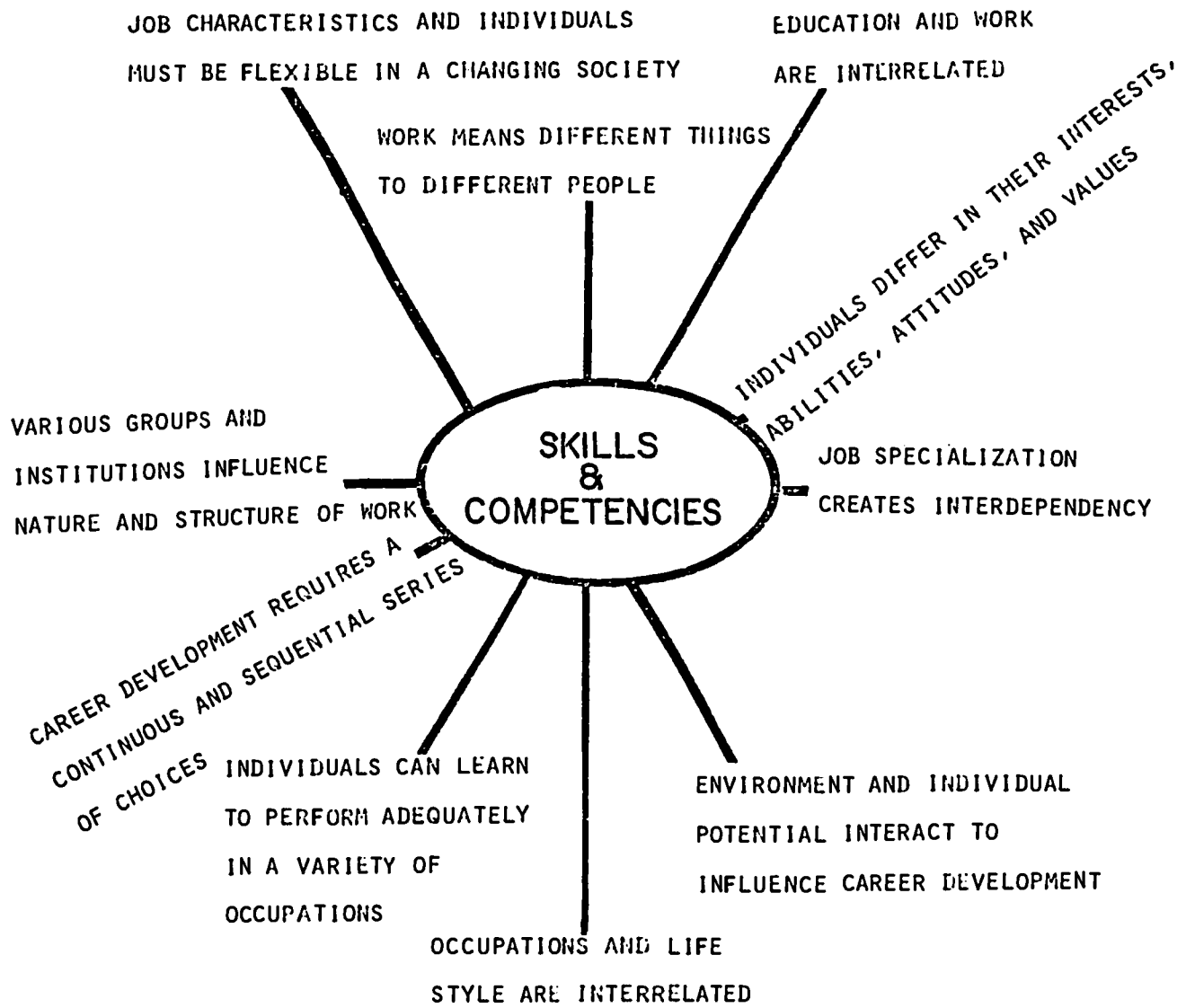
### EMPLOYABILITY SKILLS

Employability skills are those elements of career education which have to do with searching for, locating, and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation and other social relation awareneses and skills.



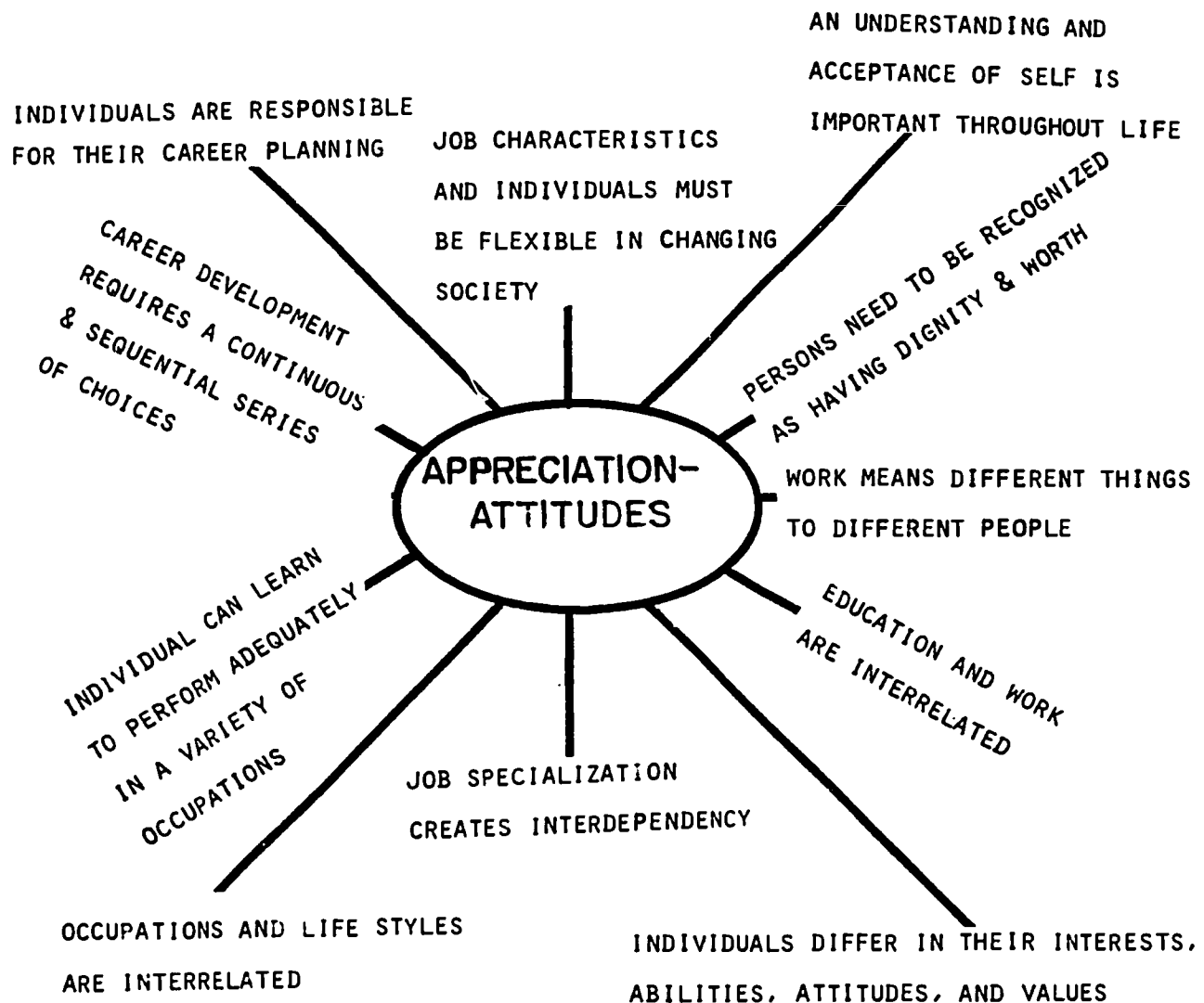
### SKILL AWARENESS

The entering student is aware that some skills are required for engaging in occupations, and he may have some beginning skill competence. He is able to participate in some tool and process applications. Tool skills are defined very broadly to include all of the ways in which man extends his behaviors. He extends his ideas by means such as language skills, drawings, drafts, performance. He extends his ideas over time and space by the use of written communication, telephone, paintings, photography, and by building devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by creating or imitating individual or group sequences for completing tasks. The career education program and its support systems will provide opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, economic understanding.



### APPRECIATIONS-ATTITUDES

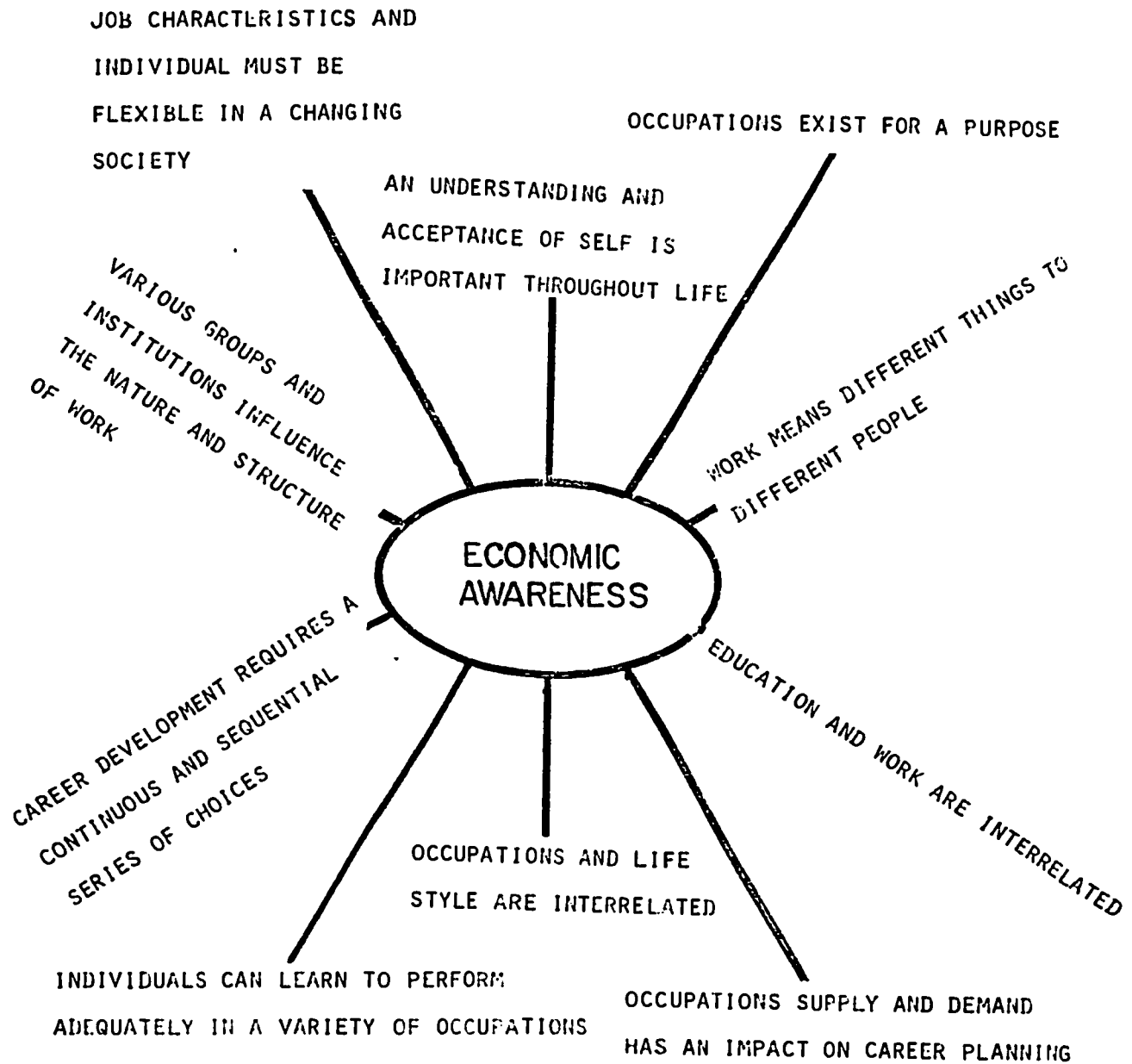
The element Appreciations, Attitudes was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with appreciations for his own role and the roles of others.



### ECONOMIC AWARENESS

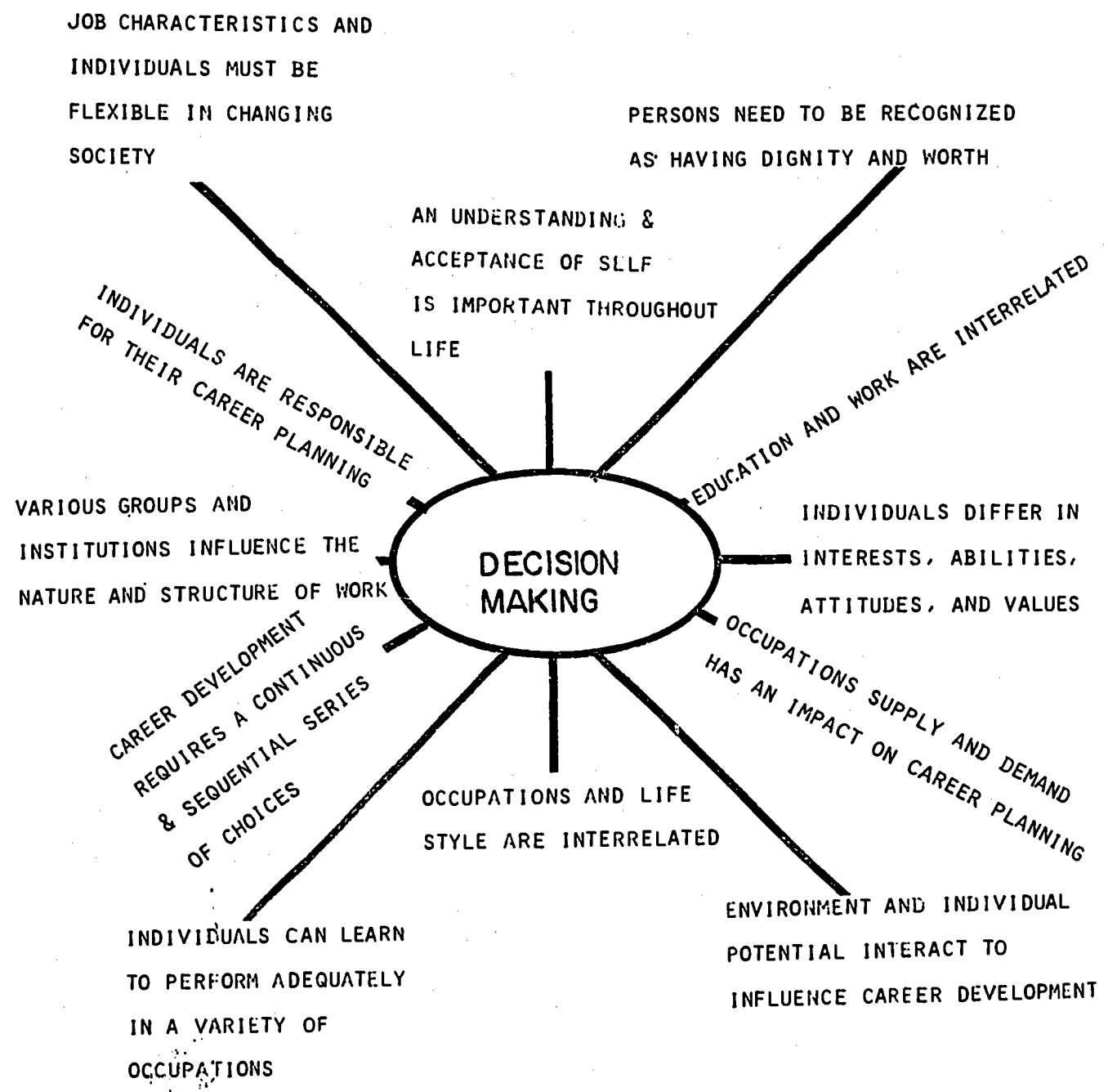
The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, we wish to facilitate the students' thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to "read" the economic environment and solve personal and social economic problems.





