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**ABSTRACT**

The guide provides planned career education information outlining the scope and sequence of activities in order to assist teachers in giving students many "hands-on" experiences. Presenting the primary and intermediate career education curriculum material in a single volume facilitates program articulation. For both the primary and intermediate level, individual presentations include the career education concept which is being taught, the developmental objective, the behavioral objective, related subject areas, learning activities, and resources and materials. The career education activities at the primary level were selected to coordinate with seasonal activities and are flexible enough to be used for average, gifted, and educable mentally retarded students. The intermediate units are ideas to be expanded upon using individual innovative procedures. The supplementary volume includes additional materials, presented in the same format as the main volume, which were developed by teachers and classroom-tested. (AG)



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**CAREER EDUCATION MOTIVATION ACTIVITY GUIDE**

**(K-6)**

**LORAIN CITY SCHOOLS**

**LORAIN, OHIO**

**SEPTEMBER 1973**

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**FOREWORD**

This Career Education Activity Guide has been prepared to provide planned Career Education information outlining the scope and sequence of activities, in order to assist teachers in giving students many "hands-on" experiences.

Great emphasis has been placed upon acquainting the children in the Elementary Schools with the Career Education Development Program, as well as correlating the activities with the subject matter areas, and expanding the emphasis on parent and community involvement.

Combining the primary and intermediate Career Education Curriculum material into a single volume enables each teacher in the Elementary School to know what is taught in each area, therefore, giving him the opportunity to plan with other teachers of a particular grade level, related learning experiences whenever appropriate. Hopefully, this will give all the students adequate and broader experiences with little repetition.

Teachers are encouraged to use this guide as a major resource in helping to develop a dynamic classroom program for the boys and girls of the Lorain City Schools.

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Acknowledgment . . . . .	I
Foreword . . . . .	II
Table of Contents . . . . .	III
PRIMARY INTRODUCTION . . . . .	1
PRIMARY COMMITTEE . . . . .	2
Cheaper By The Dozen . . . . .	3
Who's That Knocking At My Door? . . . . .	5
73-39-56-Hike . . . . .	8
Pickin' Time . . . . .	10
The Names Have Been Changed To Protect The Innocent . . . . .	12
How Much Is That Doggie In The Window? . . . . .	13
Fireman . . . . .	14
Ghosts And Goblins . . . . .	17
Wide, Wonderful World Tours . . . . .	18
Hot Cross Buns . . . . .	20
Make Mine Chocolate, Please . . . . .	22
The Printed Word . . . . .	24
Supermarket . . . . .	27
Come To The Party . . . . .	31
Artists At Work . . . . .	33
We Fly Through The Air With The Greatest Of Ease . . . . .	35

T A B L E O F C O N T E N T S

BEST COPY AVAILABLE

Service With A Smile. . . . .	39
Cold Front----Warm Front. . . . .	41
A Penny Saved Is A Penny Earned . . . . .	46
Have Suitcase, Will Travel. . . . .	47
000.0 To 999.9. . . . .	51
U. S. Presidents. . . . .	52
New Year In February. . . . .	54
The Letter Carrier. . . . .	57
Black Emphasis Activities . . . . .	60
Flying High . . . . .	62
The Wearing Of The Green. . . . .	64
Springtime In The City. . . . .	66
Houses For Sale Or Rent . . . . .	67
America The Beautiful . . . . .	70
One For Me And One For You. . . . .	73
Get On Your Mark, Get Set . . . . .	74
To Be Or Not To Be. . . . .	77
Animals, Animals, And More Animals . . . . .	79
Happy To Be Me. . . . .	81
Getting It All Together . . . . .	84

T A B L E O F C O N T E N T S

INTERMEDIATE INTRODUCTION. . . . .	86
INTERMEDIATE COMMITTEE . . . . .	87
Half A Loaf Is Better Than None. . . . .	88
Farm Life. . . . .	89
Feelin Groovy. . . . .	91
What Do They Say? . . . . .	92
Charlie And The Chocolate Factory. . . . .	94
Let's Work Together. . . . .	96
Your Government. . . . .	97
All About Me . . . . .	99
What Career Is This? . . . . .	100
Money, Money, Money. . . . .	102
The Me Nobody Knows. . . . .	103
Classroom Colony . . . . .	104
One Man's Work . . . . .	105
Yesterday, Today And Tomorrow. . . . .	106
Help Wanted. . . . .	107
Food Makes The Man . . . . .	108
It's Written In The Stars. . . . .	110



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**T A B L E O F C O N T E N T S**

Good News-Bad News. . . . .	111
C'est Si Bon (French). . . . .	112
Careers In Science. . . . .	113
Shadow Dramatics. . . . .	114
Classroom Supermarket . . . . .	115
The Wonderful Machine . . . . .	116
Values And Rewards. . . . .	117
United Nations. . . . .	118

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**INTRODUCTION**

Childhood is a time to grow----in all directions. We hope that the career ideas presented within these pages will be a stimulus to that growth.

In order to make sure Career Education is stressed each month, we have arranged the activities to coincide with monthly events. Thus, those career ideas for September will coincide with those happenings belonging especially to September.

The seasonal mini-units have materials included that are flexible enough to be used for average, gifted, and EMR students. We suggest you use these materials as a part of the on-going class activities. We hope to promote creativity and flexibility in the school's curriculum to insure all the youth in the career motivation program an awareness and appreciation for the dignity of work.

Hopefully, a special effort by everyone involved will help build that better today for a better tomorrow.

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**COMMITTEE**

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**Betty Kachur**

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11

**"Cheaper By The Dozen"**

**Concept:** Persons need to be recognized as having dignity and worth.

**Developmental Objective:** To develop an awareness of work performed by family members and others in the home.

**Behavioral Objective:** The child will be able to classify household tasks according to who does them.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>What makes up a family?            What are responsibilities of members?            Why should they work together?            What does a family do together?            Is a pet part of the family?            What is father's job?            What must he do for the family?            a. What are his needs?            b. What are his responsibilities?            What tools does he use at work and at home?            What is mother's job?            What must she do for the family?            a. What are her needs?            b. What are her responsibilities?            Does she work outside the home?            What are her tools outside the home?            What is her job at home?            What are her tools to use at home?            Why must the parents work?            Can the children work, too?            Count mother's jobs then father's.            Make a list of them.            Discuss what families do with only one parent.            Why are families different?            Why are families alike?            Write stories on fathers, mothers or family.            Find pictures of adults at work.</p>	<p>Film: "Why Fathers Work" B-469            14 min B/W (LCCC)</p> <p>Career Education Office offers a list entitled, "The Wonderful World of Work," in which can be found, "What Else Do Fathers Do?" and "Just What Do Mothers Do?" Pupils in grades 4-6 can be adapted for primary. Genoyer-Geppert Publishers</p>

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"Cheaper By The Dozen"

Concept: Persons need to be recognized as having dignity and worth.

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Behavioral Objective: The child will be able to classify household tasks according to who does them.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Make collages about families.                      Make collages of people at play with their families.                      What is a good family?                      Does a family need a father, a mother, a pet?                      Make experience charts.                      Role play.                      Bring in work clothes from different occupations.                      Utilize parents--ask them to share their ideas with the class about various jobs.                      Discuss where families live.                      Can a family have fun?                      Are other relatives part of the family?</p>	<p style="text-align: center;">BEST COPY AVAILABLE</p>



**"Who's That Knocking At My Door?"**

**Concept:** An understanding and acceptance of self is important throughout life.

**Developmental Objective:** To develop an awareness of interests and abilities.

**Behavioral Objective:** Given a situation where he can engage in activities, the child will be able to compare his interests and abilities with his peers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts Social Science	<p>Discuss occupations.</p> <p>A. Pros--why would you choose to be a nurse?</p> <p>B. Cons--why would you choose not to be a nurse?</p> <p>Have child trace himself on cardboard. Measuring could be initiated. Decorate as to various vocations.</p> <p>Use cut-out cardboard figures and role play employee-employer' concept.</p>	Tape Recorder
Art & Math	<p>A. Blue Collar Workers</p> <p>B. Skilled Laborers</p> <p>C. Professionals</p> <p>Discuss what employer would look for in an employee.</p> <p>Bring in various parents, etc., with different (on jobs already discussed) job occupations.</p> <p>Picture of people working that child would like to be.</p> <p>Chart story about why people are different-- emphasize vocabulary.</p>	<p>Parents</p> <p>Art supplies</p>

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**"Who's That Knocking At My Door?"**

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**Developmental Objective:** To develop an awareness of interests and abilities.

**Behavioral Objective:** Given a situation where he can engage in activities, the child will be able to compare his interests and abilities with his peers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Chart story about why people choose different jobs.</p> <p>Write stories about various jobs stressing "layman's terms".</p> <p style="text-align: center;"><b>BEST COPY AVAILABLE</b></p>	



Concept: Work means different things to different people.

Developmental Objective: To show the child that football is not only a sport for entertainment, but also a vocation. To further the child's understanding that working effectively towards a goal will bring satisfaction and enjoyment.

Behavioral Objective: After in-depth research, the children will understand that football is not only a game but also a profession, and be able to cite other examples of games that become exciting careers.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Discuss sports.</p> <p>A. What makes a good athlete?</p> <p>B. What makes a good fan?</p> <p>C. Why do people participate in sports?</p> <p>Discuss what jobs are needed to make a football team, (manager, coach, referee, trainer, doctor).</p> <p>Discuss various responsibilities of the players in their various positions.</p> <p>Discuss game:</p> <p>A. Rules</p> <p>B. Sportsmanship</p> <p>C. Strategy</p> <p>D. Team work</p> <p>Invite a high school football player, with equipment, to visit and explain game to class.</p>	<p style="text-align: center;">BEST COPY AVAILABLE</p> <p>Speaker: Al Harper, Representative The All American Company</p> <p>High School Player Pictures pertaining to football and football equipment</p>

Concept: Work means different things to different people.

Developmental Objective: To show the child that football is not only a sport for entertainment, but also a vocation. To further the child's understanding that working effectively towards a goal will bring satisfaction and enjoyment.

Behavioral Objective: After in-depth research, the children will understand that football is not only a game but also a profession, and be able to cite other examples of games that become exciting careers.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Art</p>	<p>Role Play.</p> <p>Experience stories by themselves or together.</p> <p>Pictures of football.</p> <p>Collages of football pictures, words, etc.</p> <p>Read books, view films and filmstrips.</p> <p>Write Thank You note to football player.</p> <p>Write a football team.</p>	<p>Teachers use only.</p> <p>Films: "Blocking In Football" A-47 B/W (J-H)</p> <p>"Football: Throwing On The Run" (STF.-6) 11min B/W</p> <p>"Football: Defensive Line Play" (STF.-5) B/W (J-H)</p> <p>"Interior Line Play" (STF-7) 11 min B/W (J-H)</p> <p>All films from LCCC</p>
<p>Language Arts</p>		

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"Pickin' Time"

Concept: People have many kinds of careers.

Developmental Objective: To develop an understanding and appreciation of the special skills and working habits of the orchard worker.

Behavioral Objective: Providing a "Hands On" experience as to growing and harvesting of apples, students will be able to explain the process used by the orchardist in growing apples.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Science</p> <p>Language Arts</p> <p style="text-align: right;"><b>BEST COPY AVAILABLE</b></p>	<p>Discuss the season of autumn.</p> <p>A. Different colors of trees</p> <p>B. Trees losing leaves</p> <p>C. Sounds</p> <p>D. Animals</p> <p>E. Weather</p> <p>F. Clothing</p> <p>Discuss what grows in autumn.</p> <p>Discuss harvesting and growing of apples.</p> <p>Discuss uses of apples.</p> <p>Show pictures of harvesting.</p> <p>Use vocabulary for harvesting and growing fruits when showing various pictures.</p>	<p>Poem--<u>Trees</u> by Joyce Kilmer</p> <p>Film: "From Blossom To Fruit" (LCCC)            "Apple Tree" EC-296 (LCCC)            "Legend Of Johnny Apple Seed," BC-207 LCCC            "Let's Visit A Tree Farm," AC-687 (LCCC)</p> <p>Visit apple orchard</p> <p>Porter, "The Miracles Of Apples"            Apple Institute U. S. Dept. of Agriculture.</p> <p>Encyclopedias, books, etc.</p>

54



Concept: People have many kinds of careers.

Developmental Objective: To develop an understanding and appreciation of the special skills and working habits of the orchard worker.

Behavioral Objective: Providing a "Hands On" experience as to growing and harvesting of apples, students will be able to explain the process used by the orchardist in growing apples.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Art</p> <p>Science</p> <p>Language Arts</p>	<p>Draw apple trees and pictures relating to fall.</p> <p>Plant apple or other seeds in the classroom.</p> <p>Use experience charts.</p> <p>Have an "Apple" Party</p> <p>A. Bob for apples</p> <p>B. Balance the apple</p>	<p>Film: "Learning About Seeds" (LCCC) A-576</p>

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"The Names Have Been Changed To Protect The Innocent"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of the many duties of the policeman and the contribution he makes to society. To respect the policeman as a friend and helper.

Behavioral Objective: The child will be able to discuss several duties of the policeman and explain why he is our friend.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Science</p> <p>Art</p> <p>Math</p> <p>Health &amp; Safety</p>	<p>Discuss policeman's job.                      Show class pictures.                      Invite a policeman to speak to the class.                      Visit a police station.                      Talk about policeman's duties, uniform, and equipment.                      Discuss policeman's life--what is he like at home?                      Why does he protect people?                      Why is he "our friend"?                      What is his salary?                      Does he need to go to school?                      Make pictures of a policeman on various jobs.                      Write stories about his duties.                      Use police terminology for spelling.                      Make policemen's hats and badges.                      Discuss police cars and their use.                      Keep a record and figure out how many days or hours a policeman works in a month.                      What is good about being a policeman?                      What makes a policeman's job a difficult one?                      Make pictures of police cars.                      What are some safety rules?</p>	<p>Films: "The Policeman" A-380                      11 minutes-B/W (LCCC)</p> <p>"The Policeman and His Job"                      B-290 (13 min. B/W)                      (LCCC)</p>



**"How Much Is That Doggie In The Window?"**

**Concept:** Work means different things to different people.

**Developmental Objective:** To observe National Dog Week and to discuss the responsibility in having a pet.

**Behavioral Objective:** Through role playing and story writing, the child will demonstrate that a dog is a large responsibility with human needs.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Social Science</p> <p>Language Arts</p> <p>Math</p> <p>Language Arts</p> <p>Math</p> <p>Art</p>	<p>Have class talk about pets.</p> <p>A. What makes a good pet?</p> <p>B. What is a pet for?</p> <ol style="list-style-type: none"> <li>1. enjoyment</li> <li>2. protection</li> <li>3. responsibility</li> </ol> <p>C. What care does a dog require?</p> <p>Write stories and illustrate:</p> <p>A. Real stories about pets the child owns.</p> <p>B. Pretend stories about pets child would like to own.</p> <p>Find magazine pictures about pets.</p> <p>Professions concerning pets:</p> <p>A. Vet</p> <p>B. Dog Raisers</p> <p>C. Dog Trainers</p> <p>Experience charts using terminology.</p> <p>Does A Dog Have Emotions?</p> <p>Growth of dog can be explained.</p> <p>What does a dog eat and how much?</p> <p>Discuss size and weight of dogs. Are they all the same?</p> <p>Discuss differences in shapes, temperament, color, fur, etc.</p> <p>Discuss similarity and differences of humans and dogs.</p> <p>Make pictures of dogs.</p>	<p>Film: "A Boy &amp; His Dog" AC-704 (P-I) 11 min. color (LCCC)</p> <p>Film: "What Is A Dog?" "Friskie Grows Up" AC 636 (9 min. color)</p> <p>Visit an animal clinic.</p>

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"Firemen"

Concept: Every occupation contributes to society. Careers require different knowledge, abilities, and attitudes.

Developmental Objective: To acquaint the child to the world of work of the fireman and the contributions he makes to the community. To learn about the various people who serve the community.

Behavioral Objective: After a field trip to the fire station, the child will be able to identify at least three areas in which the fireman has caused a change in the community.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Talk about the people at the fire station.</p> <p>Ask the following questions for motivation.</p> <ul style="list-style-type: none"> <li>A. What is the job of a fireman?</li> <li>B. How does he help the community?</li> <li>C. Who tells him what to do?</li> <li>D. What kind of training is required?</li> <li>E. Is it a good paying job?</li> <li>F. Is it rewarding to the self?</li> <li>G. What do firemen do when there is no fire?</li> </ul> <p>Do numbers 1 and 2 then invite a fireman to the classroom. Visit a fire station and re-discuss the questions. See if children's ideas were on target.</p> <p>Write experience stories about the trip and visiting firemen.</p>	<p>"Fire Department Helpers"--SVE Study Print Set from Career Education Office (Brownell)</p> <p>Film: "The Fireman" A-161 11 min. "Firehouse Dog," AC-711 10 min. color from LCCC</p> <p>Trip to fire station and/or have firemen come with equipment to</p>

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Art</p> <p>Social Science</p>	<p>Role playing, (Using cardboard posters), see "Me, Myself, I" Unit 5</p> <p>Draw various pictures of firemen and fire chief.</p> <p>Make up a story on a chart using many ideas and vocabulary about the fireman.</p> <p>Make fireman's cap.</p> <p>Make fire prevention posters.</p> <p>Bulletin board display.</p> <p>Make fire trucks.</p> <p>Discuss the duties and responsibilities of firemen in the past, present, and the future.</p>	<p>show and demonstrate.</p> <p>Library books: <u>All About The Firemen</u>; <u>Fire engines</u>; <u>Fire dogs</u>, etc.</p> <p>Books: <u>The Story Of An Old Fire Engine</u> by H. Gramth</p> <p><u>The Little Fire Engine</u> by Lois Lenski</p>

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"Firemen"

**Concept:** Every occupation contributes to society. Careers require different knowledge, abilities, and attitudes.

**Developmental Objective:** To acquaint the child to the world of work of the fireman and the contributions he makes to the community. To learn about the various people who serve the community.

**Behavioral Objective:** After a field trip to the fire station, the child will be able to identify at least three areas in which the fireman has caused change in the community.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Science</p> <p>Math</p>	<p>Discuss fires in the country.</p> <p>Ask fireman how many fires are fought in a month.</p> <p>Discuss working hours of firemen.</p> <p>Discuss number of days worked by fireman.</p> <p>Discussion on how child can help prevent fires. Follow up. Fire Prevention Week along with safety rules at home and at school.</p> <p>a. Fire Prevention Slogans</p> <p>b. Fire Prevention Posters</p>	<p>The Country Fireman by: F. Beim</p>

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"Ghosts And Goblins"

Concept: Occupations exist for a purpose.

Developmental Objective: To understand that occupations develop due to holidays.

Behavioral Objective: Students will demonstrate an understanding of the above concept through cooperative construction of holiday costumes.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Art</p> <p>Language Arts</p>	<p>Discuss holidays--relate to Halloween.                      Discuss what children do at Halloween.                      Review its real meaning.                      Talk about safety precautions.                      Discuss who protects us.                      Review the fireman's job.                      Review the policeman's job.                      Make costumes while discussing various jobs.                      Talk about helping others when making costumes.                      (Maybe one child is better at sewing than another and another better at cutting, etc.) Tie in that this is the same as in the adult world of work.                      Talk about safety when working on costumes.                      Talk about meeting strangers.                      Discuss manners.                      Discuss going with older persons/and what to do if a child gets lost.                      Have a Halloween Party.</p>	<p>Halloween stories to be read.</p>



"Wide, Wonderful World Tours"

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Concept: Work means different things to different people.

Developmental Objective: To develop an awareness that many jobs have been created to perform services for the pleasure and leisure of others.

Behavioral Objective: Students will be able to identify the workers in a travel agency and explain their various jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Discuss the information that the first travel agency was formed during the month of November (Cook Agency).</p> <p>Discuss the various jobs connected with traveling. Interview some resource people.</p> <p>Ask a travel agent to visit the classroom. Have them explain how an agency gets started. What does the agent do?</p> <p>Plan an imaginary trip with the agent. Keep a travel log.</p> <p>Visit a travel bureau.</p>	<p>Travel Agent, Restaurant Owner, Waiter, Waitress, Motel or Hotel Operator, Sightseeing Bus Operator, Tour Guide, Gift Shop Workers, Travel Agencies, AAA.</p>
Social Studies	<p>As children study about life in other countries, or cities and states, let them pretend to be travel agents. They should find out all they can about these places. Set up a travel agency and report about their place, after choosing a favorite one.</p> <p>In a study of the community, discuss occupations which depend upon tourists.</p>	<p>Social Studies Text. Travel Brochures. Films and filmstrips. Photographs.</p>

21

"Wide, Wonderful World Tours"

**Concept:** Work means different things to different people.

**Developmental Objective:** To develop an awareness that many jobs have been created to perform services for the pleasure and leisure of others.

**Behavioral Objective:** Students will be able to identify the workers in a travel agency and explain their various jobs.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	<p>Make a study of local city and make posters of interesting features to encourage trips.</p> <p>Plan a field trip of the city. What occupations exist in your city because of tourism?</p>	Post Cards
Math	<p>Plan an itinerary of a trip. How far is it? How many days will it take? How much will it cost? Keep an expense account. Compare many tours to see which tour offers the most. Compare costs. Cut out travel ads from newspaper.</p>	BEST COPY AVAILABLE
Language Arts  Art	<p>Write letters or post cards describing daily activities. Prepare brochures.</p> <p>Role play meeting of friends upon return from trip and describe the trip.</p> <p>Ask children to tell about real trips.</p> <p>Make scrapbooks and posters about travel. Murals and other art work.</p>	



"Hot Cross Buns"

**Concept:** Work means different things to different people.

**Developmental Objective:** To develop an awareness that there are many people who provide for our daily needs. To learn that work can be creative.

**Behavioral Objective:** Through role playing, the children will demonstrate that the bakery is not just baking bread but it is a career that offers satisfaction in creativity.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Language Arts</b></p>	<p>Role-play making a loaf of bread.</p> <p>Field trips to a bakery or flour mill.</p> <p>Prepare experience chart concerning field trip or steps in making bread.</p> <p>Learn definitions through classroom discussion.</p> <p>baker bakery dough bread</p> <p>flour loaf loaves</p>	<p>DeLuca's Bakery. Millbrook Bread Co., Cleveland</p> <p>LCCC Films A-56 (p. 60) "Bread"</p> <p style="text-align: right;"><b>BEST COPY AVAILABLE</b></p>
<p><b>Science</b></p>	<p>Have children study grain; Mill grain. Discuss the fact that flour is used for baking goods.</p>	
<p><b>Math</b></p>	<p>Provide a baking experience, such as making cookies, pizza, bread, etc. Have children experience kneading bread. Children will have to know measurement, temperature, etc.</p>	



"Hot Cross Buns"

**Concept:** Work means different things to different people.

**Developmental Objective:** To develop an awareness that there are many people who provide for our daily needs. To learn that work can be creative.

**Behavioral Objective:** Through role playing, the children will learn that the bakery is not just baking bread, but it is a career that offers satisfaction in creativity.

Related Subject Areas	Learning Activities	Resources and Materials
Art	<p>Construct a model bakery with the necessary tools and equipment.</p> <p>Make bakers' hats, jackets, and aprons.</p> <p>Ask a resource person to show how cakes and cookies are decorated.</p>	<p><b>Tools:</b> Rolling Pin Cookie Cutter, etc.</p> <p>Decorator</p> <p><u>American Singer, Book One</u> American Book Co.</p> <p><u>Making Music Your Own--Book One</u> Silver Burdett</p>
Music	<p>"Mr. Baker."</p> <p>"Get Up And Bake Your Pies."</p>	<p>Maps Globe</p> <p>Greene--<u>I Want To Be A Baker</u> Chicago: Childrens Press</p> <p>Burt--<u>Let's Find Out About Bread</u> (1-3) <u>McMillan--How Bread Is Made</u></p> <p><u>Bread:</u> Encyclopedia Britanica Films</p>
Social Studies	<p>Let the children show points on the map where the ingredients used in baking are located.</p>	
Reading	<p>Read books concerning baking.</p>	

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**"Make Mine Chocolate, Please"**

**Concept:** Occupations exist for a purpose.

**Developmental Objective:** To help the child understand the many kinds of jobs and workers necessary for the production of milk.

**Behavioral Objective:** Given classroom discussion, the child will be able to identify the process used in getting milk from the cow, to the dairy, to the home.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Plan a field trip to a dairy.</p> <p>Prepare experience chart concerning trip.</p> <p>Study Charts.</p> <p>Observe films and filmstrips.</p> <p>Prepare scrapbooks, folders, etc. concerning dairy and dairy products.</p> <p>Churn butter; serve with crackers.</p> <p>Write creative stories concerning milk, cheese, ice cream or other dairy products.</p> <p>Discuss all the jobs connected with the dairy industry.</p> <p>Interview people.</p>	<p>Field Trip to: Lorain Creamery</p> <p>"Dairy Farm"</p> <p>"Seidel Farm"</p> <p>"Dairy Product"</p> <p>Delivery K-3 series</p> <p>"The Wonderful World Of Work"</p> <p>Career Education Office</p> <p>Brownell</p> <p>B-513 (p. 12) <u>Milk &amp; Milk Foods</u></p> <p>A-317 (73,74) <u>Milk Level P-J B/W</u></p> <p>Lorain Curriculum Center LCCC</p> <p>Magazines, newspapers</p> <p>National Dairy Council for materials</p> <p>Filmstrip and record</p> <p>"Dairy Farming and Milk Distribution."</p> <p>CEP</p> <p>Truck driver</p> <p>Milkman</p> <p>Dairy farmer</p> <p>Workers in dairy</p> <p>Cheese maker</p>

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**Behavioral Objective:** Given classroom discussion, the child will be able to identify the process used in getting milk from the cow, to the dairy, to the home.

Related Subject Areas	Learning Activities	Resources and Materials
Art	Prepare model dairy farm. Use milk cartons.	
Reading	Read stories.	<p>Books:</p> <p><u>My Friend The Cow</u> <u>National Dairy Council</u> <u>All Kinds Of Cows</u> <u>Dadd, Madeline</u> <u>Let's Go To A Dairy</u> <u>Goodspeed, J.M.</u></p>
Health	Discuss how clean the dairy and the farm has to be and why.	
Science	Discuss the pasteurization of milk; why it is necessary?	
Math	Have students save milk cartons, clean them and use them in sets and set concept.  Prepare old fashioned ice cream using hand freezer. Stress measurements.	<p>Milk cartons Spoons Hand Freezer Measuring Cup Spoons Ice Cream Recipe</p>

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**"The Printed Word"**

**Concept:** Work means different things to different people.

**Developmental Objective:** To develop a broader knowledge of the careers related to the publishing field.

**Behavioral Objective:** Given a group discussion, the child will be able to list at least five jobs related to the publishing field.

Given a period of time, the child will be able to research the education, skills, and opportunities involved in printing books, newspapers and magazines.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Discuss books and writers. Where do they get their ideas?</p> <p>Have children make their own books.</p> <p>Films.</p> <p>Discuss jobs connected with publishing:</p> <ul style="list-style-type: none"> <li>publishing companies</li> <li>writers</li> <li>artists</li> <li>painters</li> <li>copy readers</li> <li>book stores</li> <li>book binders</li> </ul> <p>Set up a publishing company in the classroom and delegate various jobs to children and prepare a book.</p> <p>Become authors by writing stories to picture books.</p>	<p>Typewriter</p> <p>Films: "Poetry For Beginners" A-379 LCCC Primary 11 min. B/W</p>

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Art</p>	<p>Visit a newspaper to find out about the workers who produce it.</p> <p>Prepare a booklet, <u>People Who Write</u>, include poets, fiction writers, textbook writers, TV writers, etc.</p> <p>Each child selects a book he likes and tells who the author is, who illustrated it, and who published it.</p> <p>Let the children use tape recorders to dictate stories for book of short stories.</p> <p>Field Trip to Lorain Printing Company.</p> <p>Prepare dioramas of books, plays or puppets about a favorite author's books.</p> <p>Make show and tell shadow boxes.</p> <p>Decorate walls or doors with collage of cutouts of characters from books.</p>	<p>Lorain Journal</p> <p>Tape recorder</p> <p>Lorain Printing Company</p> <p>Boxes</p>



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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p><u>Book Trading Post.</u> Have a corner of the room set up as a trading post. A trader tells just enough about a book so that someone else is interested in reading it. The person who wants it must in turn interest the trader in reading another book.</p>	



"Supermarket"

Concept: Occupations exist for a purpose.

Developmental Objective: To help children become aware of varied jobs and their importance in a supermarket. They will become aware of the jobs that contribute to their holiday meal or any other meal.

Behavioral Objective: Given role-playing situations, the child will be able to identify the various jobs performed to meet his daily needs concerning food and health.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Class discussion of a supermarket.                      Questions for discussion:</p> <ol style="list-style-type: none"> <li>Who are the people who work in the supermarket?</li> <li>What do you have to know in order to work at the market?</li> <li>What kind of manners are needed by the grocer?</li> </ol> <p>Interview a worker from the supermarket.</p> <p>Field trip to supermarket. After visiting a supermarket, set up a store in the classroom, doing jobs associated with the store.</p> <p>Role-play a job which is associated with the supermarket. Ask children to guess which job child is acting out.</p> <p>Read stories about people who raise, process, and transport foods.</p> <p>Write original stories and poems about experiences to a supermarket.</p>	<p>Filmstrips and cassettes:                      "Supermarket Workers"                      K-3 Series                      "The Wonderful World of Work"                      Recorder #60003                      Denoyer &amp; Geppert                      Career Ed. Office</p> <p>Grocer, Stock-boy                      Check-out-clerk</p> <p>Film: "The Food Store"                      AC-172 Primary                      13 min. color 1958 (LCCC)</p> <p>SVE Picture Story                      Study Print Set:  <u>Supermarket Helpers:</u>                      Packaging Produce                      Stocking Shelves                      Serving Produce Customer                      Store Dairy Manager                      Preparing Meat</p>



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Related Subject Areas	Learning Activities	Resources and Materials
Art	Bring in a live turkey to the classroom. Invite a turkey raiser or poultry farmer to speak.	
Music	"Five Fat Turkeys" "The Vegetable Man" "Thanksgiving Day"	<p>The <u>Magic Of Music</u>, Book One Ginn.</p> <p>The <u>American Singer-1</u> American Book Company</p> <p><u>American Singer</u>, Book One American Book Company</p>
	"Pumpkins" "Gobble" "At Market"	" " " " " " " " " " " " "
	"The Grocery Store" "The Rooster" "The Duck"	" " " " " " " " " " " " "
	"Oats, Peas, Beans And Barley Grow"	<p><u>Making Music Your Own</u>, Book One Silver Burdett</p> <p>Other resources. Books from school library.</p>

29



"Supermarket"

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**Behavioral Objective:** Given role-playing situations, the child will be able to identify the various jobs performed to meet his daily needs concerning food and health.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Language Arts</b></p> <p><b>Math</b></p> <p><b>Art</b></p>	<p>Ask each pupil to select a food product and trace its production naming the workers who helped produce it. Could make a booklet.</p> <p>Make a dictionary book of new words that were learned in the unit.</p> <p>Check grocery prices in ads from stores. Print own ads for room supermarket.</p> <p>Learn and use liquid measures and weights.</p> <p>Play "Supermarket" with play food and play money.</p> <p>Puppets used to illustrate what the workers do in relation to his job.</p> <p>Make a poster of the supermarket workers' departments.</p> <p>Posters of places where food is grown and</p>	<p><u>Supermarket Helpers:</u></p> <p>Customer Service Checking out an order Unloading products</p> <p>Cassette: <u>Getting To Know The Supermarket</u>; Career Ed. Office</p> <p>Scales</p>

83

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Art</p> <p>Health</p>	<p>how it is shipped to the supermarket.</p> <p>Display art facts that concern foods especially at Thanksgiving time: turkeys, (pictures or models) pumpkins, etc.</p> <p>Discuss how important good food is for our well being.</p>	<p>Films and filmstrips</p>



"Come To The Party"

**Concept:** Persons need to be recognized as having dignity and worth.

**Developmental Objective:** To develop an awareness of the many job opportunities involved in governmental functions.

**Behavioral Objective:** 1. Given an opportunity to take part in mock activities, the child will be able to demonstrate the functions of government.

2. Given ideas in community problems, the child will be able to discuss and solve the problems using the methods provided by government and good citizenship.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Role play government workers and officials: City Clerk, Mayor, etc.</p> <p>Visit city offices. Visit City Hall.</p> <p>Discuss and construct chart concerning various parts of government. Executive. Judiciary. Council Members.</p> <p>Interview people from each department of government.</p> <p>Discuss rules, voting, leadership, in city and in school.</p> <p>Invite members of student council to talk about school duties; question and answer period.</p> <p>Reinforce values and attitudes, which are necessary for our democratic system to function, by reading stories of people in political life.</p> <p>Discuss voting in our country.</p> <p>Interview people from the Board of Elections.</p> <p>Observe model voting machine or the regular machine if available.</p>	<p>Film: "Good Citizens" A-524 10 min. B/W</p> <p>"Our Community" AG-347 11 min. Color</p> <p>Books</p>





**"Come To The Party"**

**Concept:** Persons need to be recognized as having dignity and worth.

**Developmental Objective:** To develop an awareness of the many job opportunities involved in governmental function.

- Behavioral Objective:**
1. Given an opportunity to take part in mock activities, the child will be able to demonstrate the function of government.
  2. Given ideas in community problems, the child will be able to discuss and solve the problems using the methods provided by government and good citizenship.

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Related Subject Areas	Learning Activities	Resources and Materials
	<p>Conduct a mock campaign and election.</p> <p>Make posters: prepare speeches, have an important issue concerning the classroom.</p> <p>Follow election news through the newspaper and T.V.</p> <p>Chopse a public service job and report on the preparation and duties of the occupation.</p>	<p>Newspaper T.V.</p>



"Artists At Work"

**Concept:** Individuals differ in their interests, abilities, and values.

**Developmental Objective:** To develop an appreciation for art, and to acquaint the child with various art materials.

**Behavioral Objective:** Given a list of art activities, the child will be able to select working with the media he enjoys the most.

Given a definition of art, the child will further investigate all phases of art from fine arts, architecture, pop art and many other forms.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Art</p>	<p>Interview school artist (instructor) or commercial artist.</p> <p>Send for information concerning art. Free information.</p> <p>Discuss and investigate various kinds of art, and various media used.</p> <p>Field trip.</p> <p>Present an art festival with all children in class making contributions.</p> <p>Make cartoons and prepare a cartoon booklet.</p> <p>Make cover designs for scrapbooks or class books.</p> <p>Design and print sets for programs.</p>	<p>American Artists Professional League Room 8C4 112 East 19 Street New York 10003 N.Y. (enclosed self-addressed and stamped envelope)</p> <p>American Crayon Co. Cleveland Art Museum</p>

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**Concept:** Individuals differ in their interests, abilities, and values.

**Developmental Objective:** To develop an appreciation for art, and to acquaint the child with various art materials and careers in art.

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 Given a definition of art, the child will further investigate all phases of art from fine arts, architecture, pop art and many other forms.

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Related Subject Areas	Learning Activities	Resources and Materials
Art	Illustrate a favorite book.	Films: "Art And You" AC-21 Primary 11 min. Color
Reading	Read stories about great painters and artists. Examine books on art.	"What Is Art?" AC-494 Primary 6 min. color See LCCC Catalog for listings for Art Primary 4
Art	Make a scrapbook containing pictures of various architecture. Using a camera, prepare a scrapbook or a slide presentation of various works of art.	Camera, Slide Projector, Tape Recorder

43

"We Fly Through The Air With The Greatest Of Ease"

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**Concept:** There is a wide variety of careers which may be classified in several ways.

**Developmental Objective:** To develop an understanding of the many categories of air transportation and the job requirements of people involved in air transportation.

**Behavioral Objective:** Given a group discussion, the child will be able to classify the many categories that air transportation includes such as services, science, exploration, rescue work and many others.

Given a role playing situation, the child will be able to show the job requirements of people involved in air transportation.

Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Discuss vehicles that fly: Planes Helicopters Space ships Cargo ships, etc.</p> <p>Field trip and resource people.</p> <p>Gather information concerning jobs involved with air transportation.</p> <p>Read stories concerning planes.</p>	<p>Hopkins Airport</p> <p>Burke Lakefront Airport</p> <p><u>Helicopters and Gingerbread</u> Ginn 360 Series</p> <p>Greene, Carla, <u>I Want To Be A Pilot</u> Chicago: Children's Press 1957</p>
Social Studies	<p>Find information about the Wright Brothers.</p> <p>Trace the history of air transportation.</p> <p>Trace history from the first flight (at Kitty Hawk) to the flight to the moon.</p>	



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**Related Subject Areas**

**Learning Activities**

**Resources and Materials**

**Language Arts**

Read and discuss stories about an airplane and airport workers such as captain, pilots, radioman, stewardess and stewards, mechanics, etc.

**Films**

BC-16 "An Airplane Trip By Jet,"  
P-1 11 min. color  
BC-15 "Airport In The Jet Age,"  
P-1 11 min. color  
Brownell Center

Dramatize jobs of different airport workers.

Use earphones--let children pretend or role play talking to each other on the radio--pilot to control tower, etc. This can be tape recorded so that the children can hear it.

Game called "Match Up! Match people and their jobs. "What's My Line?"

Tape Recorder

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Science</p> <p>Art</p>	<p>Fly balloons to show how air helps things stay up.</p> <p>Make a wind sock to determine wind direction.</p> <p>Make a parachute out of napkins and strings.</p> <p>Attach an object to the parachute. Experiment how air slows the parachute.</p> <p>Make class picture scrapbook concerning planes and various jobs.</p> <p>Draw mural starting with flight at Kitty Hawk to today's Skylab, showing progress in air transportation.</p> <p>Make the various hats used by "air" workers.</p> <p>Use as bulletin board display or in "What's My Line" game.</p>	<p>Balloons</p>

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Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Art</b></p>	<p>Clay models of airplanes and airport workers.</p> <p>Put a model rocket together. Use a paper plate, paper towel roll, paper cup (triangular).</p> <p>Make pictures of moon using sponge.</p>	<p><u>American Singer Book One</u> American Book Co.</p>
<p><b>Music</b></p>	<p>"My Airplane."</p> <p>First flight took place at Kitty Hawk, N.C. in December, 1903.</p>	



"Service With A Smile"

**Concept:** Persons need to be recognized as having dignity and worth.

**Developmental Objective:** To develop an awareness of the various workers involved in the field of merchandise.

**Behavioral Objective:** Given a group discussion, the child will be able to list the various workers involved in the field of merchandise.

Given a field trip, the child will have the opportunity to experience being waited upon and to interact with the people involved in the stores.

Given a role playing situation, the child will be able to demonstrate the manners needed in assisting customers; show what public relations means.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Reading</p>	<p>Visit Midway Mall; observe occupations of sales personnel, security officers, stock boys, manager, window decorators.</p> <p>Job description: discuss what jobs clerks and workers do in the store.</p> <p>List the tools of the trade, the working conditions and training required for the job.</p> <p>Role-play shopper and clerk.</p> <p>Encourage children to tell about experiences in selling items for scouts, etc.</p> <p>Invite store personnel to talk to children about hiring procedures, manners, etc.</p> <p>Research material--newspaper clippings.</p> <p>Pupils may research a product. Set up an attractive seasonal sales window (showcase).</p>	<p>Field Trip</p> <p>Play cash register, bags, paper money, receipt books.</p> <p>Resource person</p>



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Related Subject Areas	Learning Activities	Resources and Materials
Math	<p>Make sales slip with prices to be added.</p> <p>Keep records of the cost of goods.</p>	
Art	<p>Create ads with prices and sales prices.</p> <p>Cut pictures from magazines for ads or displays.</p>	
Language Arts	<p>Write ads for use on radio, TV, or the newspaper.</p> <p>Prepare a booklet on all jobs affiliated with stores.</p>	





"Cold Front-----Warm Front"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective: Given community resources, class discussion, and role playing, the child will be able to identify careers in meteorology.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Start a weather booklet--include definitions--weather conditions.</p> <p>Discuss and include in booklet seasonal weather; types of wind; etc.</p> <p>Take a walk around school and observe clouds, weather, and use weather instruments.</p> <p>Resource person invited from airport and weather station to talk to class.</p> <p>Write poems and stories.</p>	<p>Dictionary Encyclopedia</p> <p>Walking Trip</p> <p>Films: "Play In The Snow" 11 min. B/W</p> <p>A-227-"How Weather Is Forecast" 11 min. B/W</p> <p>A-558-"Let's Learn To Predict The Weather" 11 min B/W</p> <p>A-352-"Our Weather" 11 min B/W</p> <p>A-550-"What Ever The Record" 10 min. B/W</p> <p>"Wind And What It Does" 11 min B/W</p>



"Cold Front --- Warm Front"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective: Given community resources, class discussion and role playing the child will be able to identify careers in meteorology.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Make a microphone to use in a weather skit. Role play weather reporting.</p> <p>Collect pictures from newspapers and magazines for weather book.</p>	<p>A-574 "Children In Winter" Primary 11 min. E/W Use weather charts and maps from newspaper.</p>
Math	<p>Make weather instruments or secure them to be studied.</p>	<p>Thermometer, hygrometer rain gauge, barometer</p>
Science	<p>Experiments concerning weather; make clouds, fog, etc.</p>	
Social Studies	<p>Discuss how weather affects our lives. How do we live; how do we dress; what do we do in certain weather? What kind of sports are played in various kinds of weather?</p>	

52



"Cold Front-----Warm Front"

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Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective: Given community resources, class discussion, and role playing, the child will be able to identify careers in meteorology.

Related Subject Areas	Learning Activities	Resources and Materials								
<p>Social Studies</p> <p>Art</p> <p>Reading</p>	<p>Prepare a chart or booklet with headings:</p> <table border="1" data-bbox="809 999 1101 1858"> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Homes</td> <td>Clothes</td> <td>Activities</td> <td>Sports</td> </tr> </table> <p>Discuss how weather affects food and crops. How do we protect crops from bad weather?</p> <p>Create cloud pictures.</p> <p>Books concerning weather.</p>	Winter				Homes	Clothes	Activities	Sports	<p>Chalk</p> <p>Cotton</p> <p><u>Seven Is Magic</u></p> <p><u>Ginn 360 Series</u></p> <p>"A Balloon That Works"</p>
Winter										
Homes	Clothes	Activities	Sports							

58

"Cold Front----Warm Front"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the weather and the careers necessary in the prediction of weather.

Behavioral Objective: Given community resources, class discussion, and role playing, the child will be able to identify careers in meteorology.

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Related Subject Areas	Learning Activities	Resources and Materials
Music	<p>"The Weatherman."</p> <p>"Clouds."</p> <p>"Snowflakes."</p> <p>"Walking In The Snow."</p> <p>"I Am The Wind."</p> <p>"Two Little Clouds."</p> <p>"Rain-Dance Song."</p> <p>"Pichipichi."</p> <p>"Winter."</p> <p>"Coasting."</p> <p>"The North Wind."</p> <p>"A Rainy Day."</p> <p>"The Wind Blew East."</p>	<p><u>Magic of Music</u> Book One--Ginn</p> <p>" "</p> <p>" "</p> <p>" "</p> <p>" "</p> <p>" "</p> <p>" "</p> <p>" "</p> <p><u>American Singer Book One</u> <u>American Book Company</u></p> <p>" "</p> <p>" "</p> <p>" "</p> <p><u>Making Music Your Own, Book One</u> Silver Burdett</p>

"A Penny Saved Is A Penny Earned"

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Concept: Occupations exist for a purpose.

Developmental Objective: Children will develop an understanding of our economy and the jobs involved in its functions.

Behavioral Objective: Children will be able to list examples of jobs involved in banking. In a role playing situation, children will demonstrate knowledge of money and its uses.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Field Trip.</p> <p>Write experience chart about trip.</p> <p>Discuss the various jobs at the bank and what has to be done in each.</p> <p>Interview people who work in banks.</p> <p>Role play the activities going on in a bank.</p>	<p>Lorain National Bank Lorain National Bank Computer Center</p>
<p>Math</p>	<p>Set up classroom bank. Assign jobs to children according to ability. Children will see that certain jobs require special abilities.</p>	<p>Adding machines Typewriters For use in role playing</p> <p>Film: "Money And Its Uses" A-320 11 min. E/W</p>
<p>Art</p>	<p>Tally daily deposits made by children. Add deposits to savings account.</p> <p>Prepare deposit slips and bank books.</p>	<p>"Money Talks" A-321 11 min B/W</p> <p>Adding machines</p> <p>Films: A-370 LCCC A-371 A-626</p>

"Have Suitcase, Will Travel"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the advantages and disadvantages of various methods of travel.

- Behavioral Objective: 1. Given the task of preparing charts, the child will be able to discuss the advantages and disadvantages of the methods of travel.  
 2. Through dramatization, (role-playing), the child will discover what he needs to know in order to be a transportation worker.  
 3. Given the task of learning vocabulary pertaining to transportation, the child will be able to familiarize himself with transportation jobs.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Make a chart, (picture and word), of as many types of transportation as possible.</p> <p>Make a picture chart of ways of travel in early America.</p> <p>Discuss advantages and disadvantages of early types of travel.</p> <p>Make a scrapbook of travel.</p> <p>Learn the different kinds of jobs needed in the train industry.</p> <p>Learn such words as passenger, freight, conductor, etc.</p> <p>Have a trainman visit the class.</p> <p>Visit the local train depot.</p> <p>Show movies or filmstrips.</p> <p>Dramatize workers on trains. (Engineer, etc.)</p>	<p>"Transportation Around The World," AC-666 11 min Color</p>





"Have Suitcase, Will Travel"

Concept: Education and work are interrelated.

Developmental Objective: To develop an understanding of the advantages and disadvantages of various methods of travel.

Behavioral Objective: 1. Given the task of preparing charts, the child will be able to discuss the advantages and disadvantages of the methods of travel.

2. Through dramatization, (role-playing), the child will discover what he needs to know in order to be a transportation worker.

3. Given the task of learning vocabulary pertaining to transportation, the child will be able to familiarize himself with transportation jobs.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Make train tickets, devise train schedules, weigh baggage, etc.</p> <p>Read and write stories about trains and train trips.</p> <p>Plan an imaginary trip; pack a suitcase.</p>	
Art	<p>Make a travel museum with models of all kinds of transportation.</p> <p>Construct train out of egg cartons and circles.</p>	
Reading	<p>Books on trains.</p>	<p>Greene, Carla Series on, "<u>I Want To Be...</u>"</p>
Music	<p>"I've Been Working On The Railroad."</p> <p>"Conductor's Call"</p> <p>Record: "Sounds of Transportation"</p>	<p>Music skills for classroom teachers</p> <p><u>Music for Young Americans</u></p> <p>Peabody Kit</p>
Language Arts	<p>Talk about people who work with boats: what they do and what they are called.</p>	<p>Film: "Boats and Strips" AC-48 11 min color</p>

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Dramatize some of the work done on boats.</p> <p>Put pictures of boats and ships into categories according to what makes them go:                      sail                      engine                      oars</p> <p>Have someone visit who can tell about boats and ships.</p> <p>Visit a marina or coast guard.                      Write an experience chart.</p> <p>Make a sailor puppet, either on a craft stick or paper roll or other available material.</p> <p>Have a boat race with homemade sailboats.</p> <p>Discuss difference between boat and ship.</p> <p>Classify ships:                      work                      recreation                      cruise                      defense</p>	



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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Science</p>	<p>Discuss purpose of lighthouses.</p> <p>Experiment what will float and what will not.</p> <p>What makes boats move? (wind, oars, motor).</p> <p>Write stories about family trips taken.</p> <p>Similar activities may be done with other forms of transportation such as buses, cars, etc.</p>	



Concept: Educational and work are interrelated.

Developmental Objective: To develop an understanding of the work of the librarians and the public service that they perform.

Behavioral Objective: Given a role playing situation, the child will be able to tell about the work of librarians and the public service that they perform.

Given a trip to the library, the child will identify the workers at work and list the various activities librarians must do.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Math</p>	<p>Plan a trip to the public library. Discuss how libraries are alike and different.</p> <p>Discuss school library and compare with larger libraries.</p> <p>Interview librarian and other library workers in school, public and college library.</p> <p>Prepare a chart with a list of library rules. Discuss desirable behavior in the library.</p> <p>Role play, let one child be a librarian and another come in and ask for a book.</p> <p>Choose a child to be "Story Lady" and show a book while a record tells the story.</p> <p>Set up mock library or utilize room library. Stamp cards with proper dates. Collect and keep record of fines.</p>	<p>Lorain County Community College.</p> <p>Film: "Libraries Are For Sharing" AC-265 11 min. color.</p>

"U. S. PRESIDENTS"

**Concept:** Careers require different knowledge, abilities, attitudes. A person may be suited for several different careers.

**Developmental Objective:** To become aware of the role of the President. To develop an understanding that work can become of great importance not only to one individual but to a whole nation.

**Behavioral Objective:** After viewing films and filmstrips about past presidents, students will be able to contrast and compare the duties of the past presidents with those of our present president.

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Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Language Arts</b></p> <p><b>Reading</b></p> <p><b>Social Studies</b></p> <p><b>Art</b></p> <p><b>Math</b></p>	<p>Make a chart showing the job of the President.</p> <p>Make a chart showing hobbies and sports played by the Presidents.</p> <p>List outstanding contributions. (Discuss)</p> <p>Let the children do role playing.</p> <p>Invite students to create crossword puzzles about presidents.</p> <p>Read biographies of George Washington and Abraham Lincoln. Collect pictures from magazines. Label them with the name of the person and an important sentence about each.</p> <p>Historical places in regard to early life. Discuss the job of the president when Lincoln and Washington were president. Compare their work to the work of the president today.</p> <p>Bulletin Board Display.</p> <p>Compare the salaries of the Presidents. Make the monthly calendar with the illustrations of</p>	<p>Film: "Special Days In February" (P-I) A-595 (LCCC)</p> <p>Library Books</p> <p>Film: "What's In Virginia?" A-477 (P-J) (LCCC)</p> <p>Use prints Abe Lincoln Field Trip Museum</p> <p>Calendar</p>

**"U. S. PRESIDENTS"**

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**Developmental Objective:** To become aware of the role of the President. To develop an understanding that work can become of great importance not only to one individual but to a whole nation.

**Behavioral Objective:** After viewing films and filmstrips about past presidents, students will be able to contrast and compare the duties of the past presidents with those of our present president.

Related Subject Areas	Learning Activities	Resources and Materials
Math	holidays and birthdays. Keep track of the passing days.	Calendar

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"New Year In February"

**Concept:** Individuals differ in their interests, abilities, attitudes, and values.

**Developmental Objective:** To develop an awareness of the cultures of others. To develop an awareness of the interdependence of jobs.

**Behavioral Objective:** Through research, discussion, and role playing, the student will be able to show the work connected with the Chinese New Year Celebration; the comparison and contrast between the two economic systems (American and Chinese); their dependency on each other; and the occupations involved.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Social Studies</b></p>	<p>Discussion on History of Chinese New Year:                      Giving of gifts for friends: fruits, especially oranges, foods, and potted plants.                      Family Gifts: fabrics and ornaments (money).                      Dress for the occasion.</p> <p>Discussion:                      Why every Chinese is expected to pay all debts before the New Year Celebration.</p> <p>How jobs are connected with all items mentioned.</p> <p>Why they will not use a sharp knife or tool on this day?</p>	<p>Booklet from La Choy Food Products</p>
<p><b>Language Arts</b></p>	<p>Teach class in Chinese Language, "Happy New Year" (gung hoy fet toy).</p> <p>Read stories to class.</p>	<p>Library: <u>Hai Yin, The Dragon Girl</u>                      Harcourt 1970  <u>The Dragon Liked Smoked Fish</u>                      Seabury Press, 1967  <u>A Chinese Year</u>                      Lippincott, 1970</p>



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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Define and discuss the phrases Chinese write on red strips of paper:</p> <ul style="list-style-type: none"> <li>prosperity</li> <li>good health</li> <li>happiness</li> <li>wealth</li> <li>longevity</li> </ul> <p>Invite the proprietor of a Chinese restaurant in to prepare a meal or prepare a Chinese food in the classroom.</p>	Proprietor of Chinese Restaurant
Science	<p>Discuss and learn about the Chinese Zodiac sign. Find out about the "Year Of The Rat."</p> <p>Plant or bring in the favorite flower (narcissus).</p>	
Math	<p>Read to find out about the three times a year the Chinese have to pay their debts.</p> <p>Role play a Chinese creditor chasing his debtors through the streets to collect money owed him.</p> <p>Compare and contrast how bills are collected in our community.</p>	



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Related Subject Areas	Learning Activities	Resources and Materials
<p>Art</p>	<p>Play game using Chinese checkers.</p> <p>Demonstrate the twelve year astrological cycle.</p> <p>Ditto sheets showing: the years beginning with the "Year Of The Rat," "Ox," "Tiger," "Hare," "Dragon," "Snake," "Horse," "Sheep," "Money," "Cock," "Dog," and "Bear."</p> <p>Make a story mural using the astrological cycle of the Chinese Zodiac signs.</p> <p>Make models of clay, wood, or soap to display the Chinese Zodiac signs.</p>	<p>Chinese checkers.</p>

"The Letter Carrier"

**Concept:** Occupations exist for a purpose.  
**Developmental Objective:** To help pupils understand words used in connection with the Letter Carrier.  
**Behavioral Objective:** Given appropriate information, the student will be able to name several different types of post office occupations.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Use tape-slide for motivation.                      Ask thought-provoking questions. (Make sure sentences are used for answers.)</p> <p>Questions:                      Who delivers your mail?                      What color is your mailman's uniform?                      What does he carry letters in?                      How does he travel?                      What are special letters and large packages delivered in?                      Where does your postman get the mail he delivers?                      What must he do with the mail before leaving the Post Office?                      Who pays your letter carrier's salary?</p> <p>Have a letter carrier visit the classroom.</p> <p>Read books about the Post Office.</p> <p>Vocabulary:                      Mail bag                      Mail truck                      Post Office                      Letters                      Carrier</p>	<p>Tape-slide prepared by Pat Bajcer, "The Letter Carrier."</p> <p>"Our Working World," SRA Kit</p> <p>Letter carrier</p> <p>Books:  <u>Let's Go To A Post Office</u>, Buchheimer  <u>The True Book Of Our Post Office And It's Helpers</u>, Miner  <u>Postage Stamps</u>, Frank  <u>Postage Stamps</u>, Kelen</p>



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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Oral and silent reading.</p> <p>Oral reading--"The Postman?" (Use Letter Carrier)</p> <p>Make up riddles with the children. (What Is My Job? Who Am I?)</p> <p>Write letters.</p> <p>Write a poem about mail or postal workers.</p>	<p><u>Postage Stamps</u>, Reinfield</p> <p><u>A Letter To Ami</u>, Keats</p> <p>Study Prints "Postal Helpers"</p> <p><u>Postal Service</u>, Schloat</p>
Science	<p>Check glue on stamps. Discuss how some jobs are the result of a need in another area.</p>	<p>Stamps and other glued papers.</p>
Math	<p>Discussion.</p> <p>The cost of mailing letters.</p> <p>Counting money.</p> <p>Have children mail more than one letter. Add to decide how much it will cost to mail their letters.</p>	<p>Play money</p>
Art	<p>Have children bring in stamps from old letters or pictures of stamps. Mount pictures. Make bulletin boards and displays. Illustrate and label.</p>	<p>Stamps Pictures of stamps</p>
Social Studies	<p>Discuss the first letter carriers. How the mail was carried.</p> <p>Compare and contrast mail service of today with service in the past.</p>	



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Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Social Studies</b></p>	<p>Trace the route of a letter delivered to a friend. Pretend it was delivered on horseback.</p> <p>How long would it take to deliver the letter?</p> <p>Show a film or films.</p> <p>Field Trip: Post Office Tour</p> <p>Role play various jobs seen at the Post Office.</p>	<p>"The Mailman" AC 293 P.                      "Modern Post Office" BC 562                      "Our Post Office" A 350                      "Your Postal Service" B385</p> <p>Post Office</p>



"Black Emphasis Activities"

Concept: Careers can be grouped in various ways, requiring similar abilities and providing similar rewards. Any career area has levels of responsibility. People pursue careers for many reasons.

Developmental Objective: To create a better understanding of people all living and working to help make a better society.

Behavioral Objective: The children will have a better understanding of self and others. The students will be able to demonstrate awareness of abilities, strengths, and weaknesses of themselves and others through class discussions on culture.

Related Subject Areas	Learning Activities	Resources and Materials
Reading	<p>Read stories about Blacks. Read African stories from "Old African Tales." Read poems written by Blacks (Poetry Hour).                      Picture selection; let pupils collect pictures of famous Blacks.                      Label them.                      Write an important fact about each.                      Pictures of workers may be collected also.                      Biographical reports.</p>	<p>Library Books                       Newspapers                       Magazines                      Resource People                      Filmstrips, Prints                      Comic Books on Blacks  <u>Negro History Bulletin</u>  <u>Negro Heritage</u>  <u>Ebony Magazine</u>                      Library Books</p>
Social Studies	<p>Black History portrayed on the stage. Let children select the character he would like to portray.                       Study all about the character, then interpret resource findings.                       Slavery can be brought to the attention of the older students and explained. Role playing.                      Play records on Black Careers.                      News of the Day Scrapbook.</p>	<p>Record and filmstrip: <u>Blacks In American Careers</u>                       Prints from <u>Black Heritage</u>                       Resources from African Students from Oberlin College                      Duso Kit                      Newspapers and Magazines</p>



"Black Emphasis Activities"

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**Behavioral Objective:** The children will have a better understanding of self and others. The students will be able to demonstrate awareness of abilities, strengths, and weaknesses of themselves and others through class discussions of culture.

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Related Subject Areas	Learning Activities	Resources and Materials
Math	<p>Geometry--cut different shapes of paper for mounting pictures of famous people. Use dates from history in chronological order.</p> <p>Skills such as subtraction, "How long has it been?" Make up problems using dates in history.</p>	<p>Field Trip: African Safari African Exhibit Cleveland</p>
Language Arts	<p>Write invitation to speakers. Write thank-you notes to resource speakers. Write invitations to parents for the program. Discuss jobs done by Blacks from the beginning of American History.</p>	
Art	<p>Design costumes for play. Bulletin board display. Discuss Blacks in art. Make dashikis. Make up dance or pantomime; favorite song by James Weldon Johnson, "Lift Every Voice And Sing." Make a scrapbook on Black History. Make a collage of Black workers in America.</p>	



"Flying High"

Concept: People have many kinds of careers.

Developmental Objective: To relate a hobby to an occupation. To show how work for some, means fun for others. To create a climate of responsibility.

Behavioral Objective: The students will be able to describe a variety of careers that relate directly or indirectly to the production of kites. They will be able to identify areas of personal responsibility in flying kites.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Discuss: What companies produce kites. Workers involved.            Write instructions for making kites; adapt the story for a puppet play.            Miniature kites can be flown in the room or on playground.            Assign roles. (puppet show)            Read and tape the story as a radio show.            Write messages on kites for children to follow.</p> <p>Write a letter to a company that makes or sells kites. Ask them about the success of the kite industry.</p> <p>Make a list of occupations of the kite business.            Spelling words can be placed on kites.            Game in spelling, "Flying High!"</p> <p>Invite a local store owner who sells kites to talk about the kite business.</p> <p>Read instructions for making kites. Read experience charts made by the students and teacher. Read messages on kites. As they learn to read the messages, they can fly kites.</p>	<p>Proprietor of store</p> <p>Charts            Library books:  <u>Kites</u>, Downer, Marion  <u>Creating With Paper</u>, Seidelman  <u>Paper Folding</u>, Massoglia pp. 28-29</p>

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22

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Math</b></p>	<p>Use ruler for measurements in constructing kites.</p> <p>Price of string, glue, paper and other materials used in making kites. Place math skills on kites, etc. Use newspapers to compare prices for kites and materials for making kites.</p> <p>Invite parents in to assist with the flying of kites.</p>	<p><b>Kites</b></p> <p>Ruler, materials for making kite.</p> <p><b>Newspapers</b></p> <p><b>Parents</b></p>
<p><b>Health &amp; Safety</b></p>	<p>Discuss where to fly kites; also danger involved.</p>	
<p><b>Art</b></p>	<p>Make kites using the assembly line.</p> <p>Make a story mural.</p> <p>Bulletin board display--colorful kites.</p> <p>Kite contest:</p> <p>Largest</p> <p>Smallest</p> <p>Most unusual</p> <p>The kite that flies the highest.</p>	
<p><b>Social Studies</b></p>	<p>Research on kites from ancient times to the present.</p> <p>Discuss Benjamin Franklin's experiments.</p>	



**"The Wearing Of The Green"**

**Concept:** There is a wide variety of careers which may be classified in several ways.

**Developmental Objective:** To develop an awareness of the variety of occupations represented in observing special holidays. To have respect for others.

**Behavioral Objective:** 1. Given information and some discussion on Saint Patrick's Day, the child will be able to appreciate and understand the special observance.

2. Given jobs representative of the celebration, the child will be able to understand and state whether work relates to the people, data or things.

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Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Language Arts</b></p>	<p>Discuss the following words:</p> <p>Saint Patrick    slave                      Shamrocks      Monk                      Ireland          France                      Pirates          trefoil                      flocks           hop clover                      sheep            river                      black medic</p> <p>Read stories about Saint Patrick's Day and The Shamrock. List occupations connected with the celebration.</p> <p>Reading of Irish Lore. Discuss poets.</p> <p>Write "Good Luck" stories, cut in the shape of a shamrock.</p> <p>Read and tape the stories as a radio show.</p>	<p>Library, Encyclopedia</p>
<p><b>Science</b></p>	<p>Plant seeds (turnip, mustard, lettuce) on an outline in the shape of a shamrock, using either cloth or thick paper towel for the outline. Keep wet ten or twelve days for</p>	<p>Tape Recorder</p> <p>Film: "When In Ireland"                      BC-483 (Gifted)</p>



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Related Subject Areas	Learning Activities	Resources and Materials
<p>Science</p>	<p>plants to grow. Wet around the edge of the outlined plant. Record the growth. Keep a chart. Plants can be transplanted after or on Saint Patrick's Day. Have a party serving appropriate foods.</p> <p>Invite parents in to help with the celebration.</p>	<p>Parents</p> <p>Film: "When In Ireland" BC-483 (Gifted)</p> <p>Map, globe</p>
<p>Social Studies</p>	<p>Talk about where Ireland is located in relation to where the students live. View films on Ireland appropriate to the grade.</p>	
<p>Art</p>	<p>Let the children locate Ireland on the map or globe.</p> <p>Bulletin Board: Show blue-green colors.</p>	
<p>Math</p>	<p>Use shamrocks to illustrate math problems.</p> <p>Show how long the observance of Saint Patrick's Day has been in effect nationwide: (1845).</p>	



"Springtime In The City"

Concept: Occupations exist for a purpose.

Developmental Objective: To spotlight the various workers involved in repairing damaged streets and other land forms.

Behavioral Objective: After a field trip to a city plant, the child will demonstrate by listing various occupations involved in the maintenance of our city.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Studies</p>	<p>Children interview parents and list three types of winter wear on city property that they consider in need of repair.</p>	<p>Parents</p>
<p>Music</p>	<p>Children learn song about boy who lives in city. Various aspects of the city can be worked into song.</p>	<p>Song: "David Johnson Lives In A City." Instructor p. 36; March 1971 to "Old McDonald Tune"</p>
<p>Language Arts</p>	<p>Child volunteers to role play a city inspector checking street and land damage. As he walks around, he dictates into a tape recorder. Teacher and children list (from tape) various damages.</p> <p>Teacher divides class into groups, each of which concentrates on securing information on their particular worker and his job.</p> <p>Teacher and children plan field trip to a city plant where workers might be interviewed and machinery investigated.</p>	<p>Lorain City Maintenance Dept.</p> <p>Tape Recorder</p> <p>Field Trip</p>

"Houses For Sale Or Rent"

**Concept:** Occupations exist for a purpose. Changes and conditions in the world affect careers.  
**Developmental Objective:** To show the importance of and to become aware of good public relations.

**Behavioral Objective:** Through role playing, the students will be able to establish a better understanding of real estate in the past, present, future, and show the reasons for the related occupations.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Reading</b></p> <p>Read the many resources and books from the library.</p> <p>Have parents or local realtor speak to the class explaining his work and the equipment he uses.</p> <p>Make experience charts of the Realtors talk.</p> <p>Make flash cards using the terminology of the realtor.</p> <p>Have an appraiser visit the classroom and tell about his job.</p> <p>Compare how property was obtained in the past to how it is obtained today.</p>	<p>Library Books.</p> <p>Parents or Local Realtor</p> <p>Appraiser</p>	<p>Field Trip: Visit a local realtor office. Films: "Communicating With The Public," "Courtesy For Beginners" A-649, "The Home We Live In," <u>SRA Occupational Brief</u></p> <p>Filmstrips: "What Happens Between People."</p>
<p><b>Social Studies</b></p> <p>Draw houses, and buildings. Make a model community using clay. Make a gingerbread house.</p>	<p>Compare how property was obtained in the past to how it is obtained today.</p>	<p>Field Trip: Visit a local realtor office. Films: "Communicating With The Public," "Courtesy For Beginners" A-649, "The Home We Live In," <u>SRA Occupational Brief</u></p> <p>Filmstrips: "What Happens Between People."</p>
<p><b>Math</b></p> <p>Have children select names of realtors and set up an office of Real Estate. Count houses for sale. Count vacant lots for sale. Let students price houses, sell houses, buildings and lots. Place the price on each of the above. Stress tens, hundreds, thousands, etc.</p>	<p>Have children select names of realtors and set up an office of Real Estate. Count houses for sale. Count vacant lots for sale. Let students price houses, sell houses, buildings and lots. Place the price on each of the above. Stress tens, hundreds, thousands, etc.</p>	<p>Field Trip: Visit a local realtor office. Films: "Communicating With The Public," "Courtesy For Beginners" A-649, "The Home We Live In," <u>SRA Occupational Brief</u></p> <p>Filmstrips: "What Happens Between People."</p>



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Developmental Objective: To show the importance of and to become aware of good public relations.

Behavioral Objective: Through role playing, the students will be able to establish a better understanding of real estate in the past, present, future, and show the reasons for the related occupations.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Math</p> <p>Language Arts</p>	<p>Telling Time: What time will you be in the office? What time do you leave work? What time is your appointment?</p> <p>Money Unit, Measurement Unit--geometric shapes. Measurements for gingerbread house, for lots, rooms etc.</p> <p>Role play the realtors using the suggestion made in math. (Speaking and Writing) Discuss terms used, make signs FOR SALE-FOR RENT, etc. Write Thank You letters to realtors. Practice the beginning sounds of the following words. Use telephone directory, make a list of all the realtors in the city.</p>	<p>Filmstrip: "How We Get Our Home", "Hansel &amp; Gretel." Story: <u>Three Little Pigs</u> Film: "The City" BC-86 (LCCC) Child Craft P. 127 Books: <u>Houses</u>, Katherine Carter, <u>Roofs Over America</u>, Marion Downer, <u>All The Ways Of Building</u>, L. Lamprey, <u>A World Full Of Homes</u>, William A. Burns.</p>

22

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**Developmental Objective:** To show the importance of and to become aware of good public relations.

**Behavioral Objective:** Through role playing, the students will be able to establish a better understanding of real estate in the past, present, future, and show the reasons for the related occupations.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Spelling</b></p>	<p>Using necessary words such as:</p> <p>sale            Real Estate        for  sold            realtor                rental  rent            appraisal            mortgage  contract       deed</p> <p>Students will learn to pronounce words.  Spell words needed.</p>	<p>Filmstrip: "The Story Of Houses"</p>
<p><b>Writing</b></p>	<p>Arrange the words in alphabetical order. Make a booklet for word usage enrichment. Write a story about the Realtor and Real Estate. Questions for motivation and research. Are employment opportunities in demand?</p> <p>What are the working conditions and tasks of a realtor?  What are the required training and qualifications of the realtor?  Can the work be done by male, female, or both?</p>	



"America The Beautiful"

Concept: Work means different things to different people.

Developmental Objective: To become aware that many people work to preserve the beauty of natural resources.

Behavioral Objective: 1. Given a list of jobs worked by prehistoric man, the child can list two modern jobs or conveniences that have improved the efficiency of that job.

2. Given a particular ecologist, the child can give two important aspects of his job.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	Teacher and children discuss the physical world before man appeared on the scene. They compose several sentences summarizing discussion.	
Art	Using plaster of paris, children construct a model of various land forms and vegetation before man.	Film: "Your Friend The Soil" 7 min. color, (LCCC)
Music	Teacher may play "Clair de Lune" by Debussy, while children imagine the world before pollution, litter, species extinction.	Record: "Clair de Lune," Debussy
Language Arts	Teacher could show a film or filmstrip on prehistoric man and ask children to be able to make comparisons of work accomplished by early man and that of man today.	Book: <u>First Book Of Stone Aged Man, Dickinson. Ecology: Man's Effects On His Environment, Hoke</u>
Music	Teacher selects several records which suggest various careers in ecology. Teacher lists responses.	

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Science</p>	<p>Children go on a field trip and collect evidences of environmental breakdown. E.g. polluted water, litter, pictures of air pollution.</p>	<p>Film: "Water: Friend or Enemy?" (AC-480) LCCC</p>
<p>Social Studies</p>	<p>Teacher has environmentalist talk about various career opportunities in the field of ecology.</p>	<p>Local health Center</p>
<p>Art</p>	<p>Children draw pictures of some instances from above film and explain work being performed. Ecology mobile could be constructed.</p>	
<p>Language Arts</p>	<p>Children role play various situations involving pollution: <u>water</u> (factory drainage, picnic wastes), <u>air</u> (factories, cars, smoking), <u>land</u> (litter, erosion, mining, dumps, depletion of forests).</p>	
<p>Social Studies</p>	<p>Children take each role playing situation above and decide the type of career which might offset the damage done to water, air, and land.</p>	



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- Behavioral Objective:**
1. Given a list of jobs worked by prehistoric man, the child can list two modern jobs or conveniences that have improved the efficiency of that job.
  2. Given a particular ecologist, the child can give two important aspects of his job.

Related Subject Areas	Learning Activities	Resources and Materials
Art	<p>Have half the children cut out pictures of pollution and make a "pollution collage." The other half of the children make up an "anti-pollution collage" showing clean air, land and water.</p>	
Language Arts	<p>Children make up haiku poems from the standpoint of a particular career involving the environment: forest ranger, water control expert, GM emission control expert, soil conservationist.</p> <p>Children compose a class story about a gum wrapper and its travels of the day or a day when everyone threw their litter out the window. Children prepare a list of "Do's and Don'ts" for an ecology chart.</p>	
Art	<p>Children decorate a litter bag to place at their desk. Several children could work on a large, colorful box for classroom litter.</p>	

"One For Me And One For You"

**Concept:** To develop an understanding that work means different things to different people.

**Developmental Objective:** To develop an understanding that jobs which might be considered "fun" require special talents and many hours of work.

**Behavioral Objective:** After several interviews with people in the entertainment field, children will be able to list careers which might be considered "fun" jobs.

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Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Language Arts</b></p>	<p>Discuss famous people in the entertainment field born in the month of April.</p> <p>April 6, Harry Houdini</p> <p>April 27, Walter Lantz, Cartoonist</p> <p>Children list jobs of which they may consider being "fun." Example: Magician, Skin Diver, Animal Trainer, Artist, Cartoonist.</p> <p>Children interview parents, asking pertinent questions to discover parents liking for job, reason for doing job.</p> <p>Teacher and children make up a list of various jobs. Each child role-plays a job and answers question: Do I like my job? Why? Why not? Does my job serve a purpose?</p>	<p>Parents</p> <p>Clown--Joe DeSantis</p> <p>Song: "I Wish I Were" <u>Music For Young Americans</u> American Book Company</p>
<p><b>Music</b></p>	<p>Before preceding activity, teacher and children would sing, "I Wish I Were."</p>	<p>Song: "I Wish I Were" <u>Music For Young Americans</u> American Book Company</p>

"Get On Your Mark, Get Set....."

Concept: Education and work are interrelated.

Developmental Objective: To become aware that education helps people prepare for a job.

Behavioral Objective: 1. Given a career, the child will be able to cite one aspect of the training or education necessary to do that job well.

2. Given a list of musical, show business and tree care vocabulary, the child will be able to give a meaning and career for each word.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Music</p> <p>Art</p>	<p>Teacher reads poem "Make Believe" and children role play a particular occupation. Setting for role playing improvised by teacher using children's interests. Conclusion of activity is to list, on a chart, the type of training or education various individuals would need to really be what they role played.</p> <p>Children write friendly letters to the composer or lyricist of a song they like in their music books. They include questions regarding his musical career: How it began; what might be involved in becoming a composer or lyricist.</p> <p>Invite a local band to perform for the school and answer questions from the audience regarding their careers.</p> <p>Have some school child come in to perform and explain how he learned his instrument.</p> <p>Children make dioramas showing various careers in music. E.g., orchestra conductor, composer, orchestra member. Follow up might be finding a famous conductor, composer, etc., and reporting on his life or getting a record illustrating his skills.</p>	<p>Arbuthnot, <u>Time For Poetry</u></p>

88



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2. Given a list of musical, show business and tree care vocabulary, the child will be able to give a meaning and career for each word.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Music</b></p>	<p>Children could prepare a book fair dealing with great musicians. A mural and time line could depict famous events.</p>	
<p><b>Science</b></p>	<p>Teacher gives background of Arbor Day and shows film on the growth and care of trees.</p> <p>Children list various careers connected with tree care.</p>	<p>Hyde, Wayne. <u>What Does a Forest Ranger Do?</u></p> <p>Kussell, Solveig. <u>Trees for Tomorrow.</u></p>
<p><b>Language Arts</b></p>	<p>Teacher shows films or filmstrips on the work and preparation needed to become a horticulturalist, forest ranger, tree surgeon etc. Children and teacher make vocabulary book containing terms involved in tree care.</p> <p>Children list various careers which might be included under the title, "Entertainment" (e.g. cartoonist, magician, circus performer, singer, band, movie star, etc.). Teacher may wish to take each career separately and make a bulletin board display in which various cartoonists, magicians, etc. might be spotlighted, as well as a brief summary of the work involved in becoming a cartoonist, magician, etc.</p>	<p>Film: "Creating Cartoons," B-W 11 minutes (LCCC)</p>

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**Behavioral Objective:** 1. Given a career, the child will be able to cite one aspect of the training or education necessary to do that job well.

2. Given a list of musical, show business, and tree care vocabulary, the child will be able to give a meaning and career for each word.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Teacher may have high school seniors contemplating a particular career, come to talk to the children and tell them what they have done or will do to prepare for their career.	High School Senior

50

"To Be Or Not To Be"

Concept: Individuals differ in their interests, abilities, attitudes and values.

Developmental Objective: To develop an awareness that man's innate capacities often govern the type of career he might seek.

Behavioral Objective: 1. Given a specific talent, the child can list types of careers an individual with that talent might pursue.

2. Given a list of jobs in the room, the child can tell which job he could do best in and why.

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Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	<p>Using map or film of Disneyland, children decide which jobs might be needed to run the various attractions. Children might decide which position they would enjoy, why and what they would have to know to fill that position.</p>	<p>Map of Disneyland: May, 1973, <u>Learning</u></p> <p>Film on Disneyland: Travel Agency or Ohio Edison</p>
Art	<p>Children might draw themselves in some job at Disneyland and give above information about their qualifications for their position.</p> <p>Teacher lists the following on transparencies: <u>Outdoors</u>, <u>Things Mechanical</u>, <u>Human Life</u>. Children list various occupations which might come under the three headings. Teacher questions children as to which occupations the children think are most important to them and why. Teacher records child's name next to favored occupation. Teacher assigns child to investigate what education would be needed to pursue his occupation.</p> <p>Teacher groups children who tell each other what they most enjoy doing after school. Teacher and children discuss various responses in whole class situation.</p> <p>Several children who enjoy same after school activity can work on a cooperative collage while others may construct their own art pieces.</p>	



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Related Subject Areas	Learning Activities	Resources and Materials
Music	Teacher could play song about mailman, the circus strongman, the policeman and discuss why a person might want to become any of the above.	<u>Our Singing World Album 18</u>
Social Studies	Children clip pictures from newspaper showing various careers. Teacher places general headings on bulletin board (Science, Social Studies, etc.) and children decide where their clipping belongs.	
Language Arts	Teacher places pictures of various occupations on board ledge and asks children to group occupations and tell why they think certain careers "go together."  Important aspect: every career helps the world be a more comfortable place in which to live.	



"Animals, Animals And More Animals"

Concept: Occupations exist for a purpose.

Developmental Objective: To become aware that each job has a specific purpose.

Behavioral Objective: 1. Given a book on jobs involving animals, the child will be able to give a summary of his book.

2. Given a description of the veterinarian, zoo keeper, dog catcher, and city worker, the child can list three purposes for each career.

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Related Subject Areas	Learning Activities	Resources and Materials
Social Studies	Take various famous people of the month and decide what purpose each person's life work accomplished.	Instructor, May, 1972 (other issues also include a monthly calendar.)
Language Arts	Children list jobs connected with animal care, choose one, get a library book concerning that job and give an oral book report. Children can make a collage depicting various animals, people who take care of them, and the materials and agencies involved in animal protection and care.	
Art	Children make animal puppets to be used to tell the story of how that particular animal is cared for.	
Language Arts	Children pretend they're involved in some job connected with animals' care and prepare a visual presentation of their particular career.	Visual presentation might involve pictures, tools of the trade, appropriate dress, real animals, filmstrip, film etc.
Math	Children might choose a particular animal or pet and give specifics regarding weight, length, daily amount of food necessary, and its cost during a week, month, etc.	Book: <u>The True Book Of Pets</u> , Illa Podendorf.
Music	Children could make up their own song about the activities of the veterinarian, the zoo keeper or the dog catcher. (Teacher could work song around familiar tunes, "Old McDonald," "Sally in the Water.")	





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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Children could visit a veterinarian, discuss the visit and write letters to the vet telling him which part of his work was most interesting to them.</p> <p>Children could bring in their own pets and tell about caring for them, including visits to the animal hospital for shots or sickness.</p>	<p>Book: <u>What Does a Veterinarian Do?</u> Grant Compton</p> <p>Film: "The Veterinarian Serves the Community" 11 min. LCCC</p>
Social Studies	<p>Children could investigate the pets of children in other lands and the agencies available to care for these pets. Children could individually investigate the varying careers connected with animal care in game preserves.</p>	<p>Book: <u>Where Animals Live</u>, Terry Shannon; <u>Animals of the Sea</u> Marcelle Verite</p>
Language Arts	<p>Children could write poems from the viewpoint of an animal being cared for by a child or a veterinarian.</p> <p>Children could prepare skits involving hurt animals and their trip to the animal hospital.</p>	<p>Book: <u>I Know An Animal Doctor</u>, Chika A. Iritani</p>

"Happy To Be Me"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an awareness of each person's unique contribution to a group project.

Behavioral Objective: 1. Given a particular job on which to report, the student can list the responsibilities involved in the job and the consequences if those responsibilities are not carried out.

2. Given various tasks performed by senior citizens, children can give the importance of that task to man's more comfortable living.

3. Given a group newspaper project, the child can list the positive effects of everyone going his job well.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p> <p>Art</p> <p>Social Studies</p>	<p>Children interview parents on two points:</p> <ol style="list-style-type: none"> <li>1. How does your job help other people?</li> <li>2. What do you have to do to be good at your job?</li> </ol> <p>Children report orally on interviews. Teacher might help each child list <del>answers</del> on transparencies. Children might show appreciation of report by clapping.</p> <p>Children choose a worker <del>at school</del> and compile a list of all the things that the worker does. Children compare lists in small group discussions. Follow up large group discussions might be to draw out what would happen if these jobs were not done.</p> <p>Children draw pictures of their worker at a particular job.</p> <p>Children discuss what makes a person a friend. Teacher leads discussion to jobs that require working together. Why is it important that they work together?</p>	<p>90</p>

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3. Given a group newspaper project, the child can list the positive effects of everyone doing his job well.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Music</p> <p>Social Studies</p>	<p>Children visit a bakery, observing the various jobs involved in making various breads. On returning to school, children list each bakery worker and how he must work with others to make the finished product.</p> <p>Have a member of a band or orchestra visit the children, explain his role in the orchestra and its relation to the total sound.</p> <p>Children invite senior citizens (grandparents) to school for an "appreciation program." Poetry, songs and dance commenting on the value of all people to our lives would be presented. Circle discussion (with punch and cookies.) could encourage senior citizens to talk about themselves and the kind of work they do or used to do.</p>	<p>Field Trip to local Bakery.</p> <p>Senior Citizen</p>



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3. Given a group newspaper project, the child can list the positive effects of everyone doing his job well.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Children prepare a newsletter to parents telling of various activities at school. Teacher divides class into groups with definite duties in preparing newsletter. Children and teacher discuss experience in light of group effort, highlighting importance of each individual in completing the task.</p>	

"Getting It All Together"

**Concept:** An understanding and acceptance of self is important throughout life.

**Developmental Objective:** To develop an awareness that people must learn to understand themselves if they ever hope to get along with others.

**Behavioral Objective:** 1. Given a person vs. person situation, the child can give at least one positive solution to the problem.

2. Given an experience expressing kindness, the child can give a similar experience of his own.

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Related Subject Areas	Learning Activities	Resources and Materials
Language Arts	<p>Children tell about an experience in which they helped someone.</p> <p>Children could draw pictures depicting the above. Class could make a mural showing the above experiences and upon completion, try to name the person connected with each section.</p>	
Art		
Language Arts	<p>Teacher reads short situations in which one or more children are involved in undesirable behavior. Children and teacher discuss feelings of those involved and how these feelings might be turned into positive ones.</p> <p>Children tell about snapshots of themselves doing a favorite activity. Teacher and children decide on a heading for picture which teacher prints on a strip of paper to be placed under its snapshot on the bulletin board, possibly entitled, "ME."</p> <p>Teacher pairs children and has them say one nice thing about their partner. Teacher and class list some of the comments and elicit the fact that everyone has something nice about them.</p>	<p>Films: "What will-----Do?"              Eight films listed in Lorain Curriculum Center catalog involving such topics as "Sister-Sister Loyalty," "Friendship vs. Ability," "Substitute Teacher," etc.) About 11 min. each. B/W.</p>



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 2. Given an experience expressing kindness, the child can give a similar experience of his own.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Art</b></p> <p><b>Music</b></p>	<p>Using the Duso Kit, teacher reads first story concerning the importance of being what I am and liking it. Children do correlated activity, making "ME" buttons.</p> <p>Children sing sentence "I am _____" (major third) substituting a positive description of themselves when called on.                      E.g.: "I am nice."</p>	<p><u>Duso Kit</u> (Developing Understandings of Self and Others, American Guidance Service).</p>

## INTRODUCTION

In Lorain, as in other industrial centers, there are a considerable number of youngsters, because of the lack of information and motivation concerning the world of work, unable to set realistic educational and occupational goals. It is found that this problem stems mainly from the fact that the parents and teachers of many of these youngsters also lack this necessary understanding and are therefore not able to offer youngsters the needed occupationally related information and guidance. Through our Career Education Program, career concerned teachers can incorporate motivational activities into every phase of the curriculum by using the resources of the home, school and community.

The following units are submitted as a guide to help implement the Career Education Program. They are not intended to be used verbatim, but are simply ideas to be expanded upon, using individual innovative procedures.

We appreciate the cooperative efforts of the staff in the first year of the program. Many teachers have been able to apply Career Education successfully in their daily teaching. In any successful educational program, it is the classroom teacher who is the basic ingredient. Therefore, when a teacher has an especially successful classroom experience with Career Education, we ask that it be submitted to the building coordinator so that it may be shared with others.

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**INTERMEDIATE CURRICULUM COMMITTEE**

**Nancy Szarek**

**Larry Mumford**

**Joyce Antolik**

**Linda Blount**



"Half A Loaf Is Better Than None"

Concept: Education and work are interrelated.

Developmental Objective: To develop an awareness of the wide variety of occupations in which an individual's talents are to be utilized.

Behavioral Objective: Students will be able to demonstrate the relationship between Math and various careers by listing at least five math related careers.

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Related Subject Areas	Learning Activities	Resources and Materials
Math	<p>Introduce unit on fractions and have students develop their own examples using everyday situations.</p> <p>Show film on fractions, "We Discover Fractions."</p> <p>Have students list on board all career they can involving fractions.</p> <ul style="list-style-type: none"> <li>A. Lumber</li> <li>B. Material Clerk</li> <li>C. Store Clerk-supermarket</li> <li>D. Store Salesman-furniture</li> <li>E. Construction Workers                             <ul style="list-style-type: none"> <li>1. Plumbers</li> <li>2. Masonary Workers</li> </ul> </li> </ul> <p>Make dioramas showing use of fractions in the jobs.</p> <p>Have students find pictures of workers doing those above jobs and glue them to poster board in three groups in a triangular diagram.</p>	<p>Film: "We Discover Fractions" LCCC A - 487</p> <p style="text-align: right;">Art Supplies Needed</p>

25

**Concept:** Job specialization creates interdependency.

**Developmental Objective:** Students will develop an understanding and appreciation of the importance of all "jobs" or "occupations."

**Behavioral Objective:** The students will demonstrate an awareness of the ways workers serve the world through discussions and comparisons.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Studies</p> <p>Art &amp; Social Studies</p>	<p>Show filmstrip on the dairy farm. Discuss the jobs and cleanliness needed.</p> <p>Take a field trip to Maple Sugar Festival-- Chatham, Ohio. Students will ask questions of tour guide about the jobs.</p> <p>Students will be able to see the jobs performed on the farms and at the candy, dairy, and syrup processing areas.</p> <p>When arriving back at school, list on board and discuss all jobs seen.</p> <p>A. Farmers                      B. Sap Tapper                      C. Dairymen                      D. Truck Driver                      E. Tour Guide                      F. Bus Driver                      G. Animal Caretaker                      H. Cashier                      I. Cook                      J. Waitress                      K. Syrup Processor</p> <p>Ask students if they had a choice, which job would they prefer if working on the farm. Discuss.</p>	<p>Filmstrip: "Dairy Farming and Milk Distribution." CE</p> <p>*Field Trip</p>



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**Developmental Objective:** Students will develop an understanding and appreciation of the importance of all "jobs" or "occupations."

**Behavioral Objective:** The students will demonstrate an awareness of the ways workers serve the world through discussions and comparisons.

Related Subject Areas	Learning Activities	Resources and Materials
	Have students draw a picture of a job seen while on the field trip. Arrange a hall display.	Art Supplies



"Feelin Groovy"

Concept: An understanding and acceptance of self is important throughout life.  
 Developmental Objective: To develop an acceptance of one's own interests as uniquely his own and changing.

Behavioral Objective: During class discussion, the child will be able to describe his own personal wants and interests.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Music</p>	<p>Play recording of "Feelin Groovy" by Simon and Garfunkel.</p> <p>Have students listen to words carefully as record is played.</p> <p>Read poem "The 59th Street Bridge Song."</p> <p>Discuss and find that the poem in essence is urging the listener to turn a stone, to look for fun, to feel groovy, to feel life. Life may be serious, fun, beautiful, sad or ugly.</p> <p>List some interesting jobs on the board suggested by students. Discuss why and why not the career is interesting.</p> <p>Have students work on a small notebook dealing with a specific career they find interesting.</p>	<p>Record: "Feelin Groovy"</p> <p>Reading book 360 Series Page 12</p>

Concept: Education and work are interrelated.

Developmental Objective To develop an awareness of the relationship between math and careers.

Behavioral Objective: Given a number of graphs, the student will be able to relate them to the various jobs involved with statistics.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Studies &amp; Math</p>	<p>1. Ask children to measure their heights, either in class or at home. Then, have each child give a record of his name and height to a committee. The committee is to arrange the heights in order, in groups, dividing them by girls and boys.</p> <p>Read "How To Make A Graph," pg. 29 Unit One Section 4 in Social Science (Level Six)</p> <p>2. Committee will list heights for one group from shortest to tallest on board.</p> <p>3. List the heights horizontally across the board and study graphs drawn.</p> <p>Discuss careers involved:</p> <ul style="list-style-type: none"> <li>A. Mathematician</li> <li>B. Social Scientist</li> <li>C. Population Statistician</li> <li>D. Social Psychologist</li> <li>E. Prognosis Analyst</li> <li>F. Survey Researcher</li> <li>G. Cultural Anthropologist</li> </ul> <p>Have one human resource person from careers listed above come to class and discuss his specific job</p>	<p>Movie: "Language of Graphs" (LCCC) B - 317</p> <p>S.S. Book, <u>Concepts &amp; Values</u> Unit Six, page 29.</p>

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**Concept:** Education and Work are interrelated.  
**Developmental Objective:** To develop an awareness of the relationship between math and careers.  
**Behavioral Objective:** Given a number of graphs, the student will be able to relate them to the various jobs involved with statistics.

Related Subject Areas	Learning Activities	Resources and Materials
Social Studies & Math	Continue study of various graphs. Show film on graphs.	*Graphs - Understanding and Using Them, A - 192 LCCC



"Charlie And The Chocolate Factory"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an understanding and appreciation of the manner in which careers may provide the opportunity for individuals to enhance their dignity and worth.

Behavioral Objective: 1. Students will be able to contrast and compare contributions of the various characters.

2. Children will portray, through the puppets, the dignity and worth of each character.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Reading</p> <p>Social Studies</p>	<p>Read library book to students: <u>Charlie and the Chocolate Factory</u>. (Oral reading by teacher or some advanced students.)</p> <p>Discuss what was read and predict future outcomes through discussion.</p> <p>Develop through discussion:</p> <p>A. The worth and dignity of roles each character portrays.</p> <p>B. Interdependency of jobs in a factory.</p> <p>C. How each character performed jobs adequately.</p> <p>After completion of book, begin organizing and selecting characters from book for a puppet show.</p>	<p>Library book--<u>Charlie and the Chocolate Factory</u>.</p> <p>Film: ABC of Puppetry; (LCCC) AC -1, AC -2</p>

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To develop an understanding and appreciation of the manner in which careers may provide the opportunity for individuals to enhance their dignity and worth.

Behavioral Objective:

1. Students will be able to contrast and compare contributions of the various characters.
2. Children will portray, through the puppets, the dignity and worth of each character.

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Related Subject Areas	Learning Activities	Resources and Materials
Art Music	Students will begin creating their own puppet characters, after students choose parts of story to use in puppet show.  Presentation of puppet show. (Could tape the puppet show and students will then put more emphasis on manipulating puppets).	All art materials needed for construction of puppets.
Social Studies	List on board and discuss various jobs involved in book.	
Math Art	Students will construct display of book characters and scenes.  Lead into unit on assembly line.	Any art materials needed.



"Let's Work Together"

Concept: Persons need to be recognized as having dignity and worth.

Developmental Objective: To begin to accept that people bring dignity and worth to their jobs and that worker cooperation is essential in the production of a product.

Behavioral Objective: Students will be able to discuss the practices and rewards of the production line, and value of the workers.

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Related Subject Areas	Learning Activities	Resources and Materials
Language	<p>Class will investigate assembly line and individualized production.</p> <p>Various films and filmstrips dealing with assembly line production.</p> <p>Reading about people such as Henry Ford.</p> <p>Read several magazines published by familiar industries and discuss the pros and cons of each industry.</p> <p>Have several assembly line workers discuss their jobs with the students, and the importance of "team work."</p> <p>A tour through a local industry to view "on the job techniques."</p> <p>Class will develop classroom assembly line; eg. - Candy separated by colors, wrapped, packaged and delivered. eg. - Apples picked, cleaned, candied, and decorated.</p>	<p>Film: The Automobile in America SN-13-9</p> <p>Magazines, Newspapers</p> <p>Assembly line workers from local industries</p> <p>Any material needed for the production of the "class product."</p>

105



"Your Government"

**Concept:** Various groups and institutions influence the nature and structure of work.  
**Developmental Objective:** To develop an understanding of the jobs and roles involved within our branches of government.

**Behavioral Objective:** Given a list of governmental jobs, the students will be able to critically analyze their importance.

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Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Social Studies</b></p>	<p>Show film and discuss functional basis of our democracy, the election system.</p> <p>Show film and discuss Constitution.</p> <p>Read in Social Studies Book about branches of government.</p> <p>A. Legislative</p> <p>B. Judicial</p> <p>C. Executive</p> <p>Discuss all branches and the jobs involved in each.</p> <p>A. Legislative</p> <ol style="list-style-type: none"> <li>1. Representatives from each state</li> <li>2. Secretary</li> <li>3. Bookkeepers</li> <li>4. Lawmakers</li> </ol> <p>B. Judicial</p> <ol style="list-style-type: none"> <li>1. Courts and Judges</li> <li>2. Court Recorder</li> <li>3. Baliff</li> <li>4. Guard</li> </ol>	<p>Film: "How We Elect Our Representatives." LCCC A534</p> <p>Film: "The Constitution of the U. S." LCCC B - 94</p> <p>Take a field trip to court.</p>

**Concept.** Various groups and institutions influence the nature and structure of work  
**Developmental Objective:** To develop an understanding of the jobs and roles involved within  
 our branches of government.

**Behavioral Objective** Given a list of governmental jobs, the students will be able to  
 critically analyze their importance.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Handwriting</p> <p>Art</p>	<p>C. Executive            1. President            (List also jobs of various careers under the President).</p> <p>Have students select one of the branches and report on it.</p> <p>Allow three groups of students to assemble a bulletin board on each branch and careers involved.</p>	<p>Art materials needed.</p>

"All About Me"

**Concept:** An understanding and acceptance of self is important throughout life.

**Developmental Objective:** To develop an understanding and acceptance of likes and dislikes.

**Behavioral Objective:** The child will demonstrate a better understanding of himself through the compilation of a booklet.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Interaction and discussion centered around the child, his house, his family, best friend, favorite task, disliked tasks, hobby, favorite sport, or favorite food; etc.</p> <p>After discussing the above areas, each child will compile an individual booklet in which he will write and illustrate the above topics.</p> <p>The children will take slide pictures of involvement in each of these areas.</p> <p>They will write a script to go with the slide presentation.</p> <p>The children will work in small groups to prepare and proofread final presentations.</p> <p>Present programs to class.</p>	

"What Career Is This?"

**Concept:** Occupations exist for a purpose.

**Developmental Objective:** To develop an awareness of the many careers associated with the theatre.

**Behavioral Objective:** The child will demonstrate, through role-playing, a better understanding of areas of work associated with creative dramatic productions.

Related Subject Areas	Learning Activities	Resources and Materials
Language	<p>The children will discuss dramatics and all the areas of work correlated with dramatic productions.</p> <p>Children will pantomime and express different emotions, gestures, etc.</p> <p>Children individually or in small groups will construct puppets (interdependence of jobs utilization of materials and supplies, discussion of work associated with these).</p> <p>Children, parents, teachers will construct puppet stage (Cooperation and interdependence of jobs).</p> <p>Children will role-play different T.V. shows.</p> <p>Committees will handle all phases of advertising.</p> <p>Children will role-play writers, actors, Karate experts, professional sports, all areas and interests, also improvisations.</p>	<p>103</p>

Concept: Occupations exist for a purpose.

Developmental Objective: To develop an awareness of the many careers associated with the theatre.

Behavioral Objective: The child will demonstrate, through role playing, a better understanding of areas of work associated with creative dramatic productions.

Related Subject Areas	Learning Activities	Resources and Materials
	<p>Children in small groups will write a play.</p> <p>Children will observe a production (Musicarnival) and talk to all people associated with work in production.</p>	

"Money, Money, Money"

**Concept:** Various groups and institutions influence the nature and structure of work.

**Developmental Objective:** To develop an awareness that many mediums of exchange have been used as a reward for work and that banking institutions have been developed as a tool to facilitate our present medium of exchange.

**Behavioral Objective:** The child will demonstrate through discussion, an understanding of the work areas associated with banking.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Math</p>	<p>Discuss importance of banking and record-keeping of money.</p> <p>Display in learning area materials associated with banking (books, transparencies, pamphlets).</p> <p>Show film on work areas in banking.</p> <p>Discuss and predict work associated with banking.</p> <p>Utilization of transparencies depicting banking.</p> <p>Assign groups to research jobs in banking.</p> <p>Role-playing at situations will illustrate to class various types of work in banking.</p> <p>Create work situations involving computations of problems in math.</p>	<p>Film: "The Story of A Check" LCCC B - 491</p> <p>Materials: <u>Films (LCCC)</u> <u>Money, Money and Its Uses</u></p> <p>Field Trip to Central Security National Bank or Lorain National Bank</p> <p>Representative from bank</p>

111

"The Me Nobody Knows"

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**Concepts:** Individuals differ in their interests, abilities, attitudes, and values.  
**Developmental Objective:** To develop an acceptance of ones' abilities as uniquely his own and growing.  
**Behavioral Objective:** Given a list of characteristics, the child will be able to identify those he associates with himself.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language</p>	<p>The teacher will display a picture of an iceberg and write on the overhead-"Ninety tenths of an iceberg is underwater, hidden from view. How much do others know about you? How much is hidden from view?" He involves students in a brief discussion about "what others know about you".</p> <p>He directs students to group with classmates through a sociogram. Each person is to take down notes about what the other person is like; interests, activities, hobbies, likes, dislikes, talents, abilities, skills, strong personality traits.</p> <p>After interaction and completion of information, the child will predict the career his partner is likely to choose.</p> <p>They will discuss the validity of the predictions with the emphasis on self-analysis.</p> <p>A scrapbook may be made with slogans, pictures, etc.</p>	

112



"Classroom Colony"

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**Concept:** Occupations exist for a purpose. Individuals differ in their interests, abilities, attitudes, and values.

**Developmental Objective:** To understand that occupations develop from social needs and understand how individual abilities are important to society.

**Behavioral Objective:** Student will demonstrate an understanding of the above concepts through cooperative construction of the model colony.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Social Science</b></p> <p>Imagine class is a group of colonists leaving in a space ship for a new world. They will not return, though in a few years another ship may come with new colonist and for trading purposes.</p> <p>The class must decide what tools, supplies and foods they must take with them.</p> <p>After reaching the new world, they must decide which work must be done. Divide the work among the students according to assessed abilities.</p> <p>Discuss what rules and regulations might be needed to control those who might shirk their responsibilities. Discuss importance of each job to existence of the colony.</p> <p>The class could construct a model colony on a table top--adding and deleting features as the colony progresses.</p> <p>This project could develop to the point where a permanent settlement is involved and a constitution written.</p>	<p><b>Social Studies Book</b></p>	<p><b>Resources and Materials</b></p> <p>Social Studies Book</p> <p>Construction paper, sponges cut for trees, salt and clay.</p>
<p><b>Art</b></p>		

113



**"One Man's Work"**

**Concept:** Work means different things to different people.

**Developmental Objective.** To develop an understanding that work has a personal meaning to each person.

**Behavioral Objective:** Students will be able to cite several examples of how one man's work is another man's play.

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Related Subject Areas	Learning Activities	Resources and Materials
Language	Listen to record "Tom Sawyer" ("Painting the Fence", Band 1)  Discuss why work became play to the boys.	Record (SVE) "Tom Sawyer" Read by Ezra Stone
Social Studies	Discuss : White-wash. Why paint a fence? Why is white-wash seldom used today?	Paint White-Wash Small boards
Science	Boards could be painted with white-wash and paint, then subjected to "weathering".	

114

"Yesterday, Today & Tomorrow"

**Concept:** Occupations Exist for a Purpose

**Developmental Objective:** To understand that occupations develop from social needs and to recognize that some jobs become obsolete as others develop.

**Behavioral Objective:** Students will be able to cite examples of careers today which may be obsolete when they become adults.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Language Arts</p>	<p>Listen to record (4 bands describing runaway trip to island.)</p> <p>Investigate Mississippi River transportation and jobs involved, yesterday and today. Find Hanibal. Discuss why transportation on river was important to that city.</p> <p>See film.</p> <p>Discuss development of city; obsolescence of jobs.</p>	<p>Record (SVE) "Tom Sawyer" Read by Ezra Stone</p> <p>Map of U. S.</p> <p>Film: Mark Twains' America (LCCC) C-72</p>

115

"Help Wanted"

Concept: An understanding of self is important throughout life.  
 Developmental Objective: To understand the importance of examining ones' strengths and limitations.  
 Behavioral Objective: Children will be able to describe their own abilities through their job applications.

Related Subject Areas	Learning Activities	Resources and Materials
Language  Language Social Science	See Play "Tom Sawyer", or another play.  Discuss all jobs necessary to produce a play. List.  Students can take an interest and ability survey.  Make want ad page. Children apply for jobs, stating qualifications and interests.  Hire workers and produce play.	
Music Art	This production may be video taped with music and commercials.	T.V. Equipment (Curriculum Center)



"Food Makes The Man"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: To understand that there is a continuous interaction between one's knowledge and acceptance of self and his background and his emerging life style.

Behavioral Objective: The child will demonstrate a better understanding of self and his background by freely discussing the origins and background of the foods indigenous to his culture.

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Related Subject Areas	Learning Activities	Resources and Materials
Social Science	Class discussion of differing backgrounds, points of origin and cultures of children in classroom. Discuss how customs differ.	Maps
Social Science	Further discussion of cultures through detailed description of special celebrations and the food served. Speculate on what foods may taste like, where ingredients originated. Locate different points of origin on a map. Discuss natural resources of area that might have led to ease of preparation of special foods.	Parents
Health	Ask parents to bring in foods indicative to their culture or religion. Children should be encouraged to try each food, even if just a taste. Discuss how a variety of foods is healthful.	

117



**Concept:** An understanding and acceptance of self is important throughout life.

**Developmental Objective:** To understand that there is a continuous interaction between one's knowledge and acceptance of self and his background and his emerging life style.

**Behavioral Objective:** The child will demonstrate a better understanding of self and his background by freely discussing the origins and background of the foods indigenous to his culture.

Related Subject Areas	Learning Activities	Resources and Materials
Listening Skills	Parents would submit recipe and tell of significance to special occasion, origin of the food or occasion, etc.	Parents
Art Writing	Children will compile a recipe book of the foods, using individual talents where needed.	Art Supplies
Language	A thank you note from the class should be written to each participating parent	
Math	The class might try to enlarge a few recipes to accommodate a larger number of people.	

118



"It's Written In The Stars"

Concept: An understanding and acceptance of self is important throughout life.

Developmental Objective: The child will establish a self-concept as an individual.

Behavioral Objective: The students will be able to assess themselves and others, recognizing that negative and positive qualities are a part of each person.

Related Subject Areas	Learning Activities	Resources and Materials
French	Reading the 12 horoscope signs, we learn personality characteristics and apply them to ourselves and others. Later on, we can read our daily horoscopes.	French Dictionary Horoscope book Materials: display of the 12 horoscope signs.

Concept: Occupations exist for a purpose.

Developmental Objective: Recognize some of the contributions occupations make to the advancement of society.

Behavioral Objective: Students will be able to identify, name and define various sections of the newspaper, and the careers and abilities associated with these sections.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Studies</p>	<p>Arrange to have several class discussions in order to find out what the students already know about the newspaper and to expand their knowledge of the paper. The class should also view several films and filmstrips on the newspaper and people who work in the different areas of the newspaper.</p>	<p>Film: <u>The Newspaper Story</u> (LCCC)                      "How Communications Help The Community" (SVE) CE Newspapers                      Bulletin board materials                      Duplicating machine</p>
<p>Reading</p>	<p>The class should then discuss and research five main areas of the newspaper: front page news, editorials, sports, comics, and featured articles.</p>	
<p>Language</p>	<p>Each day for five days, discuss a different phase of the newspaper and have students write an example of each phase. Proofreading lessons will then be given as the students proofread each others articles.</p>	
<p>Social Science</p>	<p>The best articles may be chosen in order to create a "Newspaper" bulletin board. After each phase has been covered, a field trip to a local newspaper company should be planned in order to see each phase in action.</p> <p>The class will then construct their own "class newspaper." The class may then want to continue and produce a "school newspaper".</p>	

120



"C'est Si Bon"

**Concept** An understanding of interdependency of people all over the world.

**Developmental Objective** To develop an understanding that we depend on other countries and are not completely self reliant. that it is important to maintain good trade relations with other countries so that our life style can be enriched.

**Behavioral Objective** Students will be able to list several examples of our country's dependence on another.

Related Subject Areas	Learning Activities	Resources and Materials
French	<p>Go to the grocery store or any store, and see how many foods in our daily life are French. (Chocolate, cheese, etc.)</p> <p>Purchase items of food.</p> <p>Bring the wrapper of these foods back into class and make culture capsules of them for display in the room. This idea can be expanded into diagram form, charts, etc.</p>	<p>Store Dictionary French teacher</p>

121

"Careers In Science"

**Concept:** There is a wide variety of careers which may be classified in several ways.  
**Developmental Objective:** To recognize that there is a wide and increasing variety of occupations.  
**Behavioral Objective:** The children will be able to cite several career clusters involving science.

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Related Subject Areas	Learning Activities	Resources and Materials
<p>Science</p>	<p>Each child will choose one field in Science he wishes to investigate. After this choice, he will choose one specific occupation in this field. He will research this career citing education required, skills and abilities that are helpful, salary to be expected, and intrinsic reward of the job. He might also speculate where he might work, would travel in connection with his job, and any chance there might be for advancement, etc.</p>	<p>Library Books Pamphlets</p>
<p>Art</p> <p>Language</p>	<p>After he has completed his investigation, he should construct a puppet, with the usual attire he would wear.</p> <p>When all puppets are finished, each child will present his career, and the results of his investigation, via the puppet.</p>	<p>Art Supplies</p>



"Shadow Dramatics"

**Concept:** Careers require different knowledge, abilities, attitudes. A person may be suited for several different careers.

**Developmental Objective:** To develop an understanding that different kinds of work require varying degrees and types of educational preparation and abilities.

**Behavioral Objective:** The student will be able to demonstrate appealing characteristics of his own career interests.

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Related Subject Areas	Learning Activities	Resource and Materials
	<p>Hang a large white sheet in the classroom doorway or to a frame, place a strong light behind this sheet around ten or eleven feet in distance. One by one, students will demonstrate their career behind the "screen" with only a minimum of talking. The rest of the class will try to guess which career is being acted out. Intermediate students may want to present a "shadow show" to primary students.</p>	<p>Large white bec sheet.                      A light, strong enough to cast a clear shadow.                      Props that each student will need to demonstrate his career.</p>

123

"Classroom Supermarket"

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Concept: Job specialization creates interdependency.

-Developmental Objective To create an awareness of various levels of responsibility, employer's rules, regulations, policies, and procedures.

Behavioral Objective: Students will be able to portray jobs involved in the operation of a supermarket.

Related Subject Areas	Learning Activities	Resources and Materials
Social Science	<p>Arrange to have class visit a local supermarket. Be sure to point out such things as what the store sells, how we obtain these products, the services the store offers; (delicatessen, bakery, etc.). Then point out the people that make the store run.</p> <p><u>Manager</u>: Buys food, hires workers, pays salaries.</p> <p><u>Assistant Manager</u>: Responsible for different departments--fruits, vegetable, meats, etc.</p>	<p>Local supermarket</p> <p>Shelves, cash register, empty boxes, bags.</p> <p>Cans and jars from home to represent goods to be sold.</p> <p>Art materials for advertising.</p>
Math	<p><u>Check-Out-Clerk</u>: Checks out groceries, gives coupons for refunds, cashes checks, gives out trading stamps.</p> <p><u>Service Clerks</u>: Bags groceries, runs carts.</p> <p><u>Stock Clerks</u>: Keeps shelves neat, keeps inventory sheets.</p>	
Science	<p><u>Special Services</u>: Bakery, delicatessen, butchery, custodian who keeps store clean, repairs and disposes of unwanted goods and empty boxes.</p> <p>Class will then construct their own classroom-store, complete with all the helpers needed. Other classes may serve as shoppers.</p>	

"The Wonderful Machine"

**Concept:** Job characteristics and individuals must be flexible in a changing society.  
**Developmental Objective:** To become aware that technology demands continuous training.  
**Behavioral Objective:** Students will demonstrate training and knowledge in the construction of their machines.

Related Subject Area	Learning Activities	Resources and Materials
<p><b>Reading</b></p>	<p>Class will read "The Wonderful Machine" from <u>The Sun That Warms</u>, Ginn 360</p> <p>After discussing the story, the class may decide to make their own machines. Students talk with several mechanics, welders, etc. concerning their work. Students then can collect "Junk"--(old car parts, parts from washing machines, old pumps, nuts and bolts). Out of these "junk" parts, students discuss the necessity for learning to operate such machines, as cars, washing machines, power mowers, etc.</p> <p>They may also discuss how models of machines change, the reasons for these changes, and what new machines may develop in the future.</p>	<p>Book: <u>The Sun That Warms</u> Ginn 360</p> <p>Resource speakers. "Junk parts "</p>

127



"Values & Rewards"

Concept: Work and reward mean different things to different people.

Developmental Objective: To develop within the child an association of certain types of work with certain rewards.

Behavioral Objective: The child will demonstrate, through various activities, an acute realization that not all work is rewarded through a form of money.

Related Subject Areas	Learning Activities	Resources and Materials
<p>Social Science</p> <p>Math</p>	<p>Child centered interacting discussion of medium of exchange. (bartering)</p> <p>Research; trace and simulate through role-playing, displays etc. exchange used in past work situations.</p> <p>Discuss and define values, accept all responses.</p> <p>Discuss, display and show examples of rewards for work. (Role-playing, skits, illustrations)</p> <p>Bulletin Board displays of work in past and reward for doing work in the past.</p> <p>Display and discuss rewards for doing work today. Involve as many areas of work as possible illustrating rewards.</p> <p>Predict and project reward for work in the future.</p> <p>Discuss changes by reward for work. Also discuss which rewards have remained constant.</p> <p>Discuss over-all importance of reward for work. Is it necessary? If so, why? How?</p>	

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126

"United Nations"

**Concept:** An understanding of interdependency of people all over the world is important.

**Developmental Objective:** To develop an understanding that countries all over the world have common interests and work areas and can work together for a better world.

**Behavioral Objective:** The children will demonstrate, through role-playing, a better understanding of people and an understanding of work all over the world.

Related Subject Areas	Learning Activities	Resources and Materials
<p><b>Social Studies</b></p>	<p>Discuss interaction of people all over the world working together peacefully.</p> <p>Discuss meaning and importance of U.N.</p> <p>Research U. N. from past to present. (Discuss jobs, careers, positions.)</p> <p>Divide class through use of socio-gram into different countries, collect data on each country and its role in the U.N.</p> <p>Explore in detail and simulate capital areas in each country.</p> <p>Committees representing each country in U.N. will report data collected.</p> <p>Each country will display bulletin board illustrating all phases of work in country. Show what influences climate, geography, culture, history, and education have on work in that country.</p> <p>Each country will display pictures, flag, products, etc., and present a portion as final program including role-playing, speeches, and different positions in U.N.</p>	<p>Film: United Nations (LCCC) SN-9-3</p> <p>Speaker--Slides</p> <p>Video Tape Equipment (Curriculum Center)</p>

127

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# Lorain City Schools

# CAREER EDUCATION

LORAIN, OHIO

## SUPPLEMENTARY

K-6 Curriculum Guide

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LORAIN CITY SCHOOLS

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CAREER EDUCATION

SUPPLEMENTARY

K-6 CURRICULUM GUIDE

SEPTEMBER 1974

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**INTRODUCTION**

In order for Career Education to be a good program, it must be a growing program; and the teachers working in Lorain's Career Education Program are making it grow. These new activities are teacher developed and have been tried and tested in the classrooms.

We hope you will also use these materials, modify them to suit your own particular class; and, in doing so, further improve Career Education in Lorain.

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THE ENCLOSED MATERIALS WERE DEVELOPED BY THE FOLLOWING TEACHERS  
AT A CAREER EDUCATION WORKSHOP IN FEBRUARY, 1974.

<u>GRADE</u>	<u>NAME</u>	<u>SCHOOL</u>
One	Dorothy Cyran	Washington
	Vivian Glorioso	Washington
	Margaret Hudak	Hawthorne-Boone
Two	Tonda Clay	Hawthorne-Boone
	Nancy McCollough	Garfield
	Darlene Fienta	Charleston
	Bonnie Ujhelyi	Washington
	Patricia Vaccaro	Charleston
Three	Brenda Driver	Washington
	Beverly Fleming	Hawthorne-Boone
	Jeanette Frederick	Garfield
	Mary Hammond	Washington
	Terri Krol	Charleston
	Darlene Werner	Garfield
Four	Barbara Goldman	Meister Road
	Don Pepe	Garfield
	Mary Skarupa	Washington
	Patricia Wolfe	Meister Road
	Maxine Deitch	Washington
	Carol Gates	Masson
	Adele Govoni	Meister Road
	Terrance Janik	Charleston
	Diane Starbuck	Garfield

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<u>GRADE</u>	<u>NAME</u>	<u>SCHOOL</u>
Six	Barry Buck	Hawthorne-Boone
	Robert Ely	Washington
	Kathryn Grego	Masson
	Nicholas Hayden	Garfield
	Clarence Orr	Hawthorne-Boone
	Gayle Pantin	Hawthorne-Boone
EMR	Chris Gaskins	Garfield
Intermediate Hearing Impaired	Elaine Breen	Masson
Learning Center Specialist	Judith Golobich	Charleston
Principals	Dr. Mayme DeGrace	Washington
	Mr. William Lute	Garfield
	Mr. Hugh Muir	Charleston

TABLE OF CONTENTS

<u>LESSON TITLE</u>	<u>PAGE</u>
"Poetry" . . . . .	1
"Bank" . . . . .	4
"Have A Good Day" . . . . .	6
"Spring: Beginning of Awakening". . . . .	8
"Meal Wheel" . . . . .	10
"Space" . . . . .	12
"What Will I Be" . . . . .	15
"Green Plants & Cells" . . . . .	18
"I Am Important" . . . . .	21
"Civil War" . . . . .	23
"Map & Globe Skills" . . . . .	26
"Stimulants" . . . . .	28
"What's My Line?" . . . . .	29
"Mayflower Voyage" . . . . .	30
"Mayflower Simulation Game" . . . . .	31
"Mayflower Drawing" . . . . .	32
"Mayflower Fact Sheet" . . . . .	33
"Mayflower Resources" . . . . .	34
Simulation Workshop Introduction . . . . .	35
Workshop Participants . . . . .	36
Activities Grade 1 . . . . .	38
"Mayflower Voyage" Grade 2 . . . . .	39
"Journey To America" . . . . .	40
Activity Preparation . . . . .	41

TABLE OF CONTENTS

(Continued)

<u>LESSON TITLE</u>	<u>PAGE</u>
Evaluation: The Mayflower Simulation . . . . .	43
Construction of Tools of Navigation . . . . .	45
Activities Grade 5. . . . .	46
Pilgrim Voyage . . . . .	47
Mayflower Voyage Play . . . . .	48
Decision-Making Process Situations . . . . .	49

"POETRY"

- Concept: Work is man's way of fulfilling personal and social wants.
- Developmental Objective: To appreciate and understand that personal and social needs may be met through work.
- Behavioral Objective: After listening to poetry and experiencing the reading of poetry, the students will be able to compare and contrast the work of several poets and their contributions to society.

Learning Activities

Resources & Materials

Discuss the work of a poet.

Ohio Poets Association:

Use ritualistic approach:

Everyday, for five to ten minutes, a poem is introduced, read, and discussed.

Robert McGovern, Director  
R.D. 4; Box 131  
Ashland, OH 44805

Invite local and state poets.

Books: Poems Children Will Sit Still For  
Scholastic TW 1174

Invite the librarian to read special poetry.

Poet

Librarian

Using the bulletin board, each month, recognize and emphasize the work of an outstanding poet such as: November--  
Birthdate of Vachel Lindsay (1879-1931).  
The Congo and General William Booth Enters Into Heaven.

Bulletin board

Make a list of descriptive words and phrases. Stress synonyms, antonyms, and homonyms.

Scholastic Dictionary of Synonyms, Antonyms, and Homonyms T 675

Write on chalk board, one line of a poem. Let class finish the poem.

Encourage students to write poems.

Let the class write poems together, after deciding on the title.

(Continued)

"POETRY"

(Continued)

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Learning Activities

Resources & Materials

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Give clues. Students can make their own rhythm band to accompany poetry reading.

Correlate Music and Poetry, have students write simple poems in class. Ask music teacher to write simple music to go with poetry. Have musical performances using children's poems.

Tape poems. (Encourage simple evaluation as tape is played).

Use the taped poems for parent visitation day. The program can be video taped.

Let the children draw or paint a scene suggested by the poetry.

Conduct "The Author Of The Month" contest.

Music teacher or any music resource person

Tape recorder

Video tape

Art supplies

Films:

AC-721 Haiku: "An Introduction To Poetry" 11 C

BC-641 "Images and Things" "Dreams and Make Believe" 20 C

BC-651 "Poetry For Fun" 13 C

AC-737 "Casey At Bat" 6 C

AC-411 "Hailstones and Halibut Bones" 13 C

AC-791 "Let's Read Poetry" 9 C

Books:

Children's Digest 4/74  
Poetry Anthologies

(Continued)



"POETRY"

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(Continued)

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Learning Activities

Resources & Materials

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Books:

First Book Of Poetry

Isabel Peterson

Reflections, A Gift of  
Watermelon - Scholastic

Pickle-TX-868

Slithery Snakes and

Other Aides To Children's

Writing Petty & Bower

Appleton-Century & Crofts

New York

- Concept: A knowledge of Economics is important to Career Development.
- Developmental Objective: To affirm the advantages of utilizing a decision-making process in purchasing situations.
- Behavioral Objective: The child will show evidence of understandings by keeping an accurate budget notebook.
- 

Learning Activities

Resources & Materials

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Present films; Discuss.

Films: "The Story of a Check"  
"Pay To The Order Of"

Explain Simulation.

Monopoly Money  
Mimeo checks and deposit slips

- A. Everyone to have checking account.
- B. Everyone to receive \$ 150.00 pay each week.
- C. Elect bank officers, tellers, etc.
- D. Each child must keep a budget notebook, keeping track of all money and expenditures.
- E. 10% of money must be paid for taxes and \$ 20.00 per week must be spent for food.

Instruct on methods of writing checks and the importance of balancing a checkbook.

Children to volunteer to research real estate, automobile sales, utilities, clothing, household and luxury items cost.

Make charts illustrating the goods which may be purchased and their prices. Stress that everyone should be realistic in their purchases.

Have each child decide on a place to live. Use researched materials to establish rental or purchase costs. Each child must include either a sketch or a picture of their residence and a realistic cost.

(Continued)

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Learning Activities

Resources & Materials

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Each purchase must be recorded in a notebook with the price and a sketch or picture.

Each child should be encouraged to write a tentative monthly budget. Areas to be budgeted should include clothing, groceries, entertainment, medical and dental expenses, taxes, and housing. (Four choices available-- house, duplex, apartment, or trailer).

Take a field trip to a bank to discover what happens to the checks-- how they are processed, etc. Talk with a loan officer about loans, how to apply, formula to establish a limit on borrowing, advantages and disadvantages or dangers of a loan, and how to establish credit.

Field trip to bank

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**"HAVE A GOOD DAY"**

Concept: Occupations exist for a purpose.

Developmental Objective: To develop an awareness that through work, people meet their needs. (Food, clothing, shelter, safety, and psychological needs).

Behavioral Objectives: Given small pictures (cards) of workers, the child will be able to match the worker with the basic needs he provides for others.

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**Learning Activities**

**Resources & Materials**

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Introduction: Show film & filmstrip.

Film: "Alexander Has A Good Day"

Filmstrip: "Alexander's Breakfast Secret"  
"Basic Four Food Groups"

Situations of contrast:

The sleepy child--alert child.  
Adult at work--sleepy, hungry,--  
alert, happy worker.

Make booklets.

Booklets: Mystery of Power Tower

Charts: "Foods" Del Monte Company

Speakers: School Nurse  
Cafeteria Supervisor

Plan and serve a meal.

Tour a bakery and grocery store.

Trip: Local bakery  
Grocery store  
Hospital  
School cafeteria

Make classroom or individual chart of eating and sleeping habits. How do I feel today? Make a clock to indicate sleeping time.

Materials: Scissors  
Crayons  
Books  
Construction paper  
(assorted colors)  
Water paints  
Paste

(Continued)

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Learning Activities

Resources & Materials

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Collect pictures of the methods of many different cultures for providing food, clothing, shelter, and safety.

Use primitive as well as modern people as examples. Discuss.

Have children tell what it is like not to feel well.

Discuss workers who keep us well. Discuss how and when parent may not feel well.

GRADES 1-6

"SPRING: BEGINNING OF AWAKENING"

- Concept: All jobs are important. There is a division of labor in nature just as in a family, school or community.
- Developmental Objective: To develop an awareness of seasonal changes and the work of nature to bring about this change.
- To develop a comparison between the work of nature and the work of man.
- Behavioral Objective: The children will be able to demonstrate, through discussion, and evaluation devices, an understanding of the work of various plants and parts of plants. They will be able to discuss similarities of nature's and man's work in growing and producing.

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Learning Activities

Resources & Materials

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Read a story related to plants.

Story: The Tree Is Nice

Discuss the importance of plants as related to the environment. Emphasize the job of plants holding the soil in place, freshening the air, etc.

Discuss erosion and conservation of soil.

Discuss the use of plants for food-- human and animal food; parts of plants used for food.

Discuss growth of plants, requirements for proper growth, etc. Compare needs of plants with needs of children. Discuss what happens when either are deprived of some need.

Filmstrips: "How Plants Live"  
"Plant Needs"

Take a nature hike.

Read a story about seeds.

Story: Seeds and More Seeds

(Continued)

GRADES 1-6

"SPRING: BEGINNING OF AWAKENING"

(Continued)

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Learning Activities

Resources & Materials

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Plant seeds.

See filmstrips on plant parts.

Filmstrip: "The Parts Of A Plant"

"Roots And Their Work"

"Stems And Their Work"

"Leaves And Their Work"

Discuss workers involved in growing plants.

Feedback--play game identifying root, stem, flower, soil, leaves, and petals.

Resource person: various jobs entailed in landscaping and plant raising: truck driver, designers, tree surgeon, tractor driver, salesmen, sodders, trimmers, chemical specialists, (soil testing, insect control,) etc.

Landscaper

"MEAL WHEEL"

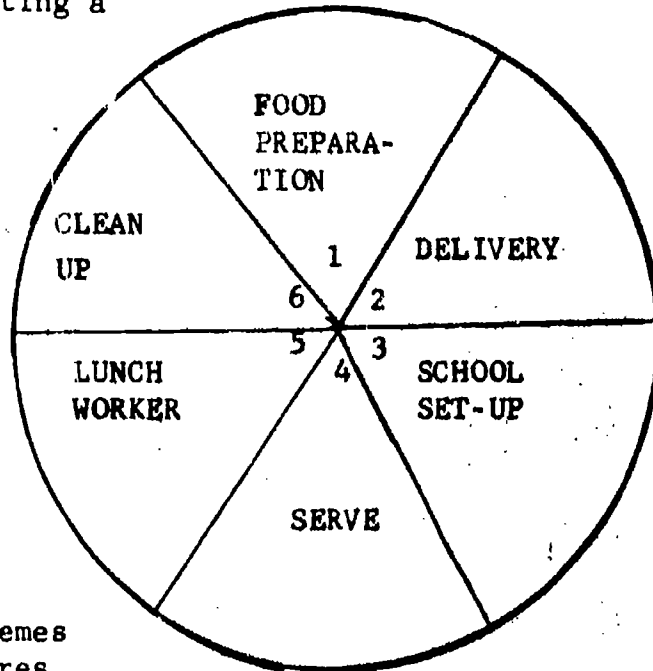
- Concept: Occupations exist for a purpose.
- Developmental Objective: To develop an appreciation of the skills required in operating the school lunchroom.
- Behavioral Objective: Providing a "hands on" experience in all the facets of lunchroom operation, the students will be able to explain the process of total lunchroom operation and the duties of all the workers.

Learning Activities

Resources & Materials

Construct a bulletin board depicting a "meal wheel."

- A. Food preparation
- B. Delivery
- C. School set-up
- D. Serving
- E. Lunchroom workers
- F. Clean-up



Mobiles constructed using the themes from the "Meal Wheel," and pictures of workers involved.

Have students create a song concerning the lunchroom personnel to the tune of "I've Been Working On The Railroad." (Song).

Invite a resource speaker.

Resource speakers:

- Lunchroom Aide
- Cafeteria Manager
- Cafeteria Supervisor
- Lunchroom Worker

Slide presentation and tape expressing each child's experience in the lunchroom.

(Continued)



## "MEAL WHEEL"

(Continued)

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## Learning Activities

## Resources &amp; Materials

Group project--develop a food preparation journal.

Bar graph construction of food ordered each day.

Collect and count lunch tickets for week and compare totals at grade levels.

Count number of workers in lunch-room, including aides and supervisors.

Culminating activity, have children serve lunch in the classroom. (Hands-on experience).

Sound Filmstrip: "Manners At School"

Cassettes: "Getting To Know The School"

Electronic Game: "Compulearn"

Films: "Alexander Has A Good Day" AC 638

"Alexander Learns Good Health" AC-5 (LCSEC)

"Milk and Milk Foods" B-513 (LCSEC)

"Helpers At Our School" A-652 (LCSEC)

"The Calendar: Our Record Of Time" A-66 (LCSEC)

Books:

Manners Can Be Fun, Leaf, Mumo, Lippincott; 1958

Manners Made Easy, McGraw; 1966

Etiquette, Bendick, Jean McGraw; 1967

- Concept: Occupations exist for a purpose.
- Developmental Objective: To develop an awareness that work is a way of fulfilling environmental wants.
- Behavioral Objective: Given a list of tasks performed in various settings, including space, the child will be able to select work indigenous to space life.

Learning Activities

Resources & Materials

Facts and independent research.

Units in How It Is and Skys and Wings.

Ginn Readers

Tape.

Tape

Group the students according to planet preference and have them try to persuade others to live on their planet.

Film: "A Trip To The Planets"  
(In AV Guide)

Games:

Library sources including encyclopedia

A. Name The Planet Game--describe as others guess.

B. Have pictures of a planet and a card with planet facts to match.

Books:

C. A trip to a Planetarium.

I Want To Be A Space Pilot  
American Astronauts And  
Space Crafts--by Cleveland  
Museum of Natural History

Terminology

ABC Book of Space

A. Basic terms--astronaut, gravity, etc.

Field trip: Planetarium

B. Spelling of planets and distinguishing characteristics of each.

C. Spelling of zodiac signs and making of symbols.

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Learning Activities

Resources & Materials

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Space notebooks by each child including Haiku poems, creative writing and drawings. (Space creatures and people).

Trip to NASA

Measure distances of planets. (small scale models)

Simulated space flight and countdown.

Ditto sheets dealing with gravity comparisons, math related to space and planet sizes.

Discussion of length of time involved, speed, etc.

"2001 Space Odyssey."

Record

Role playing.

Simulated astronaut living:  
physical fitness

good health habits

Discussion of foods needed by astronauts.

Trip to Cleveland Museum of Health

People who are involved in the astronaut's health, fitness, preparation, (doctors, dieticians, etc.).

Use Walkie-Talkies to have a question and answer period.

Walkie-Talkies

(Continued)

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Learning Activities

Resources & Materials

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Ground crew's preparations.

Interviews:

Engineers, designers, etc.  
Research Specialist (Scientist)  
Communication  
Construction  
Mathematicians

Sound Filmstrips by Cornet  
Medical Laboratory  
Technician  
SVE Broadcasting Technician

Construction of Constellation.

Boxes or coffee cans

Construction of constellation  
models using boxes or coffee cans  
behind a light source.

Role play travelers from another  
planet, draw pictures of their  
planet and have class decide  
the location and which planet it  
is.

Concept: Individuals differ in their interests, abilities and work choices.

Developmental Objective: To acquire a knowledge of one's own interest development in relation to work of others.

Behavioral Objective: Given a class discussion, the student will be able to describe his interest and ability areas. Through role playing, the student will demonstrate his chosen occupation(s) to the class.

Learning Activities

Resources & Materials

Arrange students in groups.

Groups are divided into various occupations which they would like to be.

Filmstrip series:

"Father Works"

"Mother Works Too"

Make a list of things known about ~~the job~~.

Filmstrips & Cassettes:

"Supermarket Workers"

"The Wonderful World of Work" K-3 Series  
Recorder Number 60003  
Denoyer & Geppert  
Career Education Office

Make a list of things to find out about the job.

SVE Picture Story  
Study Print Sets:

Supermarket Helpers

Police Workers

Fire Department Workers

Hospital Workers

Give each child a list of questions and books to do independent research.

Cut out articles or pictures from newspapers and magazines to put in a notebook.

(Continued)

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## Learning Activities

## Resources &amp; Materials

Give a list of vocabulary words that pertain to the chosen occupations.

- A. Alphabetize the words.
- B. Look up the meaning.

Work sessions where various activities take place.

Example:

- A. Secretaries--one student will dictate a letter and another will type.
- B. Teacher--the student will plan and teach a lesson to the class.

Take a small group to Police and Fire Station after school to interview workers and tour.

Make bulletin boards showing various careers.

Interview people doing occupations that are similar to the career chosen by the student.

Each student will write a story about his chosen occupation.

Books:

All About The Firemen

I Want To Be A Doctor

I Want To Be A Nurse

I Want To Be A Ball Player

Let's Go To A Post Office

I Want To Be A Mailman

The True Book Of Our Post Office and Its Helpers--  
Miner

Newspaper

Magazines

Tape recorder

Bulletin boards

Interview:

Parents

Local City Workers

School Personnel

Doctor

Nurse

Ball Player

(Continued)

"WHAT WILL I BE"

(Continued)

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Learning Activities

Resources & Materials

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Hold a Career Education Day.

Have panels present information about various jobs.

Show pictures, diagrams, etc., in addition to the class-prepared notebooks.

Films from Lorain Supplementary Educational Center

- A -380 "The Policeman"
- A -290 "The Policeman & His Jobs"
- A -350 "Our Post Office"
- A -133 "The Farmer"
- A -161 "The Fireman"
- AC-172 "The Food Store"
- BG-AW "Airplane Trip By Jet"

"GREEN PLANTS & CELLS"

- Concept: Work fulfills environmental needs.
- Developmental Objective: To develop an awareness of the various careers associated with green plants, their care and their study. Thus awareness is to be developed while studying the Science Unit on Green Plants & Cells.
- To provide some "hands-on" experiences demonstrating skills and abilities necessary to become a botanist.
- Behavioral Objective: The children will demonstrate, through discussion, a knowledge of careers connected with the growth of green plants.
- The children will keep notebooks relating to their individual investigations that demonstrate their knowledge of the subject.

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Learning Activities

Resources & Materials

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Open the world of plants to children by using bioscope showing slides on plant cells and parts. Discuss how slides are prepared and the career of a technician who prepared slides.

Show films on cell division, plant growth, and adaptation.

Films: "The Cell, Structural Unit of Life"

"Cells: A First Film"

"Flowering Plants and Their Parts"

"Carnivorous Plants"

Provide books for independent research.

Each child is to plant seeds under different conditions and keep a notebook of the conditions, care, and growth. Discuss scientists, scientific method, notes, drawings, etc. Plant one seed in the dark, one without water, etc. Show films.

Films: "Growth of Plants"

"How To Make Biological Drawings"

(Continued)



"GREEN PLANTS & CELLS"

(Continued)

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Learning Activities

Resources & Materials

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Demonstrate ATE and ADP with cardboard molecules.

Independent research investigations, using classroom scientific equipment. Enter in notebooks.

Game, "Ring Around The Nucleus." Children join hands, one child in center of ring as nucleus. Another child tries to "break through" cell wall as sugar, to be assimilated.

Role play:

Greenhouse attendant caring for plants.

Scientist trying to discover what is wrong with plants receiving proper and improper care.

Discuss careers in green plant field.

Farmer  
Botanist  
Greenhouse Operator  
Floral Arranger  
Florist  
Scientists & Chemists in  
fertilizer synthesis  
Book publishing in field:  
artist  
author  
Horticulturist  
Scientists  
Technicians

This may be developed further by going into animals and animal cells and the associated careers.

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Learning Activities

Resources & Materials

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Children may make models of chickens in eggs in various stages, etc.

Eggs may be hatched, but throughout, the children play the part of a scientist in investigation and record keeping.

"I AM IMPORTANT"

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- Concept: An understanding and acceptance of self is important throughout life.
- Developmental Objective: To develop an awareness of and provide an opportunity to enhance the student's inner and outer self.
- Behavioral Objective: Students will demonstrate a greater awareness of self and better develop health habits.

Learning Activities

Resources & Materials

Record - movie - tape.

Brown or white wrapping paper

To be used as an introduction.

Draw a life size picture of self: One side showing good health habits in regard to hair, teeth, skin, nails, and feet; the other side showing poor health habits.

Paint, chalk, crayons  
 Colegate Kit (record, film-strip, tablets to mark food particles on teeth

Discuss poem.

"Five Brushes"

Students will go home and find brushes mentioned. Bring in to class as many as possible. Discuss how to use each brush.

Films: Lorain Supplemental Center--

- AC-701 You: Living Machine
- B-4 The Human Machine
- AC-694 Our Wonderful Ears
- AC-516 Our Wonderful Eyes
- AC-692 Our Wonderful Ears
- AC-814 Teeth Are To Keep
- A-71 Care Of Skin
- AC-174 Healthy Skin
- AC-69 Care Of Hair & Nails
- AC-608 Alexander Has A Good Day

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Learning Activities

Resources & Materials

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3 M Health Transparencies.

Invite other classes to see skits.

Discussion: Care of Ears:  
How to detect problems with  
hearing.

Therapy

Hearing tests.

Resource people:

School nurse  
Optometrist  
Podiatrist  
Barber or beautician  
Cafeteria personnel  
Explanation of a good meal

Books:

Kim, Herbert, Your Heart  
And How It Works

Hinshaw, Alice, Your Body  
And You

Sneider, Herman & Niva,  
How Your Body Works

Leaf, Neura, Health Can Be Fun

Seuss, Dr., The Foot Book

## "CIVIL WAR"

- Concept: Job characteristics and individuals must be flexible in a changing society.
- Developmental Objective: To develop an awareness of the evolution of industrial and professional occupations, using the study of the Civil War as a basis for comparison.
- Behavioral Objective: Given present day job descriptions, the child will be able to compare and contrast today's jobs with jobs of the past.

## Learning Activities

## Resources &amp; Materials

- |   |  |
|---|--|
| <p>I. Show film.</p> <p>A. Discuss conditions of time, economic, industrial, emotional, etc.</p> <p>B. Discuss occupations, jobs, etc. What work was done, by whom, and how.</p> <p>C. Contrast life styles:</p> <p>1. South VS North</p> <p>2. Plantation Owner VS Slave</p> | <p>Film: "The Civil War, Its Backgrounds and Causes"</p> |
| <p>II. Use fact sheet and discuss facts.</p>  | <p>Fact sheet provided by U. S. Army Force</p>           |
| <p>III. Independent research.</p> <p>A. Use famous people of the Civil War. Examples: Robert E. Lee, Abraham Lincoln, Gen. Sherman, Nat Turner, Harriet Tubman, John Brown, U. S. Grant, Joe Dixon.</p>   | <p>Library</p> <p>Readers Digest Skill Builders</p>      |

Children are to learn all they possibly can about each person, their role in the Civil War. After investigations, each is to be interviewed by a Civil War Reporter.

(Continued)

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**Learning Activities****Resources & Materials**

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- B. Investigate work performed by different types of people (services, goods, etc) by slaves, independent craftsmen, plantation owners, overseers, etc. Also Northern Industrialists. Stress influence of the Industrial Revolution on attitudes towards slavery.
- C. Report investigations to class.

**IV. Games:**

- A. Jeopardy--using fact sheet and independent research information.
- B. Match Game--match dates and events
- C. Map Game--battles of the Civil War.
- D. Some children may dress as characters of the Civil War and tell about their work roles, while other children portray modern workers, and tell how and why their work roles have changed.

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Learning Activities

Resources & Materials

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E. Video tape children role-playing a slave auction. Be sure to include some abolitionist activities.

Video-tape

V. General discussion and review of activities and presentations.

Concept: Education and work are interrelated.

Developmental Objective: To develop an awareness of the relationship between map and globe skills and the world of work.

Behavioral Objective: The children will be able to cite three occupations in which map and globe skills play an important part.

Learning Activities

Resources & Materials

Play record or tape of Thor Heyerdahl's Kon Tiki. Trace route of Kon-Tiki on map and globe. Discuss how map or globe is marked and why; how Heyerdahl theorized route of ancient migrations.

Record: "Kon-Tiki" by Thor Heyerdahl

Maps

Globes

Discuss how to determine "path ways" on globe.

Films: "Introducing Globes"  
"The Language of Maps"

Discuss how to determine "pathways" on map for planes, ships, and land vehicles.

Books: Maps: What Are They?  
What's A Map?  
Map (Latitude & Longitude)  
Time Zones & Climate  
McGraw Hill

Terminology:

A. Latitude

B. Longitude

Use overhead and transparencies to help demonstrate how latitude and longitude help determine locations, continents, countries, cities, positions for planes or ships.

Discuss direction. Go beyond N, S, E, W, --deciding if certain points are North or South, East, or West of each other. Use overhead and overlays of varying degrees of difficulty.

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## "MAP &amp; GLOBE SKILLS"

(Continued)

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## Learning Activities

## Resources &amp; Materials

Discuss occupations which use map and globe skills.

Films: "Using Maps-Measuring Differences"  
"Maps and Their Uses"

Example:

Cartographer, geographer, navigator, pilot, archeologist, sailor, city planner, salesman, bus driver, truckers, police, fireman, etc.

Apply significance of skills to problem solving situations by playing games.

Lost At Sea

Using large models of continents or maps, given X location, groups must identify location in order to be rescued. First groups done can become Emergency Rescue Crews who must chart their routes from the Emergency Rescue Center to other ships in distress.

Books: Maps: Symbols & Terms  
McGraw Hill  
Maps: Town, Cities & Symbols  
Jam Handy

Transportation Race

Captain of oil tanker, truck driver or bus driver, must pilot most economical route (fuel & time) to three or four different locations and back.

Super Salesmen

Using a highway map, children are to plot most effecient route to at least six different "sales areas." They must tell class, why particular route was choser.

"STIMULANTS"

- Concept: Good self concept is important for success in life. Individuals differ in how they feel about themselves.
- Developmental Objective: To understand that individuals rely on different ways to achieve happiness, depending on what kind of a self concept they have.
- Behavioral Objective: Student will demonstrate awareness of above concept by discussing the background and personality of individuals who become heavily involved with drinking (alcohol) and drugs.

Learning Activities

Resources & Materials

Class discussion of differing backgrounds of addicts and alcoholics and what they share in common.

Youth Service Institute  
Speaker: Dr. Zeck (drugs)

Mr. