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ABSTRACT

The guide is designed to aid the teacher in helping the students to increase awareness and maturity in the decision making process when alternatives are encountered to which they must react. While many of the suggested activities are designed to foster a personal maturity, the emphasis is placed upon maturity in vocational and career decision making. Within the four sections (pre-kindergarten/kindergarten, primary, intermediate, and junior high school) the material is presented under the headings of concept, behavior, activities, and reference. Each section is provided with its own list of books, films, and other resource material. World of Work concepts are introduced in a concrete fashion at the early primary level and recycled and expanded in a more sophisticated manner at the intermediate and secondary levels. This consolidated approach to career and child development is essential. The guide approaches career development in its broadest sense with emphasis on increasing awareness and understanding of the World of Work and its adaptability to one's individual life styles. (Author/SA)

Career Resource Guide

Project Open Door to the World of Work...

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

The process of human development is characterized by the recognition and selection of a continuous series of life choices. It is essential, therefore, for a teacher to effectively integrate guidance and instruction. This is a basic element in any educational program that recognizes the unique needs and differences of the individual child. The specialized guidance counselor works with teachers, students and parents as part of the educational team.

This Career Resource Guide, which was developed through the cooperative efforts of teachers, guidance counselors and students, exemplifies this team approach. The Guide will be implemented by classroom teachers in pre-kindergarten to grade nine classes to prepare students in career decision making.

I would like to commend the team, which under the direction of John Murray, Supervisor of Special Guidance Projects, prepared this excellent Guide.

Joseph Manch
Superintendent of Schools

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INTRODUCTION

The purpose of the Career Resource Guide is to furnish teachers with a framework for instituting a developmental approach to aid students in understanding themselves as unique individuals, thus providing a basis for future career choice. Throughout their education, students are faced with a long series of alternatives to which they must react, all of which contribute to shaping their futures. This Guide is designed to aid the teacher in helping the students to increase awareness and maturity in the decision making process when these alternatives are encountered. While many of the suggested activities are designed to foster a personal maturity, the emphasis is placed upon maturity in vocational and career decision making.

This Guide has been prepared for pre-kindergarten through ninth grade. World of Work concepts are introduced in a concrete fashion at the early primary level and recycled and expanded in a more sophisticated manner at the intermediate and early secondary levels. This consolidated approach to career and child development is essential. The Guide approaches career development in its broadest sense with emphasis on increasing awareness and understanding of the World of Work and its adaptability to ones' individual life styles.

Pre-Kindergarten-Kindergarten Level

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
I. Children need a positive awareness of self.	A. Is able to perform developmental tasks.	1. Circle or small group activities where each child takes a turn in talking. Choral speech and direct teaching activities are examples of this. 2. Inspection-Have children evaluate themselves in a mirror. Facilities for washing faces, hands, combing hair, etc. are provided. 3. Stimulate a verbal discussion whereby children can talk about themselves. a. Who am I? b. Where do I live? c. How many people are in my family? d. What are my parent's, guardians', brothers', sisters', uncles', aunts', and cousins' names? e. How old am I? What is my birthdate? f. How do I work? In school? At home? g. What do I like? Food? Games? TV Shows? h. Why do I like these things? 4. Self portrait activity a. A child draws pictures of himself in September, January and June. The teacher and child can note physical and mental progress of child. b. The teacher can do associated activities with photographic exercises. Children can identify people in pictures and discuss the activity done. 5. Discuss health and safety needs. a. What food is good for me? b. How much rest do I need?	See bibliography: 1,2,4,8,11,12,13,14,15,16, 17,18,19,20,21,22,23,24, 25,26,27,28,29,30,31,32, 33,34,35,36,37,38,39,40, 41,42,43,44,45,46,47,52, 53,54,55,56,58,59,60,61
	B. Is aware of his physical being and associated growth.	1. Measure and weigh children early in school year. Record and repeat this late in the school year. 2. See activities: A1, A3, A4, and A5.	
	C. Speaks in an audible voice and can participate in a group setting.	1. See activities: A1, A3, A4, and A5.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	D. Is aware of physical state (clothes; cleanliness)	1. See activities: B1, A2, A3, A4, and A5.	
	E. Begins to understand his uniqueness as an individual.	1. Discussions of birthdays. Note on a time line or calendar the birthday of each child. Have a class observation of each birthday. 2. Discussion and pictures of various cultural groups. 3. Creative activities: a. clay models b. puppets c. songs d. models from the community e. records 4. See activities: A2, A3, A4 and A5.	
	F. Begins to be able to evaluate himself and his actions.	1. See activities: A2, A3, A4 and A5.	
	G. Has knowledge of personal information about himself, i.e., his name, address, telephone number, and immediate family.	1. Use charts, bulletin boards, filmstrips, or films to stress the ideas: a. What can I do? b. What can I choose not to do? c. Things I like to do. d. Things I do not like to do. e. Things I wish I could do. 2. See activities: B1, E1, A2, A3, A4, and A5.	
II. Children need a positive awareness of others.	A. Has knowledge of the people that influence him: 1. teachers 2. people in the community 3. spiritual leaders 4. members of his family	1. Have a class discussion about the people who influence them. a. Arrange for visits by these people b. Arrange field trips; interviews c. Set up role playing; games d. Use films—filmstrips-charts bulletin boards.	See bibliography: 1,2,4,5,7,10,12,13,14,15, 16,17,18,19,20,21,22,23, 25,26,28,29,31,32,33,34, 35,36,37,38,39,40,41,42, 43,44,45,46,47,52,53,54, 55,56,57,58,59,60,61

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
		2. Develop rules for working together. a. Create jobs within the classroom that would be done in turn by each child. b. Evaluate the performance of the jobs. 3. Discuss with the class their position with other members within the family. a. Make a family tree b. Make a time line c. Draw pictures d. Children can state what they like to do with individuals in their family. e. Name the members in the immediate family. 4. Children can do a study of community helpers and an awareness observation of people who appear in the news: i.e., society, sports figures, astronauts, political leaders, entertainers. 5. Some of the community helpers they can study are: a. police b. fireman c. postman d. sanitation workers e. social workers f. health services g. retail merchants h. construction workers i. the delivery man j. transportation workers k. utility repair man l. community action organizations m. spiritual leaders 6. See pre K-K concept No. 1, activities A1 and E2.	
	B. Is aware of the social organization of the classroom: - sharing - taking turns - following directions - working in groups	1. See activity A2.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	C. Has a knowledge of his position within the family structure.	1. See activities A1 and A3.	
	D. Is aware of individuals outside of the community who have influenced the neighborhood.	1. See activities A1 and A4.	
III. People interact with others in all life situations.	A. Understands the interaction in family situations: Can define a family. Can state the family roles. Can dramatize and illustrate family roles.	- Have children draw pictures of their own families. Tell about them and their roles within the family. - role playing - discussion - puppets - Unfinished stories. The teacher tells a story about certain life situations and the children can imagine an ending to the story. - See pre K-K Concept II, Activity A3. - Interpretation of interaction through pictures. Let children also furnish the conversation. - Pupil evaluation of the interaction.	See bibliography: 1,2,5,6,10,11,12,13, 14,15,16,17,18,19, 20,21,22,23,25,26, 28,29,31,32,33,34, 35,36,37,38,39,41, 42,43,45,46,47,52, 53,54,55,56,57,58, 59,60,61.
	B. Is able to demonstrate interaction.	1. See activities A1, A2, A3, A4, and A5.	
	C. Shows consideration of others.	- Leader--follower activities - classroom games - structured class situations. - See activities A1, A2, A4 and A5.	
	D. Understands the rights of others.	1. See activities A1, A2, A4, A5 and C1.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	E. Shows competence and awareness in dealing with other people.	1. See A1, A2, A3, A4, A5 and C1.	
IV. Work has meaning and definition.	A. Understands helping tasks as a rudimentary job.	1. Selection and implementation of classroom jobs.	See bibliography: 6, 11, and 17.
	B. Begins to develop a "world of work" vocabulary: i.e. job, tasks, ability.	1. Introduce and discuss words pertaining to work for better understanding of the world of work. 2. Introduce games that readily illustrate the vocabulary words: ie. work, job, able, pay and reward. 3. Play games of pantomime that illustrate various skills of jobs—let the class guess the activity, ie., carpenter, barbers, beauticians, druggists, etc.	
	C. Begins to understand the rationale for work.	1. See activities: B2 and B3.	
V. There is value and diversity of work in the home.	A. Has knowledge of the importance of all work in the home.	1. Set up activities to demonstrate individuals within the family as they relate to the job roles using: a. pantomime b. role-playing c. discussion d. films, filmstrips, library books 2. Demonstrate appreciation for the work done by members in the family by honoring a. Mother's Day b. Father's Day c. Other family celebrations 3. Students can draw pictures of members of their family at work. The pictures can be displayed during "Open House" or parent visitations.	See bibliography: 9, 11, 38, 48, 49, 50, 57, and 35.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Begins to understand the divisions of labor within his basic family unit.	1. Discussion of the vital jobs existing within the family. 2. See activities: A1 and A2.	
	C. Understands that specific home tasks are accomplished in his family situation.	1. See activities: A1, A2, and B1.	
	D. Begins to understand that all tasks are valuable.	1. See activities: A1, A2, and B2.	
VI. There is value and diversity of work in the school.	A. Has knowledge of the importance of all work in the school.	1. Discussion of vital jobs existing within the school. 2. Bring in various school personnel to the classroom to discuss their jobs; ie, principals, nurses, secretaries, counselors, reading teachers, lunchroom aides, teachers aides, maintenance personnel, etc. 3. Set up activities to demonstrate individuals within the school as they relate to the job role. Use: a. film, filmstrips b. books c. discussion d. role playing e. pantomime f. art activities g. trips around school building to see the school personnel on the job.	See bibliography : 57
	B. Begins to understand the division of labor within the school.	1. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	C. Understands that specific tasks are accomplished in the school.	1. See activities: A1, A2, and A3.	
	D. Begins to understand that all tasks are valuable.	1. See activities: A1, A2, and A3.	
VII. There is value and diversity of work in the community.	A. Has knowledge of the job role of people who work within the community.	1. Lead a discussion of vital jobs existing within the neighborhood. 2. Take some neighborhood walks. 3. After the walks, students can be encouraged to draw pictures and state the jobs they observed. - make bulletin boards - collages - cut out magazine pictures of neighborhood workers - maps - films, filmstrips, library books - role playing - pantomime.	See bibliography: 11, 35, 44, 48, 49, and 50.
	B. Begins to understand the diversity of work within the community.	1. See activities: A1, A2 and A3.	
	C. Understands the specific tasks accomplished within the community.	1. See activities: A1, A2 and A3.	
	D. Begins to understand that all tasks are valuable.	1. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
VIII. School plays a role as a job experience for children.	A. Begins to understand that performance and participation in school are the child's jobs.	1. Children will start to learn the use of tools and materials in the classroom. 2. Set up creative activities centered around the theme: What School Means to Me	See bibliography: 17, 28, 29, 43, and 57.
IX. There is dignity in work.	A. Begins to be conscious of the quality of his work and the work of others. B. Begins to take pride in the work accomplished. C. Begins to show appreciation for the work done by others.	1. Make bulletin board displays of work. 2. Praise and recognize all work attempted by students. 1. See activities: A1 and A2. 1. See activities: A 1 and A2.	See bibliography: 11, 35, 44, 48, 49, and 50.
X. Workers are interdependent.	A. Realizes that team work is needed to complete a job.	1. Set up team games in the classroom, ie, bean bag toss, relay race, etc. 2. Lead a discussion of team approach to: a. school b. home c. community	See bibliography: 6, 11, 35, 48, 49, and 50.
XI. Workers perform services.	A. Begins to know some of the people who give helping service to him: Police Fireman Doctor Nurse Dentist Pharmacist School helpers Store keepers	1. Lead discussions on role playing and other expressive activities related to community helpers identified in Concept No. II, Activity A4. 2. Set up activities to highlight the services performed by classroom helpers. a. blackboards b. erasers c. classroom monitors	See bibliography: 11, 35, 48, 49, and 50 See bibliography: 3 and 51.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
		3. Set up activities to highlight the services performed by school helpers. a. milk monitors b. messengers c. hall monitors d. audio visual squads	
XII. A person's awareness of himself; his ideas, interests and abilities; will help him to make sound vocational decisions.	A. Begins to demonstrate an understanding of his individual interests and abilities.	1. Make a time line of the past and future, student likes and dislikes. 2. Make interest inventories in the form of scrapbooks, collages and exhibits. 3. List or tell classroom jobs that the child likes to do and why. 4. List or tell classroom jobs that the child does not like to do and why. 5. Set up activities which foster group decisions based on interest. a. field trips b. parties c. assembly programs	
	B. Demonstrates how this knowledge of his interests and abilities affects decision making.	1. See activities: A 3 and A4.	
XIII. A hobby or interest may influence a future career choice.	A. Begins to develop a personal interest in hobbies.	1. Set up hobby and interest groups within the classrooms. 2. Have a Show and Tell time for hobbies or interests outside the classroom.	See bibliography: 51

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
XIV. An individual's life is a balance between work and leisure time.	A. Realizes that the school day is a balance between work and play.	1. Set up a group planning situation to introduce the idea of schedules (ie. what the class plans to do for the day.) 2. Develop a class schedule and individual schedules. 3. Allow class discussions of how the children perceive work and leisure time.	See bibliography: 3 and 51
XV. Preparation for the world of work is based upon the acquisition of social and academic skills.	A. Begins to realize that social and academic skills are needed in his school job.	1. Set up a discussion of programs in social and academic skills, and make sure future expectations are explored. 2. Set up classroom jobs allotted from newly acquired academic skills.	See bibliography: 51
XVI. Jobs and careers impose demands as well as offer rewards.	A. Begins to understand job responsibilities inherent in any occupation.	1. After completion of academic work make sure reward activities are available. a. puzzles b. games c. listening stations d. TV programs e. free choice of reward activity 2. Allow the class to determine minimum standards for job tasks and qualifications for classroom jobs.	See bibliography: 51

RESOURCES

Books

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16. Haas, Dorothy, Maria—Everybody Has a Name, Chicago: Whitman Publishing Company, 1966.
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19. Heide, Florence & Van Clief, Sylvia, That's What Friends Are For, Four Winds Press, 1968.
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26. Kraus, Robert, The Rabbit Brothers, Anti-Defamation League of B'nai B'rith.
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32. Parish, Peggy, Little Indian, New York: Simon & Schuster, 1968.
33. Politi, Leo, Song of the Swallows, New York: Chas. Scribner Sons, 1949.
34. Presno, Vincent & Carol, Man in Action Series, (tea. edition & workbooks), Prentice Hall.
35. Prieto, Mariana, Tomato Boy, New York: John Bay Co., 1967.

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40. Showers, Paul, Your Skin and Mine, New York: Thomas Y. Crowell Co., 1933.
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Filmstrips

47. Robert and His Family (w. record) Society for Visual Education, Inc.
48. Robert and His Father Visit the Zoo (w. record) Society for Visual Education, Inc.
49. Robert Goes Shopping (w. record), Society for Visual Education, Inc.
50. Robert's Family and Their Neighbors (w. record), Society for Visual Education, Inc.

51. World of Work Series (w. record), Educ. Cast Inc.

- a. "Wally, the Work Watcher"
- b. "The Newspaper Boy"
- c. "The Junior Home Maker"
- d. "Electrical Services"
- e. "Gas and Oil Services"
- f. "Telephone Services"
- g. "Mail Delivery"
- h. "Dairy Product Delivery"
- i. "Drug Store"
- j. "Super-Market"
- k. "Service Station"

52. Who Am I? (series w. records) Scholastic Service, Inc.

Supplementary Materials

53. Concept Picture Puzzles (exploration) Harcourt, Brace and World, Inc.
54. Let's Start (photographs) Scholastic Magazine
55. Songs for the Flannel Board—David C. Cook Publ. Co. Elgin Ill.
56. The Green Circle Program (series of classroom activities highly recommended for children in discovering awariness of themselves and others).

Films

57. Getting Along With Others —Coronet Films.
58. People Are Different and Alike—Coronet Films.
59. Sing a Song of Friendship part 1 and 2. Anti Defamation League of B'nai B'rith.
60. Skipper Learns a Lesson—Encyclopedia Britannica—Educational Corporation
61. The Toymaker—Anti Defamation League of B'nai Brith.

Primary Level

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
I. Children need a positive awareness of self.	A. Is able to perform developmental tasks.	1. Have the class draw self portraits and label. 2. Set up an activity where the child's teacher writes the vital statistics on chart paper and the child illustrates and reads his own story. 3. For other sources see: Pre K-K concept No. 1 activities: A1, A2, A3, A4, A5, B1, E1, E2 and G1.	See bibliography: 1,2,3,4,7,8,9,10,11,12,13,14, 16,17,18,20,21,22,23,25, 26,27,28,29,31,32,33,34, 35,36,37,38,39,40,41,42, 43,46,48,49, and 50. Also: 51,52,53,54,55,56, 58,59,60,61,62,64,65, 66,67,68,69,70,71,72,73, 74,76, and 77.
	B. Is aware of his physical being and associated growth.	1. Use name tags on the child, his desk, his locker, his clothing, etc. See activities A1, A2, and A3.	
	C. Speaks in an audible voice and can initiate and participate in group settings.	1. See activities: A2 and A3.	
	D. Is aware of and can evaluate his physical state.	1. See activities: A1, A2, and A3.	
	E. Appreciate his uniqueness as an individual.	1. See activities: A1, A2, A3 and B1.	
	F. Is able to evaluate himself and his actions.	1. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	G. Has an expanded knowledge of his personal data; ie., name, address, telephone number and date of birth.	1. See activities: A1, A2, and A3, B1.	
II. Children need a positive awareness of others.	A. Has knowledge of the people who influence him, such as: 1. School staff 2. City leaders as well as people in the community 3. Cultural and Spiritual leaders 4. Members of his expanded family unit.	1. Set up a games situation whereby children can demonstrate what makes class members feel good or bad. 2. Lead group discussions as to the rights of individuals in the classroom. 3. For sources, see Pre K-K concept No. I activities: A1, A2, A3, B1 and E1.	See bibliography: 1,2,3,4,5,6,8,9,10,11,12, 13,14,15,16,17,18,19, 20,21,22,23,25,26,27, 28,29,31,32,33,34,35, 36,37,38,39,40,41,42, 43,46,47,48,49, and 50. Also: 52,53,54,55,56, 58,59,60,61,62,63,64, 65,66,67,68,69,70,71, 72,73,74,75,76.
	B. Is aware of the social organization of the school and classroom.	1. See activities: A3.	
	C. Has expanded knowledge of his position within the family structure.	1. See activities: A3.	
	D. Has knowledge of individuals outside the community who have influenced the neighborhood.	1. See activities: A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
III. People interact with others in all life situations.	A. Understands interaction in family situations. 1. Can state how individuals meet their needs within the family unit. 2. Can appreciate family situations other than his own.	1. Make family and class albums depicting interaction. 2. For sources see Pre K-K, concept No. III, Activities: A1, A2, A3, A4, and C1.	See bibliography: 1,2,3,4,5,6,8,9,10,11,12, 13,14,15,16,17,18,19,20, 21,22,23,25,26,27,28,29 31,32,33,34,35,36,37,38, 39,40,41,42,43,46,47,48, 49,50. Also: 52,53,54,55,56,58, 60,62,63,64,65,66,67,68, 69,70,71,72,73,74,75,76, and 78.
	B. Is able to demonstrate and depict interaction.	1. Set up an activity whereby the children have to interact to reach a democratic decision, i.e., a field trip choice, class party, etc. 2. Set up activities to foster social interactions and concern about others. a. Make the selection of a class hostess. b. Send get well cards signed by all members. c. Set up tutorial services rendered by students. 3. See activities: A1 and A2.	
	C. Understands the mechanics of group activity.	1. See activities: A1, A2, B1 and B2.	
	D. Demonstrates recognition of the rights of others.	1. See activities: A2, B1 and B2.	
	E. Shows awareness in dealing with other people.	1. See activities: A2, B1 and B2.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
IV. Work has meaning and definition.	A. Understands school tasks as a form of work.	1. Introduce expanded activities in school exploration. 2. Have a discussion of classroom jobs in order to establish job descriptions. 3. Have students make applications in order to get classroom jobs.	See bibliography: 10,12,21,31,32,38,41,46, 47,50,53,54,60,70,71,74, and 75.
	B. Expands World of Work vocabulary such as occupation, skills, pay, etc.	1. Review words pertaining to work introduced in Kindergarten. 2. See pre K-K concept No. IV, activities B1, B2, and B3.	
	C. Gains increased understanding of the rationale of work.	1. See activities: A1, A2, and A3.	
V. There is value and diversity of work in the home.	A. Has knowledge of the importance of all work in the home.	1. Students can interview family members about where they work and what they do. 2. Set up creative writing experiences: a. Personal chart stories about their family (reports of interview) b. Poems and illustrations c. Creative story situations d. Dramatizations 3. See pre K-K concept No. V, activities A1, A2 and B1.	See bibliography: 12,19,32,41,45,46,47, 50,53,54,63,68,70,71, and 73.
	B. Understands the division of labor within his basic family unit.	1. See activities: A1, A2 and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	C. Understands that specific home tasks are accomplished in family situations.	1. See activities: A1, A2, and A3.	
	D. Understands that all tasks are valuable, important and contribute to the welfare of the home.	1. See activities: A1, A2 and A3.	
VI. There is value and diversity of work in the school.	A. Has knowledge of the importance of all work in the school.	1. Interview school personnel on their jobs. 2. Set up creative writing experiences - illustrations - chart stories - poems - compositions 3. Activities to display the work done in school in the form of: - displays - newspapers - exhibits - fairs - art portfolios 4. See pre K-K concept No. VI, activities A1, A2, and A3.	See bibliography: 32 and 63.
	B. Understands the division of labor for school personnel.	1. See activities: A1, A2, and A4.	
	C. Understands that specific tasks are performed and accomplished within the school.	1. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	D. Understands that all tasks are valuable, important and contribute to the welfare of the school.	1. See activities: A1, A2, A3, and A4.	
VII. There is value and diversity of work in the community.	A. Has knowledge of the role of people who work in the community.	1. Set up creative writing experiences such as: - chart stories - poems - compositions 2. Set up activities to display work done in the community through - displays - newspapers - exhibits - job fairs - art portfolios 3. See pre K-K concept No. VII, activities A1, A2 and A3.	See bibliography: 10,12,19,21,32,41,46,47,50,53,54,59,60,70,71,72,74,75.
	B. Understands the diversity of work within the community.	1. See activities: A1, A2, and A3.	
	C. Realizes that the community accomplishes many specific tasks.	1. See activities: A1, A2, and A3.	
	D. Understands that all tasks are valuable.	1. Have the class make illustrations of jobs they would like to do and tell why. 2. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
VIII. School plays a role as a job experience for children.	A. Understands that performance and participation in school are his job.	1. Expand knowledge of the use of tools and materials in the classroom. 2. Have children learn the care and maintenance of classroom tools. 3. Set up creative activities centered around the theme: "What am I learning in School?" 4. Set up simple presentations or games whereby children evaluate themselves and their classmates.	See bibliography: 18,36,41,58 and 63.
	B. Begins to accept some responsibility for contributing positively to the school situation.	1. See activities: A3 and A4.	
	C. Begins to understand that work in school is basic to future achievement.	1. See activities: A3 and A4.	
IX. There is dignity in work.	A. Is conscious of the quality of his work and that of his peers.	1. Set up bulletin board displays. 2. Give praise and recognition for conscientious efforts made by students. 3. Set up group discussions relating to the definition of conscientious effort.	See bibliography: 10,12,21,31,32,38,41,45, 46,47,50,53,54,59,60,68, 70,71,72,74 and 75.
	B. Takes pride in work accomplished.	1. See activities: A1, A2, and A3.	
	C. Shows appreciation for work done by others.	1. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
X. Workers are interdependent.	A. Shows team effort in completion of jobs.	1. Set up games. 2. See activities in pre K-K concepts V, VI and VII.	See bibliography: 12,21,32,41,45,47,50,53, 54,59,60,68,70,71,72, and 75.
	B. Realizes that team work exists in the home, school, and community.	1. See activities: A1 and A2.	
XI. Workers perform services.	A. Begins to know some of the people who give helping services: 1. Police 2. Fireman 3. Doctor 4. Nurse 5. Pharmacist 6. Store keepers 7. School personnel 8. Sanitation workers 9. Health services 10. Delivery man 11. Community Action Leaders 12. Transportation services 13. Utility serviceman 14. Construction and repair men 15. Spiritual Leaders	1. Discussion, role playing and other creative activities should relate to listed community helpers. 2. Classify community workers by services performed. For example: a. workers who keep us safe b. workers who keep us healthy c. workers who build and repair our homes d. others 3. See pre K-K Concept XI activities A2, and A3.	See bibliography: 12,21,32,41,45,47, 50,53,54,59,60,68, 70,71,72,74, and 75.
XII. A person's awareness of himself; his ideas, interests and abilities, will help him to make some sound vocational decisions.	A. Begins to demonstrate an understanding of his individual interests and abilities.	1. Make a time line of past and future, likes and dislikes. 2. Make interest inventories in the form of scrapbooks, collages, and exhibits. 3. List or tell classroom jobs that child likes to do and why. 4. List or tell classroom jobs the child does not like to do and why.	See bibliography: 74.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Demonstrates how this knowledge of his interests and abilities affects decision making.	- Set up activities which foster group decisions based on interest, such as: - field trips - parties - assembly programs - See activities: A3 and A4.	
XIII. A hobby or interest may influence a future career choice.	A. Begins to develop a personal interest in hobbies.	- Set up hobby and interest groups within the classroom. - Have a Show and Tell time for hobbies or interests outside the classroom.	See bibliography: 74.
XIV. An individual's life is a balance between work and leisure time.	A. Realizes that the school day is a balance between work and play.	- Set up a group planning situation to introduce the idea of schedules (ie., what the class plans to do for the day) - Develop a class schedule and individual schedules. - Allow class discussion of how the children perceive work and leisure time.	See bibliography: 38, 41, 46, and 74.
XV. Preparation for the world of work is based upon the acquisition of social and academic skills.	A. Begins to realize that social and academic skills are needed in his school job.	Discuss progress in social and academic skills of each child, and explore future expectations.	
XVI. Jobs and careers impose demands as well as offer rewards.	A. Begins to understand the job responsibilities inherent in any job.	- After completion of academic work make sure reward activities are available, such as: - puzzles - games - listening stations - T.V. programs - free choice of reward activity	See bibliography: 50 and 54.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
XVII. Many jobs exist within career families.(fields)	A. Is able to classify known jobs into general groups.	1. Set up an activity whereby students classify whether the worker is involved with people, things or ideas. 2. See Primary Concept VI, Activity A3.	See bibliography: 72 and 74.

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Intermediate Level

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
I. Children need a positive awareness of self.	A. Is able to perform developmental tasks.	- Using tagboard allow children to make folded stand up name cards 3-dimensional. The child can carry his name card from group to group for identification. - Allow the class to make self portraits in the form of collages to express their individual personality. - Use choral speaking as an introduction to public speaking. - Read stories; show illustrations of various cultural groups. Let the children tell things that they admire about a group and things that they dislike. Then, discuss in depth the reasons for their attitude. - Make a time line using personal likes and dislikes and project future decisions.	See bibliography: 1,2,3,4,9,11,13,14,16,17,22,24,28,30,32,34,43, & 45.
	B. Is aware of physical being and associated growth and can evaluate his physical state.	Have the children evaluate themselves in a mirror.	
	C. Is able to participate in a range of academic and social group settings.	See activities: A1, A2, and A3.	
	D. Understands his uniqueness as an individual and can evaluate himself and his actions.	- Use charts, bulletin boards, filmstrips or films to stress the ideas: - What I can do - What I can choose not to do - Things I like to do. - Things I do not like to do. - Things I wish I could do. - See activities: A1, A2, A4, A5, and B1.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	E. Has increased pride in himself and his heritage.	1. See activity: A5	
II. Children need a positive awareness of others.	A. Has knowledge of the people who influence him: Educators City and state political and social leaders Cultural and spiritual leaders Members of his expanded family unit.	1. Lead class discussions about people who influence the students. a. Set up visits by these people b. Field trips and taped interviews c. Role playing; games d. Films, filmstrips, charts, and bulletin boards. 2. Study community helpers and make an awareness observation of people who appear in the news.	See bibliography: 1,2,3,8,9,11,12, 13,14,15,16,17,19, 22,23,24,28,30,32, 34,36,37,38,39,40, 41,42,43,45,46,48, 49,50,52,53.
	B. Is aware of the social organization of the educational system as it relates to himself.	1. Set up situational role playing where the students understand the mechanics of how people influence each other. Examples are: class room activities or choral speaking. 2. See activity: A1.	
	C. Has a concrete knowledge of family structure.	1. See activities: A1 and B1.	
	D. Has an awareness of groups and individuals who affect our nation and the world.	1. See activities: A1 and A2.	
	E. Understands the relationship of and fairness to individuals and shows consideration of others.	1. Develop rules for working together. a. Create jobs within the classroom expanding throughout the school. b. Evaluate the performance of the jobs. c. Set up rudimentary class governments.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
		2. Have the class develop a code of ethics or conduct stressing the rights and privileges of students within classroom and in school settings. 3. See activity: B1.	
III. People interact with others in all situations.	A. Understands interaction in the family situation. Can state how each individual meets the need within the family unit.	1. Have the class complete hypothetical real life situations as portrayed by filmstrips, films, stories, etc. 2. Make collages highlighting the interaction within hobby and interest groups. 3. See concept II, activity E2.	See bibliography: 1,2,8,11,13,14,16,17,19,22,23,24,28,30,32,35,45, and 50.
	B. Understands the interaction within a community. Can state how individuals meet their needs within the community. Can appreciate how the community meets its general needs.	1. Set up field trips and class interviews with emphasis on highlighting interaction within the community. 2. See activities: A1, A2, and A3.	
	C. Understands the mechanics of group activity and is able to define and demonstrate that interaction.	1. Set up class activities whereby children interact to reach democratic decisions. 2. Set up activities to foster social interaction and concern about others, i.e., the selection of a class hostess, the making of get well cards signed by all class members, and tutorial services rendered by students. 3. See activities: A2 and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	D. Shows competence and awareness in dealing with other people and demonstrates appreciation of the rights of others.	1. See activities: A1, A2, A3, C1 and C2.	
IV. Work has meaning and definition	A. Demonstrates understanding of the rationale of work.	1. Help the class observe the variety of work undertaken throughout the world. (correlates with Social Studies curriculum gr. 4-6). 2. Create job descriptions and titles for use in conjunction with student applications for both class and school jobs. 3. Set up activities concerned with why people work. Use: a. Discussion b. Role playing c. Interviews	See bibliography: 5,18,20,23, 25,30,and 32.
	B. Can use and define work vocabulary. i.e, qualifications, skilled, unskilled, seasonal work, labor, profession, etc.	1. In all activities, emphasis should be placed on expansion of the world of work. 2. See activity: A2.	
V. There is value and diversity of work in the home.	A. Has knowledge of the importance of all work done in the home.	1. Set up activities exploring family units as developed through the social studies curriculum gr. 4-6. Use: a. Discussions b. Creative writing c. Scrap books d. Bulletin boards 2. Students can interview family members and discuss the diversity of work done by family members.	See bibliography: 19,29,30, 32,42, and 47.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Understands the division of labor within the family units.	1. See activities: A1 and A2.	
	C. Understands that all tasks are valuable, important and contribute to the welfare of the home.	1. See activities: A1 and A2.	
VI. There is value and diversity of work in the school.	A. Has knowledge of the importance and variety of all work in the school and that all tasks contribute to the welfare of the school.	1. Bring back graduates of the school to talk to students of their impression as to the value and diversity of work in the school. 2. Help the class set up activities to display work done in school. Use: a. Exhibits b. Displays c. Newspapers d. Fairs e. Art portfolios 3. Set up creative writing experiences, such as, poems, illustrations and compositions. 4. Set up activities which would enhance the students' knowledge of the operation of the school system, using such methods as field trips.	See bibliography: 19, 42, and 50.
	B. Understands that the school is there to satisfy a need of the community.	1. See activities: A1 and A4.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
VII. There is value and diversity of work in the community.	A. Has knowledge of the job roles of people who live in the community.	1. Use taped interviews and the reports of community workers and their activities. 2. Classify individuals in the community under broad occupational titles.	See bibliography: 3,11,29,31,32,35, 36,37,38,40,41,44, 46,47,48,49,52, and 53.
	B. Understands the diversity of work within the community.	1. Examine other communities and the specific workers who exist there to correlate with social studies curriculum 4-6. 2. See activities: A1, and A2.	
	C. Has a realization that the community accomplishes many specific tasks. Works with the school to improve services. Works with the city agencies to improve community life.	1. See activities: A1, A2, and B1.	
VIII. School plays a role as a job experience for children.	A. Understands that performance and participation in school are his job.	1. Observe and discuss the relationship between the requirements of school jobs and future jobs. 2. Individual rating scales of job performance in spelling, arithmetic, attendance graphs, etc. This should be discussed in relation to how employees receive ratings. 3. Evaluate graphs and set up a dialogue concerning their performance.	See bibliography: 14,19,42 and 50.
	B. Accepts responsibility for contributing positively to the school situation.	1. See activities: A1, A2, and A3.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	C. Understands that work in school is basic to future achievement.	1. See activities: A1, A2, and A3.	
IX. There is dignity in work.	A. Can evaluate his work and that of his peers. Shows appreciation for work done by others beyond the immediate environment.	1. Place a strong emphasis on field trips to cultural and manufacturing centers. 2. Set up a personal evaluation of his own work through: private conference with his teacher and counselor, and in peer group settings. 3. Establish class awards for: - Improvements - Effort - Contribution - Attitudinal changes	See bibliography: 5,6,7,8,10,12, 18,19,20,23,25, 29,31,32,35,36, 37,38,39,40,41, 44,46,47,48,49, 52, and 53.
	B. Takes pride in work accomplished.	1. See activity: A2.	
	C. Shows appreciation for all types of work done by others.	1. See activities: A1 and A3.	
X. Workers are interdependent.	A. Can demonstrate how work roles are inter-related.	1. Set up a group activity/ employing mass production techniques. Use: - Diorama - Items of scale - Baked goods sale - Industrial Arts and Home Economics Activities. 2. Set up a school project whereby the entire student body participates, such as an art festival. 3. Discuss, illustrate, etc, the interdependency of geographical areas within the country and the world. (see Social Studies Curriculum grade 4-6)	See bibliography: 19,23,29, 37,39,41,44,47, and 53.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Realizes that the sharing roles are interrelated.	1. See activities: A2 and A3.	
	C. Realizes that the modern manufacturing process relies upon the interdependency of work.	1. See activities: A1, A2, and A3.	
XI. Workers perform services.	A. Can list and explain services performed by many types of workers as they relate to the community.	1. Use photographs and taped interviews to display and discuss how helping services aid the community. 2. Classify community workers by services performed.	See bibliography: 19,23,29,31,32,35, 36,37,39,40,41,44,46, 47,48,49,52, and 53.
XII. A person's awareness of himself, his ideas, interests and abilities will help him to make sound vocational decisions.	A. Has increased pride in his growth and achievement.	1. Have students make personal charts of interest and activities. 2. Encourage interest inventories in the form of scrap books, collages and exhibits. 3. Have students set up a time line including past and future likes and dislikes. Decisions should be made on ability to do certain things. 4. Students should be able to explain their reactions to classroom and school jobs.	See bibliography: 4 and 50.
	B. Demonstrates an understanding of his individual interests and abilities.	1. See activities: A1, A2, A3, and A4.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	C. Demonstrates how the knowledge of his interests and abilities affects his decision making.	- Set up activities which foster group decisions based on individual and group interests such as: - Field trips - Parties - Assembly programs - Interest groups - See activity: A4.	
XIII. A hobby or interest may influence a future career choice.	A. Expands his personal interest in hobbies.	- Set up hobby and interest groups within the classroom and on individual grade levels. - Make activities and presentations by interest groups. - Introduce a check list and profiles to determine individual student interests.	See bibliography: 4,6,7,10, and 44.
	B. Develops competency in his hobby or hobbies.	1. See activities: A1, A2, and A3.	
	C. Can relate his hobby or hobbies and/or interests to a future career choice.	1. Lead a group discussion of where interests and hobbies may lead in later life. Emphasize future employment.	
XIV. Vocational information influences a career choice.	A. Understands where information is available and uses it.	- Set up: - Group library activities - Class bibliography - Book reports - Field trips - Use of instruction in the guidance resource center.	See bibliography: 4,6,7,10,18,20,25,32,36,37,38,39,40,41,44,46,47,48,49, and 52.
XV. An individual's life is a balance between work and leisure time.	A. Realizes that the day, the week, etc., is a balance between work and play.	- Set up group planning to develop schedules. - Develop a class schedule and individual schedules. - Encourage a class discussion in how the class perceives the balance between work and leisure time.	See bibliography: 5.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Shows an appreciation of leisure time and how it can be utilized.	1. See activity: A3.	
XVI. Preparation for the world of work is based upon the acquisition of social and academic skills.	A. Realizes that social and academic skills are needed in his school job.	1. Discuss the progress in social and academic skills and explore future expectations. 2. Allocate classroom and school jobs related to newly acquired academic skills.	See bibliography: 6,7,10, 35,44, and 47.
	B. Understands that the acquisition of these skills is basic to his future.	1. Set up a discussion concerning the importance of social skills as they relate to the world of work. 2. See activities: A1 and A2.	
XVII. Jobs and careers impose demands as well as rewards.	A. Has an initial knowledge of the demands of some occupations.	1. Have students determine minimum standards for job tasks and the qualifications for school and classroom jobs.	See bibliography: 6,7,10,18,20,25,35, 36,37,39,40,41,44, 46,47,48,49, and 52.
	B. Begins to evaluate the balance of demands and rewards of selected occupations.	1. Offer a variety of rewards for class and individual achievement. 2. Set up a class dialogue of what rewards the students expect from future jobs.	
	C. Begins to understand that certain responsibilities are inherent in any occupation.	1. See activity: A1.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
XVIII. Many jobs exist within career families (fields).	A. Is able to classify jobs into general groups.	1. Set up activity whereby students classify whether the worker is involved with: people, things or ideas. 2. Have the students project from hypothetical traits possible future job occupations. Example: a. Likes to work with people-sales. b. Likes sports-coach, physical education teacher. c. Likes to help people- health or social service fields.	See bibliography: 5,6,7,10,18,20,25,32, 37,39,40,41,44,47,48, 49,52, and 53.

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- Filmstrips
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32. World of Work Filmstrips Series—Educational—Cast Inc.

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- 2) "It's In Your Hands"
- 3) "Just What Do Mothers Do?"
- 4) "Electrical Services"
- 5) "Gas and Oil Services"
- 6) "Telephone Services"
- 7) "Transportation"
- 8) "Manufacturing"
- 9) "Personal Services"
- 10) "Commerce"
- 11) "Natural Resources"
- 12) "Instrumentation"
- 13) "Chemicals"

Films

33. The Skyline Series (sound) McGraw-Hill Text Films.

34. White Rabbits and The Black Rabbits (sound) Warren Shlout Productions.

35. Babysitting: The Job—The Kids, Guidance Associates of Pleasantville, N.Y.

36. City Fire Fighters—Coronet Films.

37. The Doctor—Encyclopedia Britannica Educational Corporation.

38. Duke Thomas Mailman—Coronet Films.

39. The Factory: How a Product Is Made, Bailey Film Association.

40. Fireman (2nd ed.) Encyclopedia Britannica Educational Corporation.

41. The Food Store—Encyclopedia Britannica Educational Corporation.

42. Getting Along With Others—Coronet Films.

43. A History of the Negro in America—McGraw Hill Text Films.

44. Jobs in the Health Field—Coronet Films.

45. The House I Live In—Anti-Defamation League of B'nai B'rith.

46. Mailman—Encyclopedia Britannica Educational Corporation.

47. New House: Where It Comes From—Coronet Films.

48. The Nurse—Encyclopedia Britannica Educational Corporation.

49. Policeman—Encyclopedia Britannica Educational Corporation.

50. So You Want To Be On the Team—Coronet Films.

51. The Toymaker—Anti-Defamation League of B'nai B'rith.

52. Truck Driver—Encyclopedia Britannica Educational Corporation.

53. What Our Town Does for Us—Coronet Films.

Junior High School Level

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
I. Children need a positive awareness of self.	A. Is aware of his strengths in academic and social areas.	1. Lead self narrative discussions and have students make ability check lists and profiles.	See bibliography: 1,4,6,14,21,22,23,25,28,32,33,36 and 37.
	B. Demonstrate an increased level of responsibility for his own actions.	1. Present grooming techniques. 2. Set up interest inventories and group counseling.	
	C. Is aware of his physical being and associated growth and can evaluate his physical state.	1. Make mirrors available for personal evaluation. 2. See activity: B1.	
	D. Understands his uniqueness as an individual and can evaluate himself and his actions.	1. Have students work on collages. 2. Place continued emphasis on public speaking in classroom and auditorium. 3. See activities: A1, B2, and C1.	
	E. Has increased pride and continued knowledge of himself and his heritage.	1. Study various cultural groups with an emphasis on the cultural heritage of students involved.	
II. Children need a positive awareness of others.	A. Begins to emulate role models.	1. Bring role models to school. 2. Organize field trips to see role models on the job. 3. Set up taped interviews and take photographs. 4. Make up socio-dramas involving role models.	See bibliography: 1,6,21,22,23,25,28,32,33, and 37.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Has knowledge of the people who influence him, such as: Educators City and State Political and Social Leaders Cultural and Spiritual Leaders Members of his expanded family unit.	1. Have the class discuss people who influence the students. 2. See activities: A1, A2, A3, and A4.	
	C. Is aware of the social organization of the educational system as it relates to himself and his school.	1. Make sure that the existing student government develops a code of ethics or conduct, stressing the rights and privileges of students within the classroom and school settings. 2. See activity: B1.	
	D. Has an awareness of the groups and individuals who affect our nation and the world.	1. See activities: A4 and B1.	
III. People interact with others in all situations.	A. Understands the inter-action in the family situations. Can state how individuals meet the needs within the family unit. Can appreciate family situations other than his own. Can appreciate the dual role played by some family members.	1. Make a hypothetical socio-gram and set up a group experience using role playing. 2. Complete hypothetical real life situations as portrayed by filmstrips, films, stories, etc.	See bibliography: 13,19,21,22,23,24, 25,28,32,33, and 38.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Understands the interaction within the community. Can state how individuals meet their needs within the community. Can appreciate how the community meets its general needs.	1. Set up a class and school activity whereby students interact to reach democratic decisions. 2. Set up field trips and interviews with emphasis on highlighting the interaction within the city, county, state and if possible, the nation. 3. See activities: A1 and A2.	
	C. Understands interaction at the city, county, state, national and international levels.	1. See activities: B2.	
	D. Understands the structure of his peer group.	1. Set up activities to foster social interaction and concern about others. a. School hosts and hostesses b. Send get well cards to sick students and faculty c. Set up tutorial services rendered by students d. Organize a social committee to organize social events. 2. See activities: A1, A2, and B1.	
IV. Work has meaning and definition.	A. Demonstrates an understanding of the rationale of work.	1. Set up group guidance by the teacher or counselor highlighting the rationale of work.	See bibliography: 15,20,22,23,25,26, 29,31, and 34.
	B. Can use and define the work vocabulary.	1. In all activities, emphasis should be placed on expansion of World of Work vocabulary.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	C. Understands the employment procedure and demonstrates competency in the application for a specific job.	1. Create job descriptions and titles for use in conjunction with student application for class and school jobs. 2. Resume practice in writing and complete job applications. 3. Complete job leads to agencies with part-time and summer job opportunities.	
V. There is value and diversity of work in the home.	A. Has knowledge of the importance of all work in the home.	1. Lead a class discussion as to how family roles change relative to the age of the members and how individual students meet the new demands placed upon them by the role change.	
	B. Understands the division of labor within family units and the possible dual roles.	1. See activity: A1.	
	C. Understands that all tasks are valuable, important and contribute to the welfare of the home.	1. See activity: A1.	
VI. There is value and diversity of work in the community.	A. Has knowledge of the job roles of people living in the community.	1. Set up taped interviews and reports of entrepreneurs and community workers and their activities. 2. Classify individuals in the community under specific occupational titles.	See bibliography: 13, 16, 17, 18, 24, 25, and 30.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Understands the diversification of work within the community.	1. Examine other countries and the specific workers there. If possible, correlate with the social studies curriculum 7-9. 2. Study the unmet jobs in the community and the individual jobs required to meet these needs, such as: a. Recreational facilities b. Health care centers c. Comprehensive day care centers d. Enforcement of housing codes.	
	C. Has realization of the economic factors which influence the community. Home ownership vs. renters Influence of the absentee entrepreneur (home and businesses)	1. See activities: A1, B1, and B2.	
	D. Has a realization that the community accomplishes many specific tasks. Aids in improving the school services. Works with the city agencies to improve community life.	1. See activities: A1, A2, and B2.	
VII. School plays a role as a job experience for children.	A. Is able to adjust to the demands set by the departmentalized system.	1. Organize an orientation program at the beginning of school year to explain the departmentalized program, study skills and test taking techniques.	See bibliography: 3,4,25,26,29,31, and 35.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Accepts the responsibility for contributing positively to the school situation.	1. Discuss how high schools can be an important job experience for students. Display high school materials. 2. Give awards for effort and excellence in academic achievement. 3. See activity: A1.	
	C. Understands that work in school is basic to future achievement in higher education or direct entry level types of jobs.	1. Observe and discuss the relationship between the requirements of school jobs and future jobs. 2. See activity: B1.	
VIII. There is dignity in work.	A. Is conscious of his work and that of his peers.	1. Establish class awards.	See bibliography: 2,16,17,18,25,26, 28,30, and 34.
	B. Is aware that all activities contribute to the ongoing society as a whole.	1. Discuss the dignity of work based upon historical and economic trends. a. Artisans b. Craft guilds c. Mass production d. Union movement 2. Discuss a hypothetical world where only status jobs exist (as students perceive them).	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
IX. Workers are inter-dependent.	A. Can demonstrate how job roles are interrelated.	1. Set up a group activity employing mass production techniques. 2. Set up a school project whereby the entire student body participates. 3. Discuss, illustrate, etc. the historical interdependency of people during the developmental stages of our country. Study the interdependency of workers involved in the manufacturing, and distributing systems within our society, Trace the number of workers necessary to bring a finished product to the individual consumer.	See bibliography: 2, 24, 25, 30, and 34.
	B. Realizes that the sharing of ideas and abilities is important to society.	1. See activities: A1, A2, and A3.	
	C. Realizes that the modern manufacturing processes rely upon the interdependency of work.	1. See activities: A1 and A3.	
X. Workers perform services.	A. Understands the breadth of modern services and how they relate to the individual community and nation.	1. Use photographs and taped interviews to display and discuss how helping services aid the community and nation. 2. Group general services and classify the variety of job titles that exist within each individual service. 3. Sponsor and promote student service activities, such as: a. Tutorial b. School improvement c. Community improvement (ecological)	See bibliography: 2, 15, 16, 17, 18, 20, 24, 25, 26, 29, 30, and 34.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Understands that many jobs exist within a particular service.	1. See activity: A2.	
XI. A person's awareness of himself, his ideas, interests and abilities will help him to make sound vocational decisions.	A. Has increased pride in his growth and achievement.	1. Have the students keep personal charts of their interest and abilities. 2. In group discussions, note whether students relate their interests and abilities to future job possibilities. 3. Make use of the individual and group counseling provided by the guidance staff.	See bibliography: 3,4,6,7,8,9,10,11,12, 14,16,17,18,20,21,22, 23,24,25,26,34,35, and 37.
	B. Demonstrates an understanding of his individual interests and abilities.	1. See activities: A1 and A2.	
	C. Demonstrates how this knowledge of his interests and abilities affects his decision making.	1. Help individual students to make high school decisions based upon their interest and abilities as well as projections as to possible future employment. 2. See activities: A2 and A3.	
XII. Career patterns are developed from job experiences.	A. Can evaluate job experiences (ie., babysitting, paper routes)	1. Lead group discussion and assessments of the students past job experiences both in school and out. 2. Chart the career patterns of specific role models. 3. Chart and project hypothetical career patterns involving future job experiences, example: (Child projects the stages needed in becoming a Teacher).	See bibliography: 4,5,7,12,15,16,17,18, 24,25,26,29,30, and 37.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Understands what is meant by "career patterns".	1. See activities: A2 and A3.	
XIII. A hobby or interest may influence a future career choice.	A. Expands his personal interest in hobbies.	1. Establish hobby and interest groups for a variety of hobbies within the school. 2. Make activities and presentations by the interest groups. 3. Lead a group discussion of where the interests and hobbies may lead to in later life. Place an emphasis on future employment.	See bibliography: 4,7,12,20, 25,26, and 30.
	B. Develops competency in his hobby.	1. In all hobby activities competency should be recognized and evaluated by advisors and qualified outside consultants. 2. See activity: A1.	
	C. Can relate his hobby(ies) and/or interests to a future career choice.	1. Establish interest inventories to determine their scope and strength.	
XIV. Vocational information influences a career choice.	A. Understands where information is available and uses it.	1. Set up: group library activities. use of the guidance resource center class bibliography book reports, filmstrips, films, and field trips.	See bibliography: 2,4,5,7,12, 21,25,26, and 30.
XV. An individual's life is a balance between work and leisure time.	A. Realizes that the day, week, and year is a balance between work and play.	1. Set up: a time chart a group planning activity to develop schedules. 2. Encourage class discussion and group guidance activities of how the class perceives the balance between work and leisure time.	See bibliography: 5,7,12, and 25.

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Shows an appreciation of leisure time and how it can be utilized.	1. Organize a hobby fair showing leisure time activities. 2. See activity: A2.	
	C. Begins to schedule his work and leisure time to arrive at a proper balance.	1. See activities: A2 and A3.	
XVI. Preparation for the world of work is based upon the acquisition of social and academic skills.	A. Shows a beginning awareness of the social and academic skills needed to enter selected vocations.	1. Discuss progress in individual social and academic skills and explore future expectations. Group guidance activity under the direction of the teacher and/or guidance counselor with emphasis on the transition to the high school setting. 2. Set up simulated situations emphasizing the importance of social skills as they are related to the world of work. 3. Set up a lesson whereby students work on the job application procedure with emphasis on social and academic skills.	See bibliography: 2,3,4,5,6,7,8,9,10,11,13,19,21,22,23,25,30,34,35, and 38.
	B. Realizes that social and academic skills are needed in his school job.	1. Allocate school jobs related to social and academic skills. 2. See activity: A1.	
XVII. Jobs and careers impose demands as well as offer rewards.	A. Understands that there is a formal and informal contract between employer and employee.	1. Offer a variety of rewards after class for individual achievements. 2. Have students determine the minimum standards for job tasks and the qualifications for school and classroom jobs. 3. Set up class dialogues of the educational requirements for future jobs. 4. Discuss the contract between the school and the students relating to the world of work.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
	B. Has knowledge of the demands and rewards of a variety of occupations.	1. See activity: A3.	
	C. Understands that certain job responsibilities are inherent in many occupations.	1. See activity: A2 and A4.	
XVIII. Many jobs exist within career families (fields).	A. Realizes that entry levels vary with individual jobs within a career family.	1. Diagram career families in a ladder approach (ie. the range between orderly and doctor in a hospital setting of Health Science).	See bibliography: 5,7,12,16,17,18,20,24, 25,27,30, and 35.
	B. Is able to classify known jobs into specific job families.	1. Set up an activity whereby students classify whether the worker is involved with: a. People b. Things c. Ideas	
	C. Is able to identify job families that personally interest and attract him.	1. Have students project from hypothetical traits, future possible, job occupations. a. Likes to work with people—sales b. Likes sports—coach, physical education teacher c. Likes to help people—health or social service fields.	

CONCEPT	BEHAVIOR	ACTIVITIES	REFERENCE
XIX. Economic and social trends are important aspects of vocational information.	A. Understands the job market (ie. seasonal work, cybernation trend toward services, unemployment).	1. List obsolete jobs and those that are becoming obsolete in the world of work. 2. Discuss economic factors (ie. inflation) which affect all workers. 3. Study how the union movement has affected the social and economic environment of the nation. 4. Study the disparity between occupations in our society. a. Land owners and tenant farmers. b. Skilled and unskilled workers. c. Professional and migrant workers.	See bibliography: 5,7,12,16,17,18,21,22, 23,25,27, and 30.
	B. Can make some projections about the world of tomorrow and understand their effect upon vocational choices.	1. See activities: A2, A3, and A4.	

Books, Workbooks and Pamphlets

1. Adams, Russlee L., Great Negroes Past and Present, Afro-American Publishing Co., 1963.
2. After High School What?, Columbus and Southern Ohio Electric Co., Public Relations Department, 215 North Front St., Columbus, Ohio, 43215, 1968, 33 pp.
3. Can I Get The Job?, General Motors Corporation, Public Relations Staff, Detroit, Mich. 48202, 1967, 33 pp. Free.
4. Gangley, Arnold L. and Elias, George S., Know Yourself, Webster Division McGraw-Hill Book Co., New York, 1966.
5. Handbook of Job Facts, Norman Theman, Science Research Associates, 259 East Erie Street, Chicago, Ill. 68611, 1968, 134 pp., \$5.67.
6. How Not To Write Letters Of Application, Alumnae Advisory Center, Inc. 541 Madison Avenue, New York, New York, 10022, 1968, 10 pp. 25 cents.
7. How To Choose Your Work, Bruce Publishing Company, Collier, Macmillan Distribution Center, Front and Bronn Sts., Riverside, New Jersey, 08075, 1969, 64 pp. \$1.80.
8. How To Get That Job, Mini-Guides, Box 6223, Santa Anna, California, 92706, 1969, 6 pp., 20 cents.
9. How To Get The Right Job and Keep It, Management Information Center, Box 357, Miami, Florida, 33145, 1969, 199 pp.
10. Making The Most Of Your Job Interview—Ohio State Department of Education, Division of Education, Division of Guidance and Testing, 751 Northwest Blvd., Columbus, Ohio, 43212, 1968, Free.
11. Part-Time Summer and Volunteer Jobs for Jewish and Other Minority Group Youth, Danior Sinick, B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, Washington, D.C. 20036, 1969, 111 pp., \$2.50.
12. You and Your Occupational Choice, United Presbyterian Church, U.S.A., Presbyterian Distribution Service, 225 Varick Street, New York, New York, 10014, 1968, 4 pp., Free.
13. Weigand, George, How To Succeed in High School, Barron's Educational Series, Woodbury, New York: 1966.

Films

14. A History of the Negro in America—McGraw-Hill Book Company, Princeton-Hightstown Rd, Hightstown, N.J. 08520.
15. Babysitting: The Job—The Kids—Guidance Associates of Pleasantville, New York.
16. Careers in Construction, Farm Film Foundation, 1425 H. Street, N.W., Washington, D.C. 20005, and Associated Builders and Contractors, Post Office Box 8643, Friendship International Airport, Maryland, 21240.
17. Cooks, Chefs and Related Occupations—State Employment Security Agencies, 95 Central Avenue, Albany, New York.
18. Drafting—State Employment Agencies, 95 Central Avenue, Albany, New York.
19. Getting A Job Is a Job—Coronet Films, 65 East Water Street, Chicago, Illinois.
20. Good Hand, Good Eye—E.I. du Pont de Nemors and Company, Wilmington, Delaware.
21. Hey, What About US—NETF Film Service, Indiana University, Bloomington, Indiana.
22. Job Interview: Men—Churchill Films, 622 North Robertson Blvd., Los Angeles, California.
23. Job Interview: Women—Churchill Films, 622 North Robertson Blvd., Los Angeles, California.
24. Jobs in the Health Field—State Employment Security Agencies, 95 Central Ave., Albany, New York.
25. Listen, Listen—Ford Motor Company, The American Road, Dearborn, Michigan.
26. Occupation—Auto Mechanic—Modern Talking Picture Service, Inc., 16 Steal Street, San Francisco, California.
27. The Drop Out—McGraw-Hill text films, Princeton Hightstown Road, Hightstown, New Jersey.
28. The House I Live In—Anti-Defamation League of B'nai B'rith, 604 Sidway Bldg, Buffalo, New York.

30. The Opportunities in Sales and Merchandising—Louis De Rochemont Associates,
Inc. 18 East 48th Street, New York, New York.
31. So You Want To Be On The Team—Telecine Studios, Ill., Euclid Avenue, Park
Ridge, Ill.
32. The Toymaker—Anti-Defamation League of B'nai B'rith, 604 Sidway Bldg.,
Buffalo, New York.
33. Exploring Moral Values—Warren Schloat Productions, Inc., Pleasantville, New
York.
34. Getting and Keeping Your First Job—Guidance Associates, Pleasantville, New
York.
35. High School Course Selection and Your Career—Guidance Associates, Pleasantville,
New York.
36. Minorities Have Made America Great—Warren Schloat Productions, Inc.,
Pleasantville, New York.
37. They Have Overcome—Warren Schloat Productions, Inc., Pleasantville, New York.
38. Game of Democracy—4-H Club Foundation, 7100 Connecticut Avenue,
Washington, D.C. 20015.

Games

TEACHERS REFERENCES

JOURNAL ARTICLES

1. Bank, Ira M., "Children Explore Career Through Vocational Role—Models". The
Vocational Guidance Quarterly, Vol. 17, No. 4, June 1969 pp 284-289, Grades
K-6.

The article describes a program used at Stephens Elementary School, Detroit
Michigan. Vocational Role—Models were invited to the school so the students were
exposed to several that comprised distinct job families. There were nine different
types of job families around which the school-wide vocational week was developed
which corresponded to various curriculum areas.

2. Berry, Pauline E., "Tommy's Career Choice", The School Counselor, Vol. 17, No.
3, January, 1970, pp. 182-188. Grades 7-9.

The article presents a skit that may be used for an assembly program for career
information. The skit attempts to illustrate for students (1) the importance of
securing experienced guidance in choosing one's life work wisely; (2) the
importance of knowing one's self, interest, and capabilities, and (3) the importance
of being prepared.

3. Braland, Rose G. and Sweeney, William., "A Different Approach to Vocational
Counseling in Junior High" The School Counselor Vol 17, No. 4, March 1970, pp.
260-262. Grades 7-9.

The article describes a program used at Metcalf Junior High School, Burnsville,
Minnesota, to provide the students with a model of the decision-making process
that will enable them to cope with the ever changing world of work. The program
centered around a simulation approach. The program involves three distinct steps
that occur during the 7th, 8th, and 9th grades.

4. Bullock, Lynda M., "Group Guidance Seminars Designed for Junior High School
Pupils", The School Counselor, Vol. 17, No.3, January, 1970. pp. 174-181. Grades
7-9.

The article presents a method used to develop a group guidance program in a
Junior High that involved the entire student body and staff. The seminars were
held once a week for about 30 to 40 minutes. Topics and outlines are presented
for the group seminars for grade seven, eight, and nine.

5. DeGrogorio, William J., "I Need To Find A Job", The Vocational Guidance
Quarterly, Vol. 1, No. 1, September 1966, pp. 29-30, Grade 12.

The article presents an experimental job placement program to meet the needs of
12th grade students seeking employment upon graduation. The author suggests that
the program is one that could be incorporated within the school day and be part of
the regular school duties of the 12th grade counselor.

6. Eiden, Lawrence A. "An Inservice Community Occupational Survey", The
Vocational Guidance Quarterly, Vol. 17, No. 3, March 1969, pp. 185-188. School
Counselor.

The article described the method used by the counselors in Santa Cruz County, California to fill a gap in the type of occupational information available to them. The counselors used an in-service workshop to conduct a community occupational survey.

7. Hansen, Lorraine S., "Theory Into Practice: A Practitioner Looks at Career Guidance in the School Curriculum", The Vocational Guidance Quarterly, Vol. 16, No. 2, December, 1967, pp. 97-103. Grades K-12.

The article suggests a framework for counselors in the secondary schools to examine their practices in career guidance and to determine their congruence with the latest knowledge in the field. Assumptions, objectives, and some activities were presented relevant to theory and practice.

8. Henderson, George, "Occupational Aspirations of Poverty Stricken Negro Students", The Vocational Guidance Quarterly, Vol. 15, No. 1, September, 1966, pp. 41-45. School counselor.

The major purpose of this paper was to share with the readers some of the results of an exploratory study of the occupational aspirations of 200 youths (males and females, age 13 to 18) living in Detroit's first anti-poverty Target Area.

9. Kaback, Goldis Ruth, Occupational Information In Elementary Education: What Counselors Do—What Counselors Would Like To Do.

The article presents a class room study conducted in the greater New York Metropolitan area. Fifteen activities are presented that may be used in gathering and using occupational information.

10. Laramere, Daryl and Thompson, Tack, "Career Experiences Appropriate to Elementary School Grades", The School Counselor, Vol. No. 4, March, 1970, pp. 262-264. Grades K-6.

The purpose of the paper is to present a method for developing a list of appropriate career experiences for elementary school children and to provide a beginning list to encourage teachers and counselors to develop future ideas for making elementary school children more aware of the world of work. Thirteen activities are presented.

11. Leonard, George E. Pietrolesa, John J., and Bank, Ira M., "A Workshop for the Improvement of the Self-concepts of Inner-City Youngsters", The School Counselor, Vol. 16, No. 4, May, 1969, pp. 375-379. Grades K-6.

The article describes a workshop program designed to help youngsters improve their self-concepts by sensitizing teachers to the implications of various elements of self-theory. The project was under the supervision of the Developmental Career Guidance Project (DCGP) in Detroit, Michigan. Several examples of creative teaching methods concerning self-concept are given.

12. Leonard, George E. and Stephens, Ellen, "Elementary School Employment Service", The Vocational Guidance Quarterly, Vol. 16, No. 1, September 1967, pp. 13-16 Grades 4-6.

The paper describes a project developed by the Developmental Career Guidance Project in Detroit, Michigan. The project was to encourage 4th, 5th and 6th grade students to apply for various jobs around the school so they could gain the experience of applying and interviewing for jobs.

13. Leonard, Rachel S., "Vocational Guidance in Junior High: One School's Answer", The Vocational Guidance Quarterly, Vol. 17, No. 3, March 1979, pp. 221-222. Grades 7-9.

The paper discusses a program established by the Olson Junior High School Staff in Minneapolis, Minn. to provide vocational exploration in grades seven, eight, and nine. The specific program for each grade level is described.

14. Milling, Margaret, "An Elementary School Teacher and Group Guidance? You Bet!" The School Counselor, Vol. 17, No. 1, September 1969, pp. 26-28. Grades K-6.

The article describes an elementary teacher's experience with using group guidance in the 5th and 6th grade with students from a deprived area. She describes how she put the last 20 minutes of the day to good use instead of a "playing policeman role".

15. Nichols, Roger S., "A Card Index for Vocational Schools and Courses." The School Counselor, Vol. 17, No. 2, November 1969, pp. 98-99, Grades 11-12.

The paper presents a method used at East High School, Sioux City, Iowa to provide a comprehensive information service to students who, although not interested in attending college, are planning for further education or training.

16. Rose, Kevin H., "A Workable Occupations Unit", The School Counselor, Vol. 17, No. 4, March, 1970, pp. 267-68. Grade 9.

The paper presents the method used by a team (social studies teacher, Junior High counselor, and guidance para-professional aide) for a two week vocational study. The assignments for each of the team members is presented.

17. Rousseau, Ronald, "Reason and Reality in Counseling the Student. Client Who is Black". The School Counselor, Vol. 37, No. 5, May, 1970, pp. 337-344.

The purpose of the article is to challenge certain social myths and certain undesirable behavioral trends that are discernible in the sphere of American Black-White relations today and to describe an approach to counseling in school setting that transcends race.

18, Robert and Johnson, Edward, "Doubled and Vulnerable: A Sociodrama on Vocational Decision Making," *The Vocational Guidance Quarterly*, Vol. 17, No. 3, March, 1969, pp. 198-205, Grades 10-12.

The article presents and describes the use of sociodrama as a technique for helping students and their parents to appraise the vocational decision making process. A sociodrama is illustrated that it can be used to stimulate group discussion.

19. Witzzak, Lois A. and Ehoers, Dorothy, "Project: Occupational Orientation", The School Counselor, Vol. 17, No. 5, May 19, pp. 362-363. Grades 7-12.

"Project: Occupational Orientation", was undertaken at Eladeburg and Central Senior High Schools (Maryland) during the 1968-1969 school year in an attempt to help students better identify with the world of work while still in high school. An early introduction of the world of work was provided for 30 sophomores from each of the high schools as these students explored job opportunities; and requirements in the metropolitan Washington area. The object was to show them job possibilities they never dreamed of.