### DECISION-MAKING SKILLS

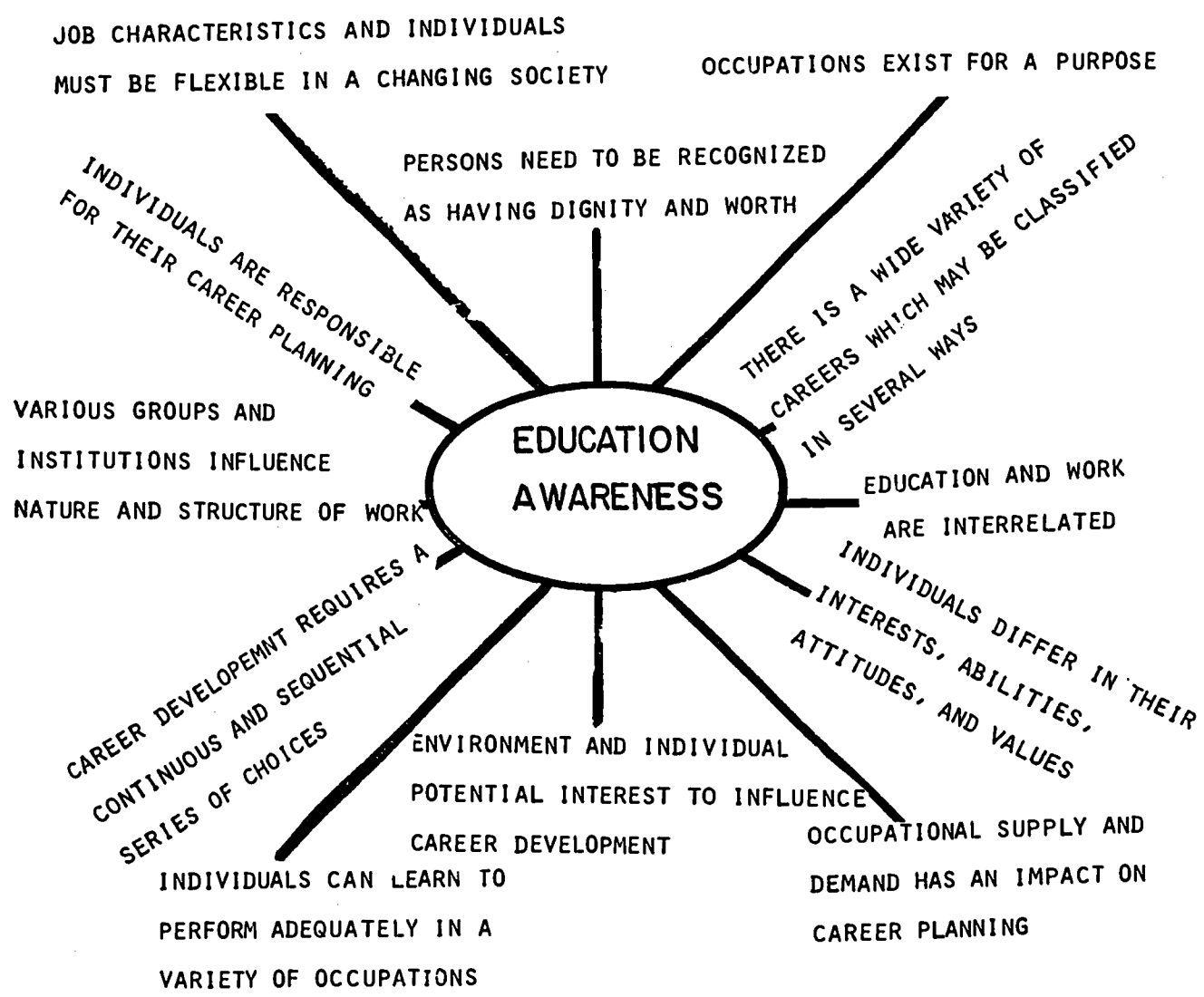
The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skill and experience in the rational processes of decision-making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions made during his involvement in the Comprehensive Career Education Program will progress from very tentative and flexible career decisions to decisions which are increasingly irreversible or reversible only at some cost of time, effort or money. He should reach a decision which represents a careers direction-setting by grade ten, or early enough to provide for the development of entry level skill in a career plan prior to school exit. Career decisions are defined as a careers direction-setting, the product of a rational process, a plan for immediate, intermediate, and long term career development.



### EDUCATIONAL AWARENESS

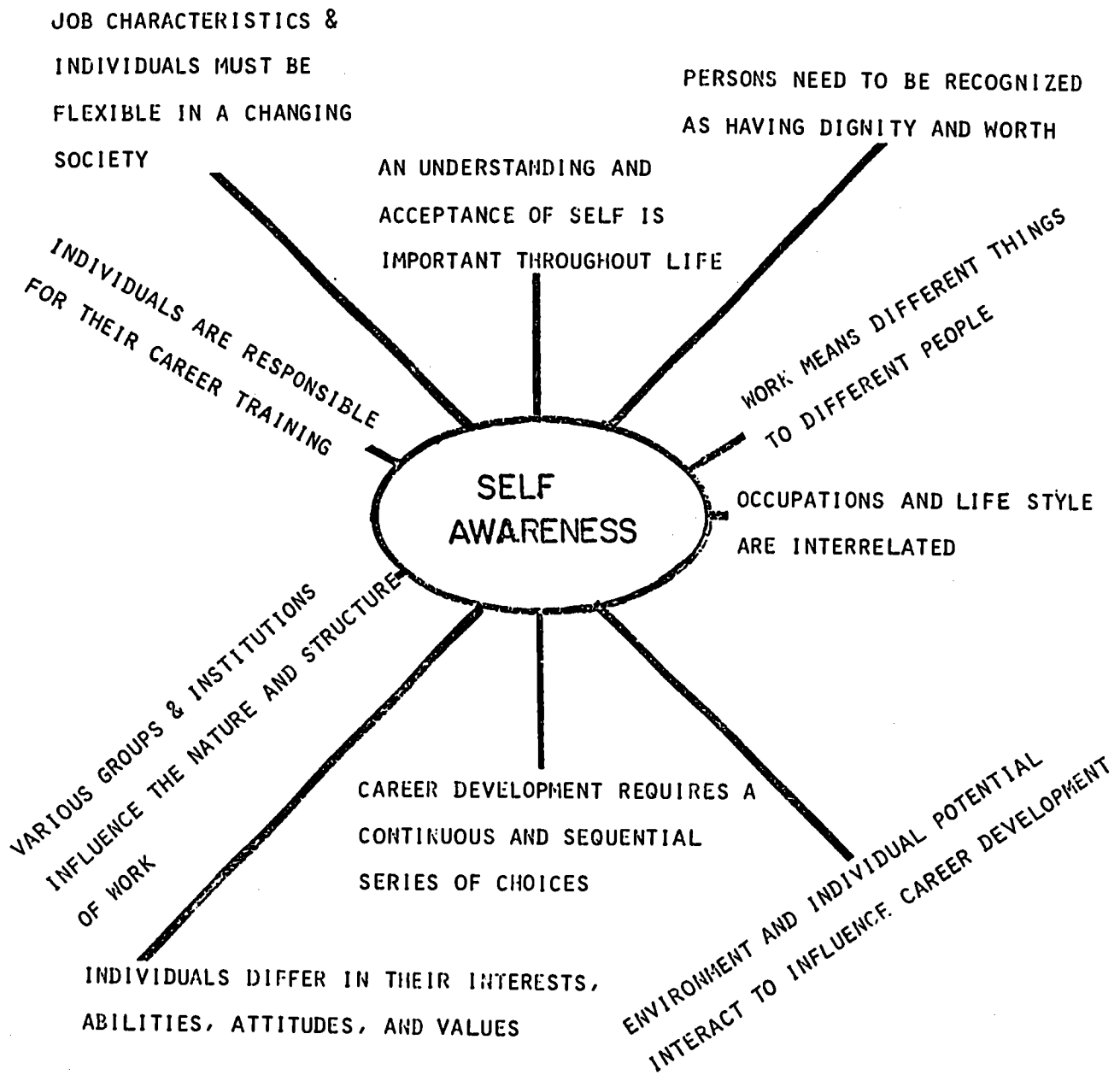
The entering student has some awareness of the relationship between education and training, whether formal or experienced-based, and the life roles assumed by himself and others. From this basic educational awareness, the student will continue to develop and refine a thorough understanding of the part education and training plays in relation to the "real" and "now" world and the changing world in which he will assume a more complete productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship between education and training and life roles, the knowledge of himself as a participant in education and training, his learning style, pace, capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

If it is agreed that career education is a developmental process which goes hand-in-hand with the growth and development of the individual and that these eight elements adequately define the structure of career education, then comprehensive career education can be designed so that each of these elements will be further developed as the child progresses through each maturation level. Maturation and a broadened experience base provide a foundation for developing new insights, understandings and higher level skills as the child progresses through the program.

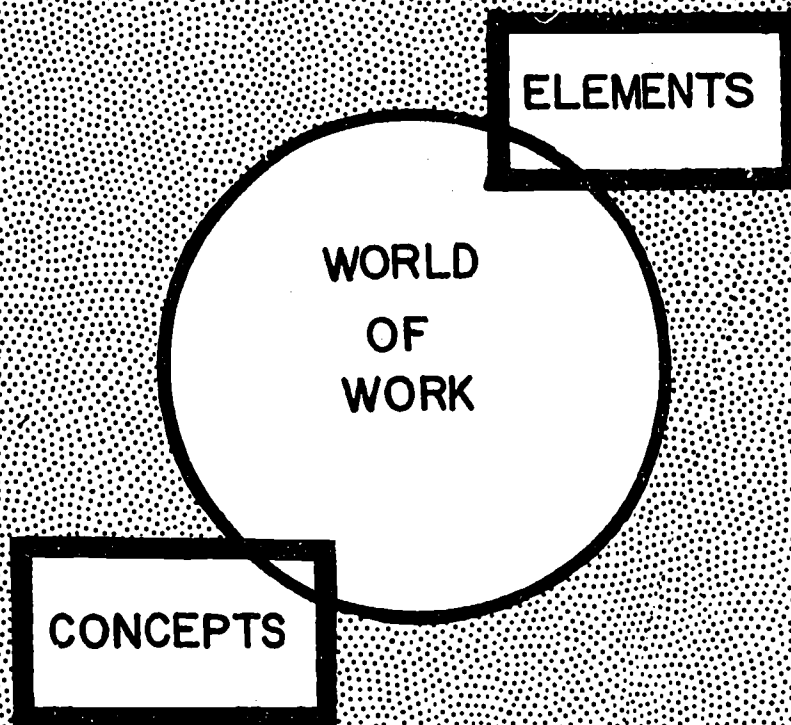


### SELF AWARENESS

The entering student also has some knowledge and attitudes toward himself, what kind of a person he is, and what he hopes to become. This can be titled as self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential, process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.



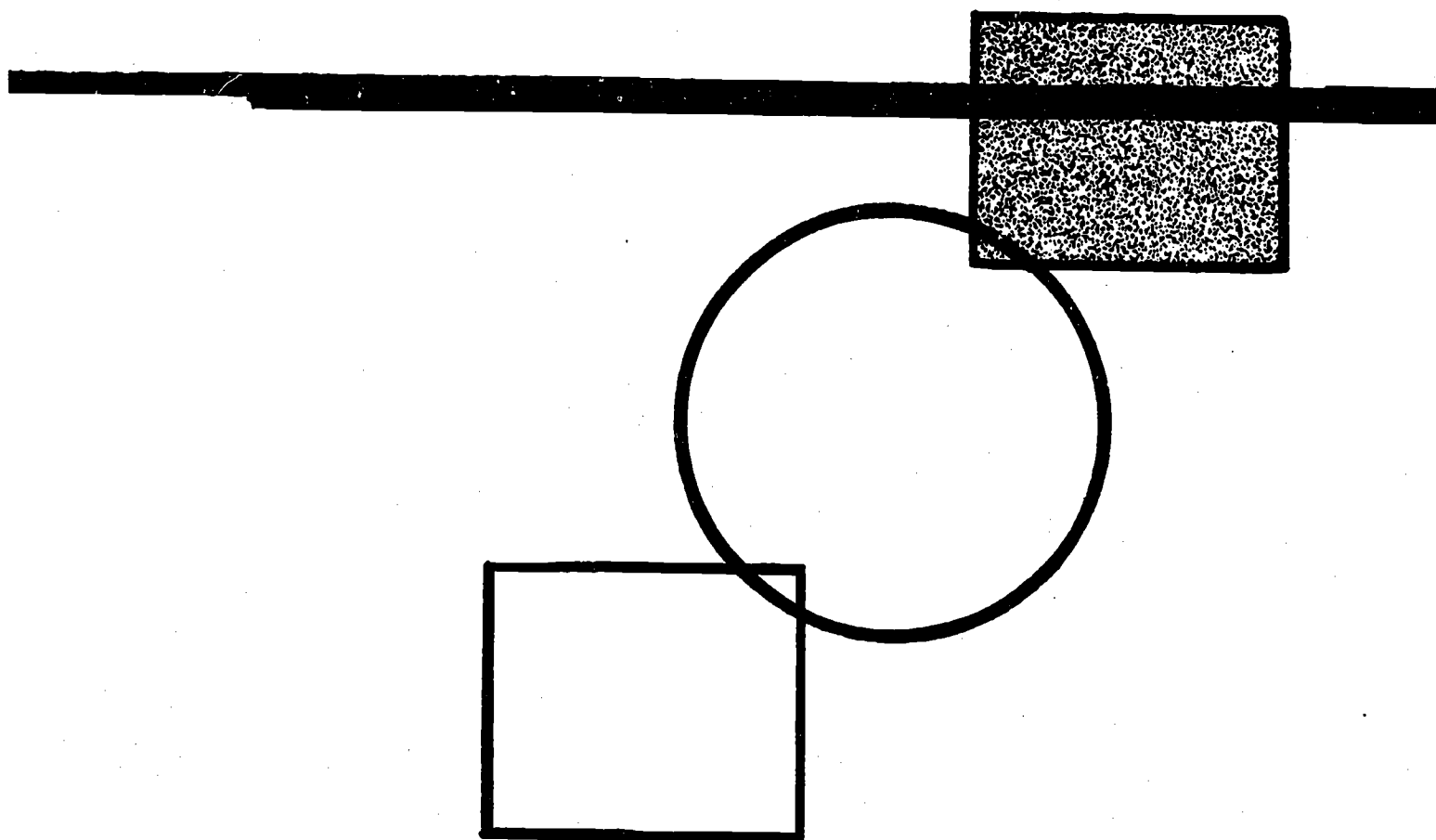
**CAREER EDUCATION**



**DESCRIPTION OF THE ELEMENTS AND  
THEIR RELATIONSHIP TO CONCEPTS**

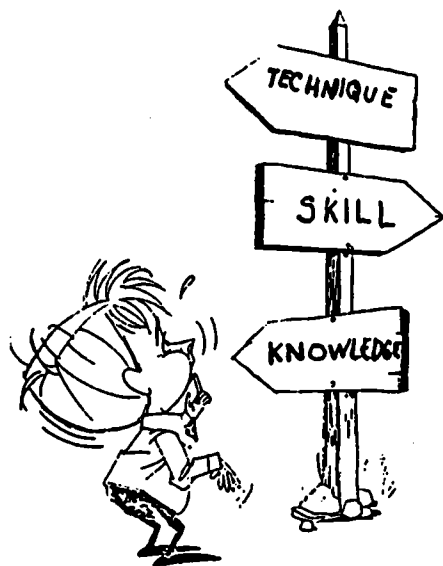


# ELEMENTS



# EMPLOYABILITY

TECHNIQUES AND KNOWLEDGE  
NECESSARY FOR  
CAREER PLACEMENT



## CAREER ELEMENTS

SELF IS IMPORTANT

CAREER CLASSIFICATION

MEANING OF WORK

EDUCATION AND WORK

INTEREST---ABILITIES---ATTITUDES

SUPPLY AND DEMAND

INTERDEPENDENCY

VARIETY OF OCCUPATIONS

CONTINUOUS CHOICES

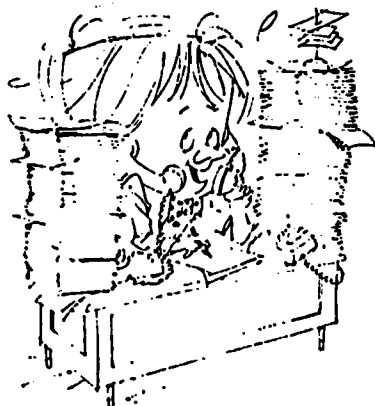
INFLUENCING GROUPS

PLANNING RESPONSIBILITY

FLEXIBILITY

# SKILLS AND COMPETENCIES

DEVELOP APTITUDES AND  
ABILITIES FOR PERFORMING  
JOB RELATED TASKS.



**CAREER ELEMENT**

MEANING OF WORK

EDUCATION AND WORK

INTEREST--ABILITIES--ATTITUDES

INTERDEPENDENCY

ENVIRONMENT AND POTENTIAL

OCCUPATIONS AND LIFE STYLES

VARIETY OF PERFORMANCE

SERIES OF CHOICES

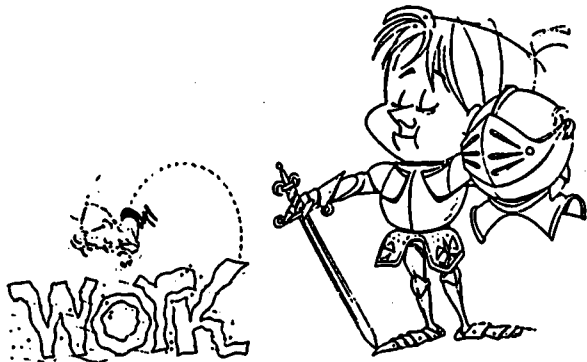
INFLUENCES ON WORK

RESPONSIBILITY FOR PLAN

FLEXIBILITY

# APPRECIATION ATTITUDES

FEELING TOWARD SELF AND  
OTHERS IN RESPECT TO  
SOCIETY AND ECONOMICS.



**CAREER ELEMENT**

SELF IS IMPORTANT

PERSON'S DIGNITY AND WORTH

MEANING OF WORK

EDUCATION AND WORK

INTEREST--ABILITIES--ATTITUDES

JOB INTERDEPENDENCY

OCCUPATIONS AND LIFE STYLES

VARIETY OF PERFORMANCES

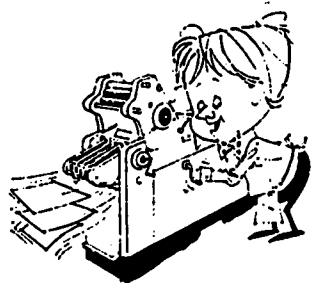
CONTINUOUS AND SEQUENTIAL

RESPONSIBILITY FOR PLANNING

FLEXIBILITY

## ECONOMIC AWARENESS

PERCEIVES PROCESSES IN  
PRODUCTION, MARKETING AND  
CONSUMPTION.



### CAREER ELEMENT

SELF IS IMPORTANT

PURPOSE OF OCCUPATIONS

MEANING OF WORK

EDUCATION AND WORK

SUPPLY AND DEMAND

OCCUPATIONS AND LIFE STYLES

VARIETY OF PERFORMANCES

CONTINUOUS AND SEQUENTIAL

INFLUENCES ON WORK

FLEXIBILITY

# CAREER AWARENESS

KNOWLEDGE OF THE TOTAL  
SPECTRUM OF CAREERS WITHIN  
THE INDIVIDUAL'S CHOSEN  
FIELD.



## CAREER ELEMENT

PURPOSE OF OCCUPATIONS

JOB CLASSIFICATIONS

MEANING OF WORK

SUPPLY AND DEMAND

JOB INTERDEPENDENCY

ENVIRONMENT AND POTENTIAL

OCCUPATIONS AND LIFE STYLES

VARIETY OF PERFORMANCES

CONTINUOUS AND SEQUENTIAL

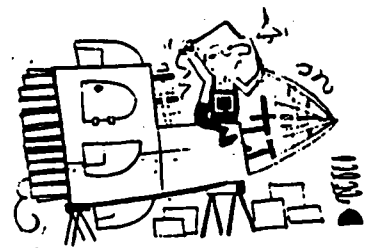
INFLUENCES ON WORK

RESPONSIBILITY FOR PLANNING

FLEXIBILITY

# DECISION- MAKING SKILLS

ABILITY TO ANALYZE SEVERAL  
ALTERNATIVES IN ORDER TO  
MAKE A DECISION.



## CAREER ELEMENT

- SELF IS IMPORTANT
- PERSON'S DIGNITY AND WORTH
- JOB CLASSIFICATIONS
- EDUCATION AND WORK
- INTERESTS--ABILITIES--ATTITUDES
- SUPPLY AND DEMAND
- ENVIRONMENT AND POTENTIAL
- OCCUPATIONS AND LIFE STYLE
- VARIETY OF PERFORMANCES
- CONTINUOUS AND SEQUENTIAL
- INFLUENCES ON WORK
- RESPONSIBILITY FOR PLANNING
- FLEXIBILITY

## EDUCATION AWARENESS

PERCEIVES RELATIONSHIP  
BETWEEN KNOWLEDGE AND  
LIFE ROLES



## CAREER ELEMENT

PERSON'S DIGNITY AND WORTH

PURPOSE OF OCCUPATIONS

JOB CLASSIFICATIONS

EDUCATION AND WORK

INTERESTS--ABILITIES--ATTITUDES

SUPPLY AND DEMAND

ENVIRONMENT AND POTENTIAL

VARIETY OF PERFORMANCES

CONTINUOUS AND SEQUENTIAL

INFLUENCES ON WORK

RESPONSIBILITY FOR PLANNING

FLEXIBILITY



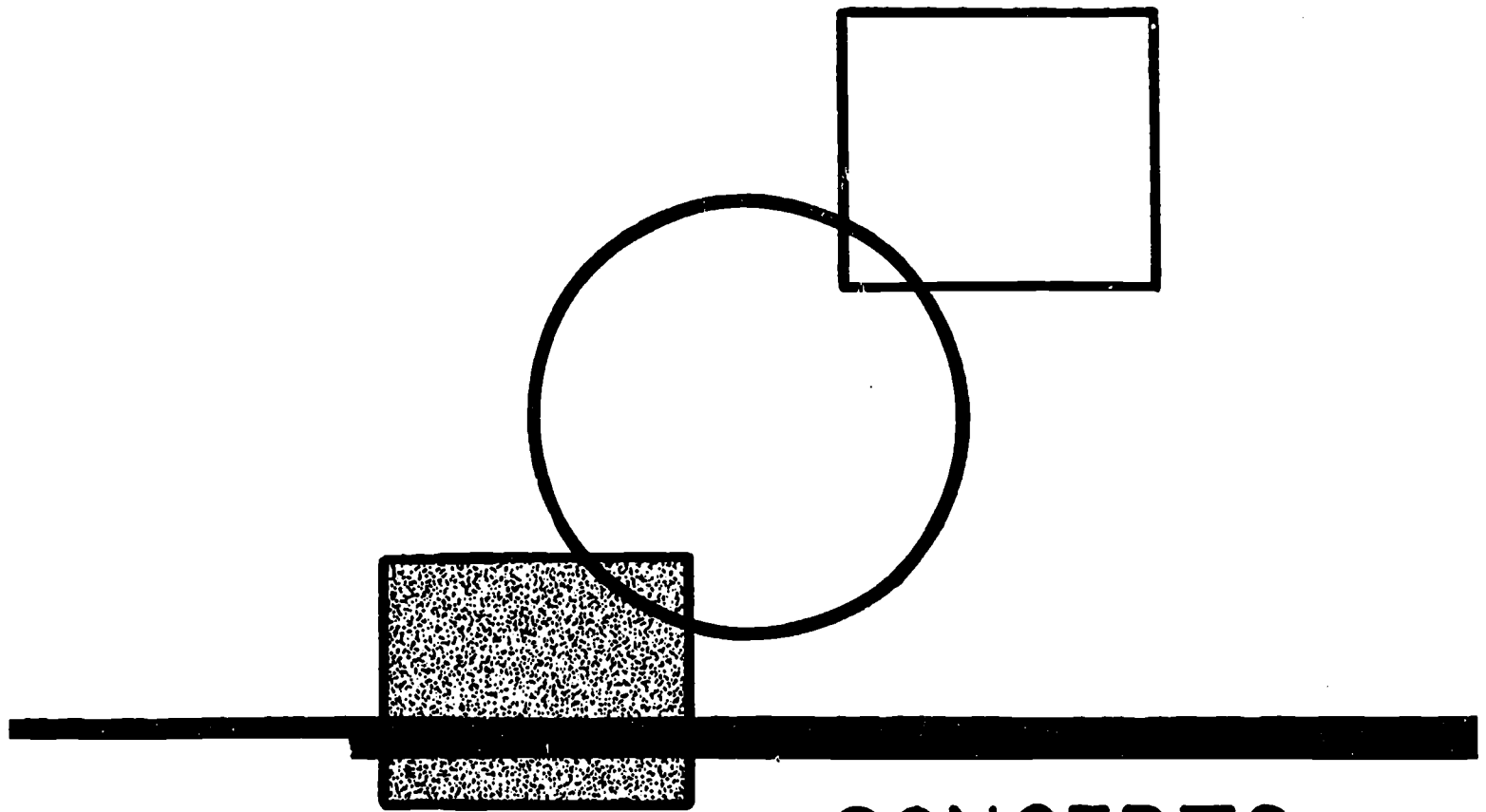
# SELF AWARENESS...

KNOWING ONE'S POTENTIAL,  
LIMITATIONS, ABILITIES,  
AND PERSONALITY THAT  
MAKES UP SELF.



## CAREER ELEMENT

- SELF IS IMPORTANT
- PERSON'S DIGNITY AND WORTH
- MEANING OF WORK
- INTERESTS--ABILITIES--ATTITUDES
- ENVIRONMENT AND POTENTIAL
- OCCUPATIONS AND LIFE STYLES
- VARIETY OF PERFORMANCES
- CONTINUOUS AND SEQUENTIAL
- RESPONSIBILITY FOR PLANNING
- INFLUENCES ON WORK
- FLEXIBILITY



CONCEPTS

# SELF IS IMPORTANT

AN UNDERSTANDING AND  
ACCEPTANCE OF SELF  
IS IMPORTANT THROUGHOUT  
LIFE.



## CAREER CONCEPT

HOW HE SEES HIMSELF

CONFIDENCE

WHAT HE WANTS OUT OF LIFE

PERSONAL SATISFACTION

WHO AM I?

POSITIVE ATTITUDES

WHERE AM I GOING?

RESPECT FOR OTHERS

PERSONALITY AND THE JOB

WORKING RELATIONSHIP

SELF ANALYSIS.

ACCEPTANCE OF AUTHORITY

APTITUDE

PRODUCTIVITY

PERSONAL NEEDS

PROVIDING SERVICES

AMBITION--MOTIVATION

DISCOVERY

CREATIVITY OUTLET

MEANS TO AN END

ROUTINE PRODUCTION

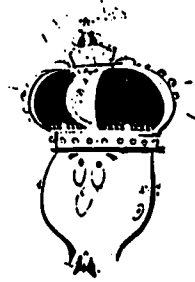
WEALTH

THERAPY

SECURITY

# PERSON'S DIGNITY AND WORTH

PERSONS NEED TO BE  
RECOGNIZED AS HAVING  
DIGNITY AND WORTH.



## CAREER CONCEPT

PERSONAL ACCOMPLISHMENTS

PERSONAL CAPABILITIES

FULL POTENTIAL

SELF CONCEPT

SELF AND SOCIAL FULFILLMENT

PERSONAL DECISION OF IMPORTANCE  
OF CAREER

JOB STATUS

ALL WORK IS WORTHWHILE

PERSONAL CONTRIBUTION TO SOCIETY

# PURPOSE OF OCCUPATIONS

OCCUPATIONS EXIST FOR  
A PURPOSE.



**CAREER CONCEPT**

PRODUCTION OF PRODUCTS  
 PROVIDING SERVICES  
 ACHIEVEMENT OF LIFE STYLE  
 OBTAINMENT OF WEALTH  
 THERAPY  
 SECURITY  
 FRINGE BENEFITS  
 PERSONAL ACCOMPLISHMENTS  
 NATIONAL SECURITY  
 NATIONAL WELFARE  
 AUTOMATION  
 CYBERNETICS  
 ECONOMICS  
 VOCATION  
 AVOCATION  
 LEISURE TIME  
 CHANGING CAREER  
 EXTENSION

# JOB CLASSIFICATION

THERE IS A WIDE VARIETY OF OCCUPATIONS WHICH MAY BE CLASSIFIED IN SEVERAL WAYS.



## CAREER CONCEPT

JOB CLUSTERS

D.O.T. (DICTIONARY OF OCCUPATION TITLES)

OCCUPATIONAL OUTLOOK HANDBOOK

DISTRIBUTIVE EDUCATION CLUB OF AMERICA

COOPERATION--INTERDEPENDENCY

SKILLED--UNSKILLED

PROFESSIONAL--TECHNICAL

SERVICES--PRODUCTS

UNEMPLOYED--UNDEREMPLOYED

# MEANING OF WORK

WORK MEANS DIFFERENT  
THINGS TO DIFFERENT  
PEOPLE.



## CAREER CONCEPT

RECOGNITION OF IMPORTANCE  
WORK ETHNIC  
NECESSARY PRODUCTS  
PRODUCTION OF GOODS  
PROVIDING SERVICES  
ACHIEVEMENT OF LIFE STYLE  
OBTAINMENT OF WEALTH  
THERAPY  
SECURITY  
FRINGE BENEFITS  
PERSONAL SATISFACTION  
ECOLOGY  
TAXES  
WELFARE  
INTERPRETATION OF LEISURE  
UNEMPLOYMENT  
POPULATION EXPLOSION  
SURVIVAL  
GROWTH  
PEACE--WAR  
INFLATION  
VALUE SYSTEM  
MATERIAL GOALS  
PHYSICAL OR MENTAL EXERTION

# EDUCATION AND WORK

EDUCATION AND WORK  
ARE INTERRELATED



## CAREER CONCEPT

TECHNOLOGY  
 PRODUCTIVITY  
 JOB ENTRY LEVEL  
 STANDARD OF LIVING (OR LIFESTYLE)  
 ADVANCEMENT  
 RETAINMENT OF JOB  
 RETRAINING  
 LEISURE TIME  
 GOALS  
 AWARENESS OF SELF AND OTHERS  
 SKILL DEVELOPMENT IS LIFE-LONG  
 EXPLORATORY WORK EXPERIENCE  
 JCE POSSIBILITIES  
 JOB SKILLS AND KNOWLEDGE  
 JOB SEEKING  
 JOB APPLYING  
 JOB INTERVIEWING  
 CHOICES--WORK NOW, SCHOOL NOW  
 ON JOB TRAINING  
 ADULT EDUCATION

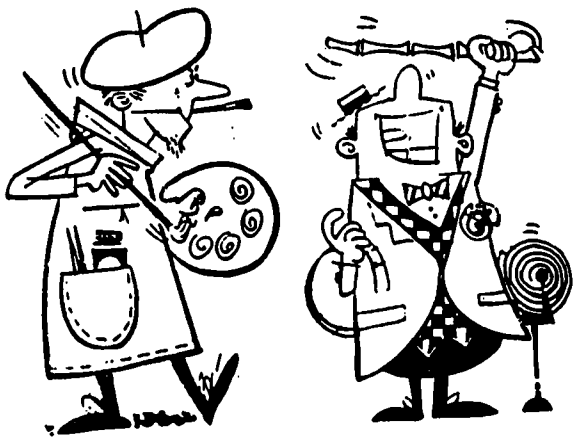


**INTERESTS**

**ABILITIES**

**ATTITUDES**

INDIVIDUALS DIFFER IN  
THEIR INTERESTS,  
ABILITIES, ATTITUDES,  
AND VALUES.



**CAREER CONCEPT**

HOBBIES

DRESS

RECREATION

ENVIRONMENT

PERSONAL ECONOMICS

AVAILABILITY

AWARENESS OF OPPORTUNITIES

PHYSICAL ABILITIES/LIMITATIONS

EMOTIONAL CAPABILITIES

VALUES

# SUPPLY AND DEMAND

OCCUPATIONAL SUPPLY AND  
DEMAND HAS AN IMPACT ON  
CAREER PLANNING.



**CAREER CONCEPT**

WISCONSIN STATE EMPLOYMENT SERVICE

ADVISORY COMMITTEES

BUREAU OF LABOR STATISTICS

PUBLIC--PRIVATE PLACEMENT AGENCIES

SCHOOL PLACEMENT FIGURES

OVER SUPPLY--UNDER DEMAND

JOB AVAILABILITY

ECONOMIC CONDITIONS

PROJECTED JOB MARKET

NEW TECHNOLOGIES

ENVIRONMENTAL CONCERNS

# JOB INTERDEPENDENCY

JOB SPECIALIZATION CREATES  
INTERDEPENDENCY.



**CAREER CONCEPT**

ONE SKILL DEPENDENT UPON ANOTHER

COOPERATION

COMPLEX SOCIETY

MASS PRODUCTION

URBANIZATION

FRUSTRATION

ACCEPTANCE OF THIS FACT

RELATED RESPONSIBILITIES

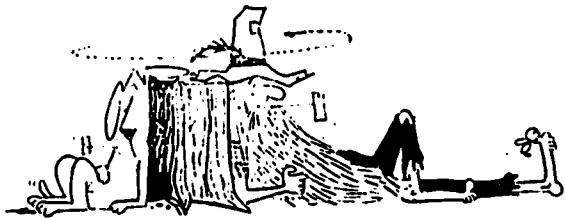
ECONOMICS

SELF-ANALYSIS

AMBITION--MOTIVATION

# ENVIRONMENT AND POTENTIAL

ENVIRONMENT AND INDIVIDUAL  
POTENTIAL INTERACT TO  
INFLUENCE CAREER  
DEVELOPMENT.



## CAREER CONCEPT

SMALL SCHOOL VS. LARGE SCHOOL

URBANIZATION

ECOLOGY CREATES JOBS

SPECIALISTS WITHIN CAREERS

INDIVIDUAL CAPABILITIES

ECONOMIC CONDITION

NATIONAL RESOURCES

EDUCATIONAL OPPORTUNITIES

EDUCATIONAL BACKGROUND

INDIVIDUAL LIMITATIONS

# OCCUPATIONS AND LIFE STYLES

OCCUPATIONS AND LIFE  
STYLES ARE INTERRELATED.



**CAREER CONCEPT**

- MOBILITY
- JOB PRESSURES
- SOCIAL VALUES
- JOB STATUS
- STANDARD OF LIVING
- VEHICLE FOR ACHIEVING LIFE STYLE
- LEISURE TIME ACTIVITIES
- FRINGE BENEFITS
- GEOGRAPHIC LOCATION
- ETHNIC ORIGIN
- WOMEN'S LIB
- ENVIRONMENT < PERSONAL
- NATURAL
- ABILITY--APTITUDE
- AVAILABILITY OF CAREERS

# VARIETY OF OCCUPATIONS

INDIVIDUALS CAN LEARN  
TO PERFORM ADEQUATELY  
IN A VARIETY OF OCCUPATIONS.



## CAREER CONCEPT

JOB CLUSTERS  
CONTINUOUS TRAINING  
INDIVIDUAL SKILLS  
INDIVIDUAL INTERESTS AND HOBBIES  
CARRYOVER  
WORK HABITS  
EXTENSION TRAINING  
MASS MEDIA INFLUENCE  
RETRAINING  
VOCATIONAL TRAINING  
ONE'S POTENTIAL  
OPPORTUNITIES AVAILABLE  
RECEPTIVE ATTITUDE  
RESPECT FOR OTHERS  
WILLINGNESS TO ACCEPT RESPONSIBILITY  
WIDE APPLICATION OF SKILLS  
ECONOMIC ENVIRONMENT  
ABILITY TO CHANGE  
ABILITY TO SEE NEED FOR CHANGE  
APPLICABILITY OF SKILLS  
ADAPTABILITY

# CONTINUOUS AND SEQUENTIAL

CAREER DEVELOPMENT REQUIRES  
A CONTINUOUS AND SEQUENTIAL  
SERIES OF CHOICES.



**CAREER CONCEPT**

OBSOLESCENCE

VERTICAL MOBILITY

HORIZONTAL MOBILITY

CHANGING TECHNOLOGY

ECOLOGY FACTORS

JOB OPPORTUNITY

INCREASED PERSONAL RESPONSIBILITY

DESIRED LIFE STYLE

ECONOMICS

REDEVELOPMENT OF ATTITUDES

EDUCATIONAL CHOICE

# INFLUENCES ON WORK

VARIOUS GROUPS AND  
INSTITUTIONS INFLUENCE  
THE NATURE AND STRUCTURE  
OF WORK.



GOVERNMENT

UNIONS

CHANGING TECHNOLOGY

ECOLOGY

SOCIAL

FAMILY INFLUENCE

EDUCATION

REGULATIONS

ENVIRONMENT

NATIONAL DEFENSE

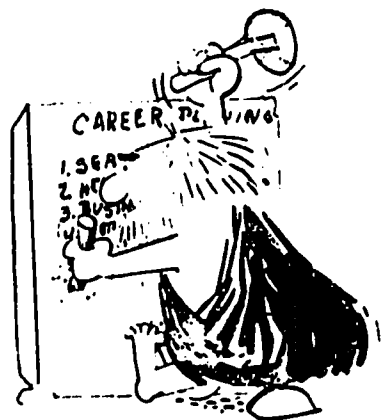
NATIONAL WELFARE

**CAREER CONCEPT**



# RESPONSIBILITY FOR PLANNING

INDIVIDUALS ARE RESPONSIBLE  
FOR THEIR CAREER PLANNING.



## CAREER CONCEPT

APTITUDE  
 FREEDOM OF CHOICE  
 CHOOSE OPPORTUNITIES  
 PREPARE FOR SELECTED CAREER  
 CHOOSE MODE OF LIVING  
 MOTIVATION  
 PERSONAL LIMITATIONS  
 PERSONAL GOALS  
 FAMILY INFLUENCE  
 INDUSTRY'S INFLUENCE  
 JOB AVAILABILITY  
 ECONOMIC INFLUENCE  
 UNIONS  
 SCHOLARSHIPS AND FUNDING  
 REGULATORY FACTORS  
 SOCIETY  
 ADVANCEMENT  
 DEVOTION TO DUTY  
 INNATE CHARACTERISTICS  
 JOB PREFERENCE  
 KNOWLEDGE OF MATERIALS  
 AVAILABLE GUIDANCE  
 SKILL AND PROCESS EXPLORATION  
 ABILITY TO CHANGE ATTITUDES  
 PERSONAL AMBITION

# FLEXIBILITY

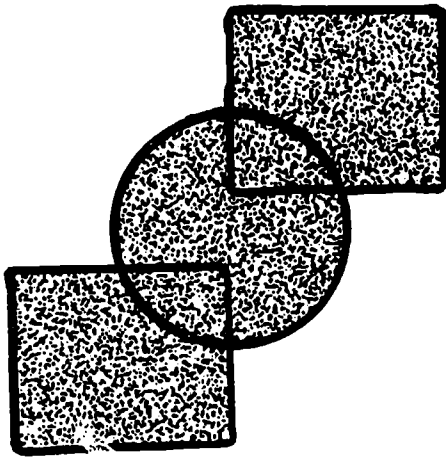
JOB CHARACTERISTICS  
AND INDIVIDUALS  
MUST BE FLEXIBLE IN  
A CHANGING SOCIETY



## CAREER CONCEPT

TECHNOLOGY  
MOBILITY  
WAGE VS. PRODUCTIVITY  
ECONOMICS  
EMPLOYMENT SATURATION  
INDIVIDUAL'S CHANGE  
LEISURE TIME ACTIVITIES  
INTERNATIONAL COMPETITION  
POLITICS (LOCAL, NATIONAL, INTERNATIONAL)  
RETRAINING  
JOB OBSOLESCENCE  
JOB OPPORTUNITIES  
PRODUCT MARKET  
RECEPTIVE ATTITUDE  
ADAPTABILITY  
NEW PROCESS/NEW JOBS  
DEVELOP BROAD SKILLS  
INNOVATE  
VOCATION/AVOCATION  
SALEABLE SKILLS

# ACTIVITIES



SELF IS IMPORTANT

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Self is Important	<p>The Student Will....</p> <p>Take five minutes of class time to "brag."</p> <p>Ten minute preparation.</p> <p>Two minute presentation.</p>		<p>The Student Should..</p> <p>Feel pride in past accomplishments and in his ability to share them with others.</p>
Personal Satisfaction	<p>Write a paper entitled "What Has Been My Greatest Contribution to Society."</p> <p>Suggest possible ways in which the student can develop his theme.</p>		<p>Realize that there is dignity in all efforts.</p>
Respect for Others	<p>The student will discuss telephone and on-the-job etiquette.</p> <p>Use telephone equipment and related materials.</p>		<p>Learn ten rules of telephone and office etiquette.</p>
Personality on the Job	<p>Record his/her voice.</p> <p>Participate in a videotape of a mock job interview.</p> <p>Prepared five minute speech.</p> <p>Tape recorder.</p> <p>Videotape machine Interviewer and Interviewee</p>		<p>Become aware of distracting habits of speech.</p> <p>Become aware of negative and positive personal attributes after he sees himself.</p>

SELF IS IMPORTANT

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Working Relationship	<p>The Student Will....</p> <p>Act out aggravations on the job.</p>	Class Time	<p>The Student Should..</p> <p>Become aware of the possible way in which he can avoid or handle aggravating situations; how to use tact and diplomacy on the job.</p>
Means to an End	<p>Write a futuristic portrait "What's My Line" - Imagine themselves in the position of their dreams.</p>	<p>Encourage students to use their imaginations.</p>	<p>Become aware of his goals and his dreams; he should crystallize his ideas.</p>

PERSON'S DIGNITY AND WORTH

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Personal Accomplishments	<p>The Student Will....</p> <p>Be able to perform the task in the time allotted.</p>	<p>Teacher demonstration of the task.</p>	<p>The Student Should..</p> <p>Show success at the task. Succeed at the task.</p>
Personal capabilities	<p>Practice and drill</p>	<p>Time tests</p>	<p>Achieve at the task.</p>
Full Potential	<p>Take a dexterity test and an attitude test.</p> <p>Discuss the meaning of potential, "work ethic" as a part of dignity and worth and the need for dignity and worth.</p>	<p>Necessary specified tests.</p>	<p>Determine his latitude and dexterity level by testing.</p> <p>Write a paragraph on his understanding of full potential and "work ethic."</p>
Job Status	<p>Learn a particular skill by the enthusiastic talk of the instructor on future job availability.</p>	<p>Salary statistics Film on a particular field and related fields.</p>	<p>Engender enthusiasm for learning a skill. Name five related fields.</p>

PURPOSE OF OCCUPATIONS

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Production of the Product	The Student Will....	<p>Map of the city of Eau Claire</p> <p>Speaker from the Chamber of Commerce</p> <p>Industrial file from one of the industries</p> <p>Field trips to several of the industries</p>	<p>The Student Should..</p> <p>Become aware of the products available in the city of Eau Claire. The student will see, feel and smell the natural environment to be met on the job.</p>
Providing Services	<p>Define services</p> <p>List occupations in the service industries</p> <p>List types of service businesses</p> <p>Filmstrip on Service Job Opportunities</p>	<p>Dictionary of Occupational Titles</p> <p>Textbook on Service Industries</p> <p>Speaker from the local Chamber of Commerce</p>	<p>Be aware of fifteen service industries.</p> <p>Be aware of ten jobs available in the service industries.</p>

JOB CLASSIFICATIONS

<u>LEARNING TOPIC</u>	<u>ACTIVITIES AND RESOURCES</u>	<u>LEARNING OUTCOME</u>
	The Student Will....	The Student Should ..
Services-Products	Discuss divisions of labor; Consumers-Producers, Goods-Services Labor-Management	Field trips to local industries and speakers
		Give examples in one's own life experience of how he functioned in each of these divisions, or how he might possibly function.
Job Clusters	Have a brainstorming session to list specific job titles in each cluster	United States Office of Education
		Dictionary of Occupational Titles
		List ten job titles for the fifteen clusters which interest you the most.



MEANING OF WORK

<u>LEARNING TOPIC</u>	<u>ACTIVITIES AND RESOURCES</u>		<u>LEARNING OUTCOME</u>
Work Ethic	<p>The Student Will....</p> <p>Finish the sentence: "Work is....."</p>	<p>Blackboard, Texts, Magazines and selected references.</p>	<p>The Student Should..</p> <p>Become aware of diversity of attitudes about work.</p>
Welfare	<p>Form a panel to discuss Welfare.</p>	<p>Resources: Social Worker Aid to Dependent Children Mother Unemployed person Various publications and references</p>	<p>Recognize the complexity of the welfare system.</p>
Taxes	<p>Discuss work created by the tax dollar.</p>	<p>Civil Service job listing.</p>	<p>Recognize that money earned is not all take-home pay.</p>

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Advancement	<p>The Student Will....</p> <p>Listen to an explanation of advancement possibilities.</p> <p>Speakers from Field</p>		<p>The Student Should..</p> <p>Better understand the career ladder concept.</p>
Leisure Time	<p>Discuss possible uses of leisure time.</p> <p>Discuss "Leisure Time."</p> <p>Brochures: Young Men's Christian Association, Chamber of Commerce, Indianhead Country.</p> <p>Periodical literature.</p>		<p>Describe how he can utilize leisure time productively.</p> <p>Use of leisure time depending on resources and attitudes.</p>
Goals	<p>Pick a specific job; where he would like to go in that job; require interviews of people in that job.</p> <p>Persons in the Field.</p>		<p>Learn to set objectives and think about his future and tentative goals.</p>
Skill development is life long	<p>Listen to an explanation of training programs in his business, types of courses that must be taken.</p> <p>Selected Personnel Managers from local and area businesses.</p>		<p>Sees the need for life-long learning.</p>
Job skills and knowledge	<p>Participate in a "Hands-On" Laboratory.</p> <p>Tools and Equipment Machines</p>		<p>Demonstrate skills learned.</p>

EDUCATION AND WORK

<u>LEARNING TOPIC</u>	<u>ACTIVITIES AND RESOURCES</u>	<u>LEARNING OUTCOME</u>
Job Interviewing	<p>The Student Will....</p> <p>Listen to taped inter* views.      Filmstrips, Tapes</p> <p>Examine case studies      Handbook and Text</p> <p>Participate in role playing.</p>	<p>The Student Should..</p> <p>Identify the right and wrong interview procedures.</p>

INTERESTS - ABILITIES - ATTITUDES

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Hobbies	<p>The Student Will....</p> <p>Discuss hobbies and their relationship to job and leisure time.</p>	<p>Job application forms</p> <p>Research predictions of future work/leisure time.</p>	<p>The Student Should..</p> <p>Cite ten advantageous outcomes of hobbies.</p>
Dress	<p>Write own dress code for specific job requirements.</p>	<p>Personnel speaker, government regulations.</p>	<p>Recognize reasons for specific job requirements.</p>
Environment	<p>Discuss relationship between job and environment.</p>	<p>Textbook -Filmstrips</p>	<p>Realize that the environment has a great influence on the world of work, including interests, abilities and values.</p>
Personal Economics	<p>Distinguish between needs, wants and desires and their influence in preparing one's own budget; a writing activity.</p>	<p>Ruled paper - Student's background and imagination.</p>	<p>Recognize five individual differences in identifying needs, wants and desires.</p>

INTERESTS - ABILITIES - ATTITUDES

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Emotional Capabilities	<p>The Student Will ....</p> <p>Analyze the job description and relate his capabilities to those needed for the particular job.</p>	Resource speakers films.	<p>The Student Should ..</p> <p>Realize that not all individuals are capable of all work. Example: Physical requirements, health, etc.</p> <p>List five personal capabilities for your career choice.</p>
Values	Play and score the "Values" game.	"Values" game or simulation.	Identify his own value priorities.

SUPPLY AND DEMAND

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
School Placement Figures	<p>The Student Will....</p> <p>Study and analyze Statistics, graphs, and charts.</p>	<p>School Placement Records Wisconsin State Employment Services Career Training Opportunities Handbook</p>	<p>The Student Should..</p> <p>Be able to project job outlook in his field for the next 3-5 years.</p>
Projected Job Market	<p>Listen to speakers on "Present and Future Job Trends"</p>	<p>Wisconsin State Employment Service</p>	<p>Better understand the present and future job situations.</p>
New Technologies	<p>Research new jobs created by new technologies.</p>	<p>Career Publications Trade Journals</p>	<p>Be able to list five new technologies and five new jobs within a technology.</p>

JOB INTERDEPENDENCY

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
One Skill Depends upon another	The Student Will.... Observe a facility	Field study	The Student Should Recognize the inter-dependency of jobs.
Cooperation	Prepare a laboratory experience	Laboratory	Appreciate how the component parts can become a functioning whole.
Mass Production	Visit several modern industries	Field trips	Discuss advantages and disadvantages of the mass production system; compare selected industries in their production phases.

ENVIRONMENT AND POTENTIAL

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Small High School versus Large High School	<p>The Student Will....</p> <p>Describe curriculum Describe extra-curricular activities.</p>	Student experiences.	<p>The Student Should..</p> <p>Recognize the distinct advantages or disadvantages of small schools versus the large high schools.</p>
Urbanization	Visit heavily populated urban area.	Field trip	<p>Be aware of the disadvantages of living in heavily populated urban conditions and be aware of the ways to overcome disadvantages of urban living.</p>
Ecology Creates Jobs	Study new jobs created by ecology	Speakers Community Resources	Identify ten potential jobs in ecology.
Specialists within Careers	<p>Observe branching effect of careers in specific areas. Draw a career chart showing ten career branches.</p>	<p>Wall Charts Dictionary of Occupational Titles Industrial Listings</p>	Discover his major field of interest.
National Resources	<p>Study supply Study new materials Study Ecology</p>	<p>Recent reports Engineering materials Speaker Publications</p>	<p>List five materials used in your career and cite the supply potential.</p> <p>List five materials newly developed over the past ten years. Cite ten ways that ecology will effect your career over the next ten years.</p>



OCCUPATIONS AND LIFE STYLES

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Mobility	<p>The Student Will.....</p> <p>Check newspapers for job opportunities in large urban areas.</p> <p>Large city papers and Trade Journals</p>		<p>The Student Should...</p> <p>List jobs available in his/her chosen career in two large urban areas.</p>
Standard of Living	<p>Take a trip around town and compare standards of living.</p> <p>Community Films Magazines</p>		<p>State in 25 words or less how he would like to live.</p>
Women's Liberation	<p>Discuss the following topic: Are jobs sex-related or ability-related?</p> <p>Dictionary of Occupational Titles Newspaper want ads Civil Service job descriptions</p>		<p>Aware of the role sex plays in occupations.</p>

VARIETY OF OCCUPATIONS

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Willingness to Accept Responsibility	The Student Will....	Laboratory equipment  Procedure Sheet  Film or filmstrip to enhance demonstration	The Student Should..  Develop accurate results.  Responsibilities of result.  Write a report of the results on appropriate forms.
Wide Application of skills	Simulate a laboratory, utilizing procedures from several different areas of your field.	Demonstration of: Procedure skill Film Resource speaker Field trips	Compare the manual dexterity needed in each area -- similar techniques and specific innovative techniques
Ability to Change	Employ other instructor's disciplines	Instructors in related fields	State five reasons why the area appeals to them, i.e., their specific skill.
Ability to Change	Demonstrate several methods of performing a procedure  Discuss the importance of adapting to the method of choice of employer	Students perform these methods in a laboratory setting  Students see various methods employed on field trips.	Identify the most workable method to them and tell why.

CONTINUOUS AND SEQUENTIAL

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Obsolescence	<p>The Student Will....</p> <p>Compare jobs of 25 years ago with today.</p>	<p>Dictionary of Occupational Titles</p> <p>Filmstrip</p> <p>Periodicals</p>	<p>The Student Should..</p> <p>Be aware that careers depend on a variety of ever-changing factors; list some of these major factors.</p>
Changing Technology	<p>Speaker: Engineer from industry - UniRoyal, Presto and other local industries.</p>	Library assignment	<p>Be able to construct an outline showing how changing technologies have influenced his series of choices regarding his career plan.</p>
	<p>Read and report on two articles dealing with changing technology.</p>	Library assignment	
Job Opportunity	<p>Listen to a speaker on "displaced" workers.</p>	Library assignment	<p>Job opportunities may necessitate retraining.</p>

INFLUENCES ON WORK

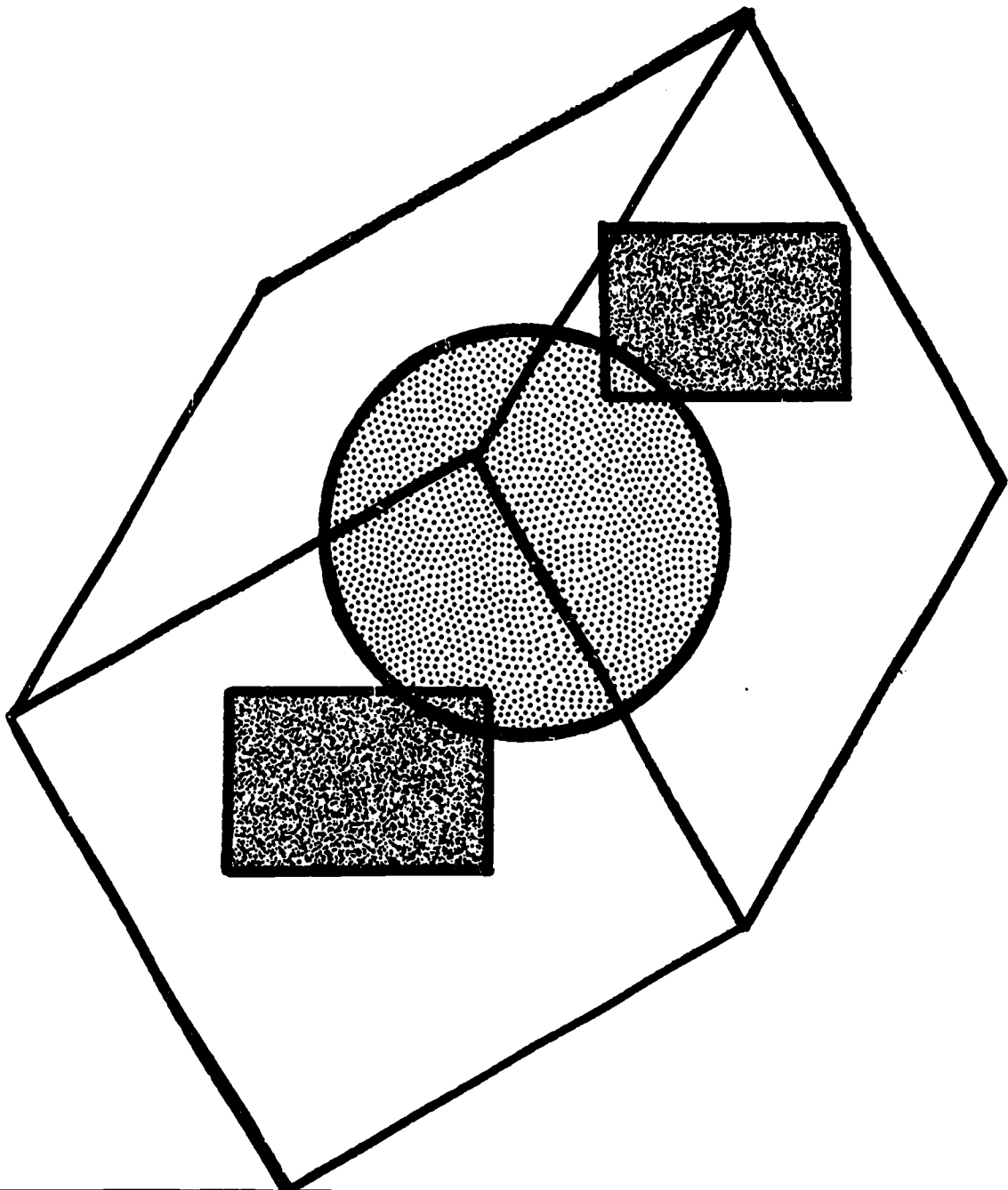
LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Government	<p>The Student Will....</p> <p>Discuss how governmental needs influence industry.</p>	<p>Newspaper, radio, television and other mass media.</p>	<p>The Student Should..</p> <p>Understand the type of industry that has been awarded a contract in the last year.</p>
Unions	<p>Research the pro's and con's of Unions.</p>	<p>Newspapers, Union Publications, magazines and general publications.</p>	<p>Understand five different things that show the union's influences on work.</p>
Changing Technologies	<p>Visit selected industries.</p>	<p>Trade and Technology shows. Field trips.</p>	<p>Be able to discuss how changing technologies affect us and list five for your field.</p>
Social	<p>Discuss different social positions and their references to work.</p>	<p>Films, publications</p>	<p>Understand three different social positions and an example of each.</p>
Regulations	<p>Discuss rules and regulations, laws, licensing that apply.</p>	<p>Government publications Government rules and regulations; various industrial firms' rules and regulations.</p>	<p>Be able to list five rules, laws or regulations that apply to his work.</p>

RESPONSIBILITY FOR PLANNING

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Prepare for Selected Career	<p>The Student Will....</p> <p>Be involved in a simulated laboratory situation involving more than one procedure in several areas.</p>	<p>Laboratory equipment Procedure sheets Work record forms</p>	<p>The Student Should..</p> <p>"Dove-tail" laboratory procedures utilizing ingenuity and skill.</p> <p>Recognize the importance of time factor.</p> <p>Realize the importance of following directions.</p>
Motivation	<p>Write several paragraphs and discuss why you chose to attend this school.</p>	<p>School catalogs School counselors Friends, family Alumni acquaintances</p>	<p>Recognize the varied educational objectives of fellow students.</p>
Family Influence	<p>Make a personal family tree of occupations</p>	<p>Family history Interviews with relatives</p>	<p>Be aware of family influence on their career choice.</p>

FLEXIBILITY

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Job Opportunities	<p>The Student Will....</p> <p>Explore jobs within fifteen job clusters designated by the United States Office of Education.</p>	Films - Charts	<p>The Student Should..</p> <p>Be able to list ten related job/ clusters.</p>
Employment Saturation	<p>Study want ads, etc., to see where jobs exist, discuss.</p>	<p>Newspapers and other various media.</p>	<p>Know where the greatest number of job areas exist.</p>
Product Market	<p>Discuss location demand for service or product - read articles, interview businessmen.</p>	<p>Employment articles, interview businessmen.</p>	<p>Be able to show flexibility of introducing a product or service.</p>



# RESOURCES



THE PURPOSE OF THIS BIBLIOGRAPHY IS TO AID "MATERIAL SEEKERS" INVOLVED IN THE CAREER EDUCATION PROGRAM. THIS WAS COMPILED BY THE LIBRARY STAFF UNDER THE DIRECTION OF MRS. LORRAINE KEARNEY.



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                         and about 1,500 references to books. One section includes  
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- Library has:  
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Health Occupations Education  
Office Occupations Education  
Technical Education  
Homemaking  
Air Conditioning  
Automotive Industries
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Aviation Occupations  
Blueprint Reading  
Business Machine Maintenance  
Commercial Art Occupations  
Product Design Occupations  
Commercial Fishery Occupations  
Electricity  
Construction & Maintenance Trades  
Industrial Atomic Energy Occupations  
Instruments Maintenance and Repair Occupations  
Maritime Occupations  
Metalworking Occupations  
Metallurgy Occupations  
Nucleonic Occupations
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Personal Services  
Plastics Occupations  
Public Service Occupations  
Quantity Food Occupations  
Refrigeration  
Small Engine Repair  
Stationary Energy Sources Occupations  
Textile Production & Fabrication  
Leather Working Occupations  
Woodworking Occupations  
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52 Guidance Associates of Pleasantville, N.Y.  
Preparing for the jobs of the '70's.  
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2 filmstrips  
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Discussion guide



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It's a changing world. 0291-06 Educational  
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EDUCATION OF ADULTS

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## OBJECTIVES OF THE CAREER EDUCATION PROJECT

The overall objective of the program is to develop career education activities for the total spectrum of education from K through adult programs. The components of this project will collaborate with the project by the Eau Claire Public School District in providing a realistic career educational program to the citizens of the area served. The more specific components of this career education project include:

### OBJECTIVES OF CAREER EDUCATION PROJECT (13-14 and Adult)

1. Assist in developing and providing information and materials regarding specific occupational careers which could be incorporated into elementary and secondary career education guides. (i.e. bibliography of tapes, slides, and filmstrips, Career Education Directories, brochures, catalogs, etc., available in the area and at the Technical Institute).
2. Disseminate career education materials to elementary and secondary schools throughout the district and provide orientation of this material to these schools (by means of mailings, area coordinators, career calls, visitations, tours, film slides, open houses, seminars, in-service programs, etc.)
3. Identify career education concepts and prepare a guide for the integration of such concepts in the one and two-year curriculums, apprenticeship, short term adult and pre-vocational programs offered by District One Technical Institute. (Utilize guides prepared by others to draft a guide applicable at the Technical Institute in the 3 week summer workshop, June 1 -30, 1972; apply and test this guide during the 1972-73 school year and review and revise the guide in a 1973 summer workshop).
4. Expand counseling services in post high school education. (Liaison, exchange, coordinated and/or "cooperating counseling service" to be enacted between the Technical Institute and the three universities located within the district.  
• Further, on-campus and/or off-campus exchange counseling services to be offered to students of both systems for articulation between and among these institutions. Transfer procedures, policies, and orientation of transfer students should be developed, communicated and kept current.)
5. Provide liaison with other agencies such as vocational rehabilitation, WIN, and employment services in the counseling of students regarding choice of occupational careers and education programs. (This includes job placement of those seeking entry level jobs, job changes, military service, marriage counseling, and liaison with referral agencies.)
6. Develop localized orientation materials for students enrolling in post high school vocational, technical education. (Audio visual, handouts, meetings, etc., in coordination with staff and students to assist in informing the students about the school, the community and the world of work.)
7. Develop informational packages to be used with the mass media, social organizations, teacher workshops, parent associations, etc., that could provide for the understanding of career education. (Utilize contacts and surveys of the public we serve to determine their needs as well as the extent to which these needs are being met and ways we may better serve them.)

PERIODICALS

1. Adult Education
2. Adult Leadership
3. Agricultural Education
4. American Education
5. American School Board Journal
6. American Vocational Journal
7. Business Education Forum
8. Business Education World
9. Employment and Earnings Monthly
10. Engineering Education
11. Engineering Manpower Bulletin
12. Focus on Guidance
13. IAVE (Industrial Arts & Vocational Education)
14. IEEE Student Journal (Institute of Electrical and Electronics Engineers)
15. Journal of Business Education
16. Journal of Rehabilitation
17. Man/Society/Technology, A Journal of Industrial Arts Education
18. Monthly Labor Review
19. Nations Schools
20. Occupational Education Bulletin
21. Occupational Opportunities Information for Wisconsin
22. Occupational Outlook Quarterly
23. Technical Education News
24. Today's Education
25. Vocational Guidance Quarterly

PERIODICALS (Cont.)

26. Wisconsin Economic Indicators
27. Wisconsin Industrial Education Association Newsletter
28. Wisconsin Journal of Education
29. Wisconsin Manpower Report

## THE ERIC SYSTEM - (Education Resources Information Center)

ERIC is a national information system that collects, abstracts, indexes, interprets, and disseminates research material in the field of education. ERIC documents are available in two forms - microfiche, a 4 x 6 - inch sheet of microfilm with the capacity for 70 pages of text, and hard copy print - outs.

Following is a list of indexes and reference tools that analyze and make accessible the educational material available through the ERIC system.

AIM Abstracts of Instructional Materials in Vocational and Technical Education

ARM Abstracts of Research and Related Materials in Vocational and Technical Education

ERIC Junior College Review

Research in Education

Thesaurus of ERIC Descriptors - A structured compilation of approximately 3,200 educational terms used to index and enter documents into the ERIC system.

CAREER EDUCATION WORKSHOP  
SOURCES OF AUDIO VISUAL MATERIALS

Audio Visual Market Place, Multimedia Guide,\* 1970, catalog, Collier-Mac-millian School and Library Service, 866 Third Avenue, New York, New York.

Educational Film Guide, edited by Josephine Antonini, H. W. Wilson Company, 950 University Avenue, New York, New York.

Educators Guide to Free Films, 24th Edition, Educators Progress Service, Randolph, Wisconsin (Revised Annually).

Educational Television Motion Pictures, NET Film Service, Audio Visual Center, Indiana University, Bloomington, Indiana.

Guide to Microforms in Print 1972,\* NCR Microcard Editions, 901 Twenty-Sixth Street, N. W. Washington, D. C.

Guides to Newer Educational Media,\* Second Ed., compiled and edited by Margaret I. Rufsvold and Carolyn Guss, American Library Association, Chicago, Illinois.

Learning Directory 1970-71,\* Instructional Materials Index, seven volumes, Westinghouse Learning Corporation, 100 Park Avenue, New York, New York.

National Center for Audio Tapes 1970-72, Catalog,\* University of Colorado, Stadium Building, Boulder, Colorado.

NICEM: Index to Audio Tapes, First Ed., (1971) National Information Center for Educational Media (NICEM) University of Southern California University Park, Los Angeles, California.

NICEM: Index to 16mm Educational Films, 1st Ed., 1971, National Information Center for Educational Media (NICEM), University of Southern California, University Park, Los Angeles, California.

NICEM: Index to Videotapes, 1st Ed., 1971, National Information Center for Educational Media (NICEM) University of Southern California, University Park, Los Angeles, California.

Subject Guide to Microforms in Print, 1970-71,\* Carol Wade, Editor, NCR Microcard Editions, National Cash Register Co., 901 Twenty-Sixth St., Washington, D. C.

U. S. Government Films, National Audiovisual Center, General Services Administration, Washington, D. C.

CAREER EDUCATION WORKSHOP

SOURCES OF AUDIO VISUAL MATERIALS

The Educational Media Index, Educational Media Council and U. S. Office of Education, Department of Health, Education and Welfare. McGraw Hill Book Company, New York, 1964.

Volume 1, Pre-School and Primary, (Grades K-3) A comprehensive index to all subject areas, Kindergarten through third grade.

Volume 2, Intermediate, (Grades 4-6) A comprehensive index to all subject areas, fourth through sixth grade.

Volume 3, Art and Music (Grade 7 through College, Adult) Architecture, Dramatic Arts, Painting, Photography.

Volume 4, Business Education and Training (Grade 7 through College, Adult) Advertising, Banking and Finance, Management, Marketing, Secretarial Training.

Volume 5, English Language (Grade 7 through College, Adult) Grammar, Literature, Speech, Composition.

Volume 6, Foreign Languages (Grade 7 through College, Adult) Grammar, Literature, Spoken Language.

Volume 7, Guidance, Psychology and Teacher Education (Grade 7 through College, Adult) Educational, Personal Vocational Guidance; Pre-Service Teacher Education.

Volume 8, Health-Safety and Home Economics (Grade 7 through College, Adult) Personal Health, Driver Education, Physical Education, Sports and Recreation; Home Management, Child Care, Clothing and Foods.

Volume 9, Industrial and Agricultural Education (Grade 7 through College, Adult) Industrial Arts, Technical Training, Vocational Training.

Volume 10, Mathematics (Grade 7 through College, Adult) Arithmetic, Algebra, Geometry, Trigonometry, Higher Mathematics.

Volume 11, Science and Engineering (Grade 7 through College, Adult) Astronomy, Life Sciences, Earth Sciences, Chemistry, Physics; Engineering Education.

Volume 12, Geography and History (Grade 7 through College, Adult) Archeology, Anthropology, Philosophy, Religion.

Volume 13, Economics and Political Science (Grade 7 through College, Adult) Government, Law, Sociology.

Volume 14, Master Title Index - A non-descriptive list of all titles.

\*Denotes resource guides that are available at District One Technical Institute.

UPDATE

LB  
1028  
W872b

Wisconsin. University. Industrial Relations Research Institute. Center for Studies in Vocational and Technical Education.

Vocational-technical report, a bibliographic listing in ten volumes.

Contents--1. Administration and organization--2. Curriculum--3. Instruction--4. Guidance--5. Teaching staff and selection--6. Job analysis--7. Job placement--8. Work experience--9. Legislation--10. Apprenticeship--11. Technological change--12. Cost-benefit analysis--

LB  
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W872b

Wisconsin. University. Industrial Relations Research Institute. Center for Studies in Vocational and Technical Education.

Vocational-technical report. (Card 2)

13. Job cluster concepts--14. Disadvantaged groups--15. Educational policy--16. Manpower--17. Finance--18. Retraining--19. Ordering and selected acquisitions listing.

LB  
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Ohio. State University. Center for Vocational and Technical Education.

Planning ahead for the world of work; development and field testing of curriculum materials for secondary school girls; an abstract. Columbus, 1971.

Various pagings.

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Wisconsin. Legislative Reference Library.  
The making of a policeman. Madison, Wisconsin, 1968-

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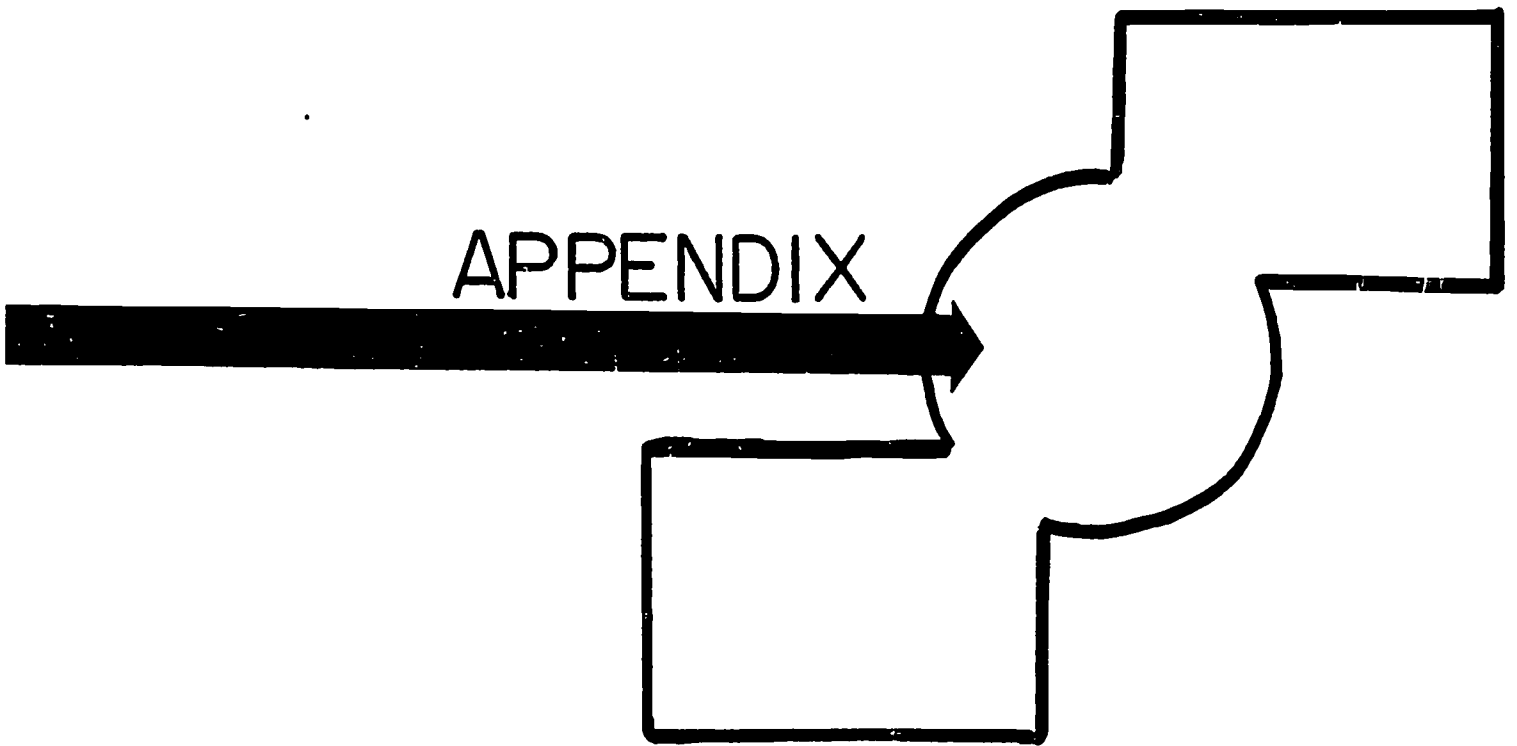
American Vocational Association. Box  
Miscellaneous pamphlets published by AVA.

V. F.

Wisconsin Board of Vocational, Technical, and Adult Education.

Opportunities through education at vocational, technical and adult career campuses in Wisconsin 1971-

APPENDIX





PARTICIPANTS IN A 13-14 AND ADULT CAREER EDUCATION WORKSHOP

Agriculture . . . . .	Irvin Rounsville
Business . . . . .	Milo Swenson Joanne Dow
Distributive Education . . . . .	Michael Johnson
Field Services. . . . .	Gerald Jacobson
Food Services . . . . .	Karen Demaree
General Education . . . . .	Joan Barry Schuyler Van Gordon Al Guite
Health Occupations . . . . .	Elizabeth Rolland
Home Economics . . . . .	Betty Gertner
Student Services . . . . .	Gerald Silvernail
Trade & Industry . . . . .	Leslie Gilbertson Chet Smuhl
Audio-Visual Consultant . . . . .	John Arata
Audio-Visual Assistant . . . . .	John Stygar
Career Education Coordinator . . . . .	Orval Gabriel
Career Education Consultant . . . . .	Russ Mandy
Career Education Consultant . . . . .	Jerry Scott
Wisconsin Board-Vocational, Technical and Adult Education (Madison, Wisconsin). . .	Jim Fisher

1972 SUMMER WORKSHOPCAREER EDUCATION SPEAKERS

Dr. Ken Hoyt, (Keynote Speaker)  
 Professor of Education  
 University of Maryland, Chapel Hill  
 College Park, Maryland

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 Production Manager  
 Sterling Pulp and Paper Company  
 Dells Dam  
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 Executive Director  
 Chamber of Commerce  
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 Personnel Director  
 Wisconsin Telephone Company  
 301 South Farwell Street  
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Mrs. Joey Hill  
 339 McKinley Avenue  
 Eau Claire, Wisconsin

Mr. & Mrs. William Gharrity  
 616 Balcom Street  
 Eau Claire, Wisconsin

Honorable Thomas Barland  
 County Judge  
 Eau Claire County Court House  
 Eau Claire, Wisconsin

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 Chief Psychologist  
 Board of Education  
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 Eau Claire, Wisconsin

Mrs. Sandee Christoffersen  
 Public Information  
 District One Technical Institute  
 Eau Claire, Wisconsin

Dr. Wayne Puttmann  
 Placement Director  
 University of Wisconsin-Eau Claire  
 Eau Claire, Wisconsin

Mr. Dale Anderson  
 Placement Counselor  
 District One Technical Institute  
 Eau Claire, Wisconsin

Mr. Jack Puffer  
 Franklin School System  
 Franklin, Wisconsin

Dr. Marvin Lansing, Superintendent  
 Eau Claire Public School System  
 Eau Claire, Wisconsin

Mr. Arthur Kopp, Assistant Director  
 Student Services  
 District One Technical Institute  
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Miss Jan Cunningham  
 Wisconsin State Employment Service  
 Eau Claire, Wisconsin

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Mr. Joseph Miller  
 Sears Roebuck Company  
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 School of Education  
 University of Wisconsin-Eau Claire  
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Rev. Larry Rynearson  
 Our Redeemer Lutheran Church  
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 Coordinator, Library Services  
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 122 Mappa  
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Mr. Al Karin  
 Photo-Art Visual Service  
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Mr. Tom Frisbe  
 Board of Education  
 122 Mappa  
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Mr. Cliff Stanford  
 Board of Education  
 122 Mappa  
 Eau Claire, Wisconsin

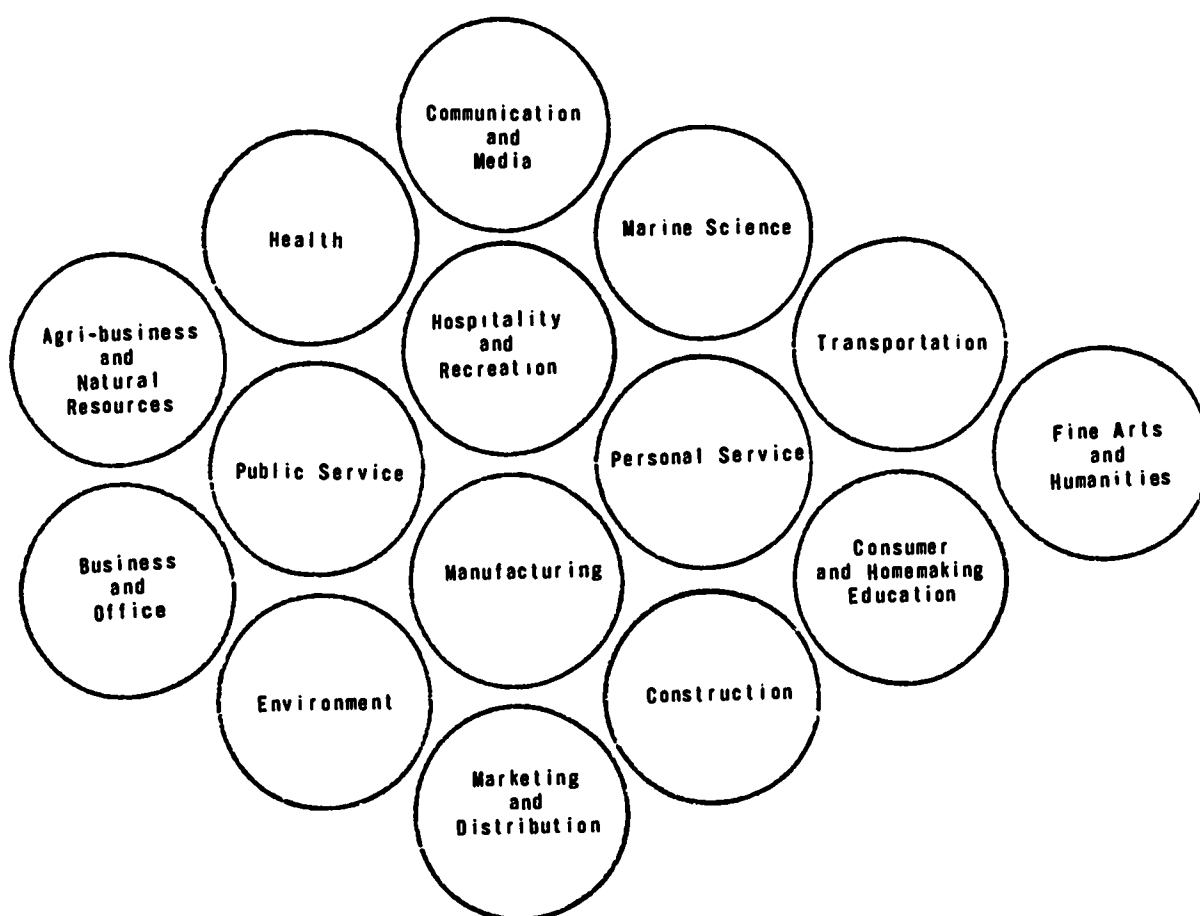
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UNITED STATES OFFICE OF EDUCATION  
FIFTEEN OCCUPATIONAL CLUSTERS



KEY TO PREVIOUS OCCUPATIONAL CLUSTERS ILLUSTRATED

CAREER EDUCATIONDRAFT #4

421 - 744 (Session 1)  
Seminar on Career Education  
Summer, 1972  
Most Distinguished Professor  
William Micheels

Working has always been a part of living. In this sense Career Education in the past was a part of growing up, whether the education occurred as a part of family living, on the job, or in the more formal setting of an educational institution. One result was the growth of our present technological society which resulted in many kinds of progress, but also brought many new problems which remain to be solved.

For example, today we are confronted with a situation where significant numbers of individuals are unemployed or underemployed, for a variety of reasons. The situation is such that many people are calling for a re-examination of goals (as well as means), whereby our society can best help each individual to understand himself, to appreciate the opportunities available to him, and to become an enlightened, contributing member of his society. This is the setting in which career education is emerging as a new thrust to meet the needs of our complex society.

Career Education is the systematic development of a broad base of general knowledge and saleable skills which will be useful to each person as a producer (and a consumer). All students should be introduced to a wide variety of learning experiences which will help them to understand and utilize their abilities, interests, aptitudes and talents. An important goal of career education is to help individuals of all ages realize their potential in the wide spectrum of work opportunities and leisure

time activities. Community resources should be inventoried and utilized as a part of the teaching-learning process.

Underlying career education is the concept that all educational experiences (in and out of school) should be geared to preparation for economic independence and an appreciation for the dignity of all forms of work. Career education requires a continuous evaluation of an individual's needs, and in such a manner as to provide for the flexible adaptation of his skills and talents.

Career education will be successful when an individual can evaluate himself as being:

1. a productive member of society
2. employable in a variety of occupations, and
3. satisfied with the work he is doing and the life he is living.

LISTED BELOW ARE OHIO STATE UNIVERSITY'S THIRTY-TWO CCEM MATRIX THEMES  
SUGGESTED BY THE BREAKDOWN OF THE EIGHT ELEMENTS:

I. SELF AWARENESS ELEMENT

1. The student will come to recognize the relationships of his interests, aptitudes, and achievements to realization of his career aspirations.
2. The student will understand and use the concept of "role" as a way of learning about himself in relation to his culture.
3. The student will, through coming to know himself, learn to understand, accept and respect his own uniqueness both in terms of his past development and as changes occur in him as a result of learning, growth and maturation.
4. The student will come to understand and recognize the forces in his environment that influence his development (i.e., social, economic, educational, cultural, etc.)
5. The student will recognize that self knowledge is related to a set or system of values that is unique to him.
6. The student will learn the importance of establishing (although tentative) personally relevant goals based upon an understanding of himself.

## II. EDUCATIONAL AWARENESS ELEMENT

7. The student will recognize that learning is a continuous process that occurs both in school as well as outside of school.
8. The student will recognize that his educational experiences are a part of his total career education and development.
9. The student will recognize that various career directions are related to different types of educational preparation.
10. The student will recognize the significance of education (i.e., the development of language, computational and reasoning skills and mastery of content knowledge) as a primary means of achieving career and life goals.

## III. CAREER AWARENESS ELEMENT

11. The student will understand the variety and complexity of occupations and possible careers associated with the world of work.
12. The student will understand the way in which occupations and careers relate to the goals, needs and functions of the society.
13. The student will be able to determine the basic characteristics and qualifications related to preparation for and performance of the major tasks associated with various occupational roles.



14. The student will understand that "career" involves progression through stages of preparation for and the performance of occupational roles and may involve a change in basic vocational direction.
15. The student will understand the relationship between an individual's career and his overall life style.

#### IV. ECONOMIC AWARENESS ELEMENT

16. The students will understand the relationship between various occupational roles and related personal economics and life style.
17. The student will understand the range of social and economic benefits, associated with various occupational roles and careers, that are acquired in addition to one's actual salary or pay.
18. The student will understand how economic wealth is accumulated by means other than those related directly to most occupations or careers (i.e., investments, interests, insurance, savings, etc.) and how these may influence his career and life style.
19. The student will be able to effectively relate his present and anticipated economic status to the economic status of the Nation, his State and community and understand the possible effects various trends and changes may have on his status.

#### V. DECISION MAKING ELEMENT

20. The student will be able to identify and state personal (career) goals as part of the process related to making decisions (related to career).
21. The student will become proficient in the process of identifying, gathering and using resource information as part of the process of making decisions (related to career).
22. The student will understand that the decision making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with his values and goals and in taking the steps necessary to implement the chosen course of action.

#### VI. BEGINNING COMPETENCY ELEMENT

23. The student will develop the planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations and evaluate the final product.
24. The student will develop an understanding of the material used and processes associated with business, commercial and industrial activity, and production and will be competent in the use of the basic tools, equipment and materials associated with carrying out those processes.

25. The student will develop understanding of the fundamental types of interpersonal relationships generated as a result of the interaction of various occupational and career roles (i.e., employer, employee, supervisor, worker, associate, professional, para-professional, etc.)
26. The student will develop the educational and occupational competency regarded as basic and important to moving on to the next stage of preparation for and/or entry into the career area of his interest.
27. The student will develop the required entry level or in-depth skills appropriate for gainful employment in an area of occupational interest.

#### VII. EMPLOYABILITY SKILLS ELEMENT

28. The student will recognize and understand the advantages and responsibilities associated with working independently, as a member of a cooperative team and/or in being supervised or directed.
29. The student will be able to relate information about his interests, aptitudes and qualifications to his selecting, learning and/or performing duties or occupational roles assigned to, or chosen by him.

30. The student will develop through his educational experiences (especially in those areas that relate to career preparation), the basic work habits and attitudes regarded as necessary for entry and performance in the occupation and career of his choice.

#### VIII. ATTITUDES AND APPRECIATIONS ELEMENT

31. The student will recognize that once a task or job is accepted there are certain responsibilities to himself and others.
32. The student will recognize differences in others and will develop tolerance and flexibility in his interpersonal relationships.

Adopted From: A publication of the

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

1968 Publication from the Government  
Printing Office, Washington, D. C.

## 1. INTRODUCTION

Throughout the educational community, today's predominant theme is change. New curriculums, new media, and new teaching methods are being designed and developed in laboratories and classrooms throughout the country. These activities are going on at a rate unprecedented in the history of education.

All this recent and expanding activity has produced a large number of valuable documents, many of which have not reached the people who need them. The purpose of the Educational Resources Information Center-ERIC-is to provide access to this literature.

## 2. What is ERIC?

A national information system

A source for obtaining documents on education

A network of decentralized information centers.

What does ERIC do?

Collects, stores, and disseminates information on education

Furnishes copies of educational documents at nominal cost

Prepares bibliographies and research reviews on critical topics in education

Coordinates the efforts of decentralized information centers throughout the country.

## 3. Who can use ERIC?. . . and How?

School Administrators

To identify new and significant educational developments

To apply new management tools and practices to the local situation

To base budget estimates on the latest research data

**Teachers**

To obtain the latest information on preservice and inservice training

To learn about new classroom techniques and materials

To discover "how-to-do-it" projects for personal and professional development

**Researchers**

To keep up-to-date on research in their field of interest

To avoid duplication of research efforts

To obtain full-text documents on research

**Information Specialists**

To compile bibliographies on specific educational topics

To search ERIC publications for answers to inquiries

To locate and order documents for local information centers

**Professional Organizations**

To assist members in keeping abreast of research in a specific area of education

To inform members of significant developments or documents in peripheral or related areas of education

**Graduate and Undergraduate Students**

To gain access to the latest information for preparing term papers, theses, and dissertations

To obtain information on career development in education

To build a personalized, low-cost library on education.

**4. ERIC as a Resource**

ERIC is a national information system dedicated to the progress of education through the dissemination of educational research results, research-related materials, and other resource information that can be used in developing more effective educational programs. Through a network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, the information is monitored, acquired, evaluated, abstracted, indexed, and listed in ERIC reference products. These reference publications thus provide access to reports of innovative programs and the most significant efforts in educational research, both current and historical.

Further, each clearinghouse generates newsletters, bulletins, bibliographies, research reviews, and interpretive studies on educational subjects to satisfy the needs of the educational area it serves.

5. Consult the Thesaurus--for in-depth searches you may find it helpful to use the Thesaurus of ERIC Descriptors, the information retrieval thesaurus for ERIC documents. This volume guides you from the main entry-dropouts-to all synonyms, near-synonyms, narrower terms, broader terms, and related terms.

DRIVER TRAINING  
USE Driver Education

DROPOUT ATTITUDES  
BT Attitudes  
RT Dropouts  
Student Alienation

DROPOUT CHARACTERISTICS  
RT Dropouts  
Individual Characteristics

DROPOUT EMPLOYABILITY  
USE Employment

DROPOUT EMPLOYMENT  
USE Dropout Programs

DROPOUT IDENTIFICATION  
UF Identifying Dropouts  
BT Identification  
RT Dropout Prevention  
Dropout Research  
Dropouts  
Potential Dropouts

DROPOUT PREVENTION  
RT Dropout Identification  
Dropout Programs  
Dropout Research  
Dropouts

DROPOUT PROBLEMS  
BT Problems  
RT Dropouts

DROPOUT PROGRAMS  
UF Dropout Employment  
BT Programs  
RT Dropout Prevention  
Dropout Rehabilitation  
Dropout Teaching  
Dropouts

DROPOUT ROLE  
RT Dropouts

DROPOUT TEACHING  
BT Teaching  
RT Dropout Programs  
Dropouts

DROPOUTS  
UF High School Dropouts  
School Dropouts  
NT Adult Dropouts  
Potential Dropouts  
Rural Dropouts  
Urban Dropouts  
RT Academic Failure  
Dropout Attitudes  
Dropout Characteristics  
Dropout Identification  
Dropout Prevention  
Dropout Problems  
Dropout Programs  
Dropout Rate  
Dropout Rehabilitation  
Dropout Research  
Dropout Role  
Dropout Teaching  
Expulsion  
Out of School Youth  
Persistence  
Retraining  
School Holding Power  
Students  
Unemployed  
Unemployment  
Youth

DRUG ADDICTION  
UF Narcotics Addiction  
BT Socially Deviant Behavior  
RT Crime  
Drug Legislation  
Health

6. Read the resume (abstract)--the resume will help you determine whether or not you want the full text. (Information regarding projects is limited to the abstract only.)

LIGENCE QUOTIENT, KUHLMANN ANDERSON INTELLIGENCE TEST, MICHIGAN STUDENT QUESTIONNAIRE, PARENTAL BACKGROUND, SCHOOL INFO. QUESTIONNAIRE, SCOTT FORESMAN CO. BASIC READING TEST, STANFORD ACHIEVEMENT TEST, STUDENT OPINION POLL, STUDENT TEACHER RELATIONSHIP, CONTRACT OEC-8-6-068171-0570

THE RELATIONSHIP BETWEEN CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR BEHAVIOR IN THE CLASSROOM WAS EXPLORED. SUBJECTS WERE 125 STUDENTS IN FOUR SIXTH GRADE CLASSROOMS IN A PREDOMINATELY WHITE WORKING CLASS SUBURB. THE CLASSROOM BEHAVIOR OF THE SUBJECTS WAS OBSERVED OVER A THREE MONTH PERIOD. QUESTIONNAIRES DESIGNED TO MEASURE THE CHILDREN'S ATTITUDE TOWARD (1) THE SCHOOL, (2) THEIR SCHOOL WORK AND TEACHER, (3) THEIR INTELLECTUAL AND ACADEMIC EXPERIENCE, (4) THEIR KNOWLEDGE OF THE SCHOOL ENVIRONMENT, AND (5) THEIR CHOICE OF SOCIALLY DESIRABLE RESPONSES WERE ADMINISTERED. BACKGROUND INFORMATION SUCH AS AGE, PARENTAL BACKGROUND, IQ, AND ACHIEVEMENT TEST SCORES WAS ALSO OBTAINED. AMONG THE RESULTS WERE THE FOLLOWING-- (1) PUPIL ATTENTION WAS NOT RELATED TO PUPIL ATTITUDES, (2) THE BRIGHTER THE PUPIL, THE MORE LIKELY HE WAS TO BE ATTENTIVE IN CLASS (3) GIRLS WERE MORE FAVORABLY DISPOSED TOWARD THEIR SCHOOL, MORE ACADEMICALLY SUCCESSFUL, AND MORE ATTENTIVE, AND (4) BOYS HAD MORE TEACHER-PUPIL INTERACTIONS AND MORE CONTROL MESSAGES. HOWEVER, THE RESULTS WERE NOT VERY STRONGLY SUPPORTED. STUDENTS WHO WERE DISSATISFIED WITH SCHOOL APPEARED TO BE AS INVOLVED AS THOSE WHO WERE SATISFIED. THIS MAY BE A RESULT OF TEACHER DOMINANCE IN THE CLASSROOM. (SK)

ED 012944

CG 000 658

YUNKER, JOHN A.

PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS.

TRACY ELEMENTARY SCHOOL DISTRICT, CALIF.

PUB DATE JUL 67

EDRS PRICE MF- \$0.25 HC-\$1.56 37P.

DESCRIPTORS \*DROPOUT PREVENTION, \*GRADE 8, \*GROUP COUNSELING, \*OCCUPATIONAL GUIDANCE, \*VOCATIONAL EDUCATION, ATTENDANCE, CITIZENSHIP, GRADE POINT AVERAGE, INTEREST SCALES, KUDER PREFERENCE RECORD, LOW MOTIVATION, MOTIVATION TECHNIQUES, NONCOLLEGE PREPARATORY STUDENTS, PEARSONS PRODUCT MOMENT METHOD, POTENTIAL DROPOUTS, VOCATIONAL EDUCATION ACT OF 1963.

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE EFFECTS OF SMALL GROUP GUIDANCE SESSIONS AND INDUSTRIAL TOURS ON AN EXPERIMENTAL GROUP OF MALE, EIGHTH GRADE STUDENTS DEEMED LACKING IN ACADEMIC INTEREST AND/OR ABILITY WHO WERE CLASSIFIED AS POTENTIAL DROPOUTS AND NON-COLLEGE-



BOUND STUDENTS. IT WAS HOPED THAT THE EXPERIENCE WOULD MAKE THEM MORE COGNIZANT OF VOCATIONAL OPPORTUNITIES FOR QUALIFIED PERSONS, HELP THEM TO SELECT BETTER ACADEMIC PROGRAMS, INCREASE THEIR AWARENESS OF PERSONAL STRENGTHS AND WEAKNESSES, AND INCREASE THEIR AWARENESS OF THE RELATIONSHIP BETWEEN SCHOOL AND WORK. DATA FOR RESEARCH WERE GATHERED BY EXAMINING STUDENT GRADE POINT AVERAGES, CITIZENSHIP GRADE AVERAGES, ATTENDANCE RECORDS, AND KUDER PREFERENCE RECORD (KPR) RESULTS. THE KPR WAS ADMINISTERED BOTH BEFORE AND AFTER THE TOURS TO THE EXPERIMENTAL GROUP AND A CONTROL GROUP. THE EXPERIMENTAL (1) DID NOT AUGMENT STUDENT AWARENESS OF THE IMPORTANCE OF ACADEMIC PURSUITS, (2) DID NOT MOTIVATE STUDENTS TO PERFORM SIGNIFICANTLY BETTER IN CITIZENSHIP OR IN CLASSROOM BEHAVIOR, (3) DID NOT SIGNIFICANTLY LOWER THE NUMBER OF UNEXCUSED ABSENCES, AND (4) DID NOT UNCOVER SIGNIFICANT INTEREST CHANGES. HOWEVER, STUDENTS DID ACHIEVE HIGHER POST-TEST RESULTS ON THE MECHANICAL AND SCIENTIFIC SCALES OF THE KPR. (PR)

ED 012945

CG000666

ADKINS, WINTHROP R. AND OTHERS  
DEVELOPMENT OF A SOCIAL CHANGE METHODOLOGY WITH THE  
HELP OF A RESEARCH ADVISORY PANEL. INTERIM REPORT.

TRAINING RESOURCES FOR YOUTH INC., BROOKLYN, N. Y.  
REPORT NUMBER BR-6-8503

PUB DATE 31 MAR 67

EDRS PRICE MF-\$0.50 HC-\$4.98 100P

DESCRIPTORS \*DISADVANTAGED YOUTH, \* PROGRAM  
EVALUATION

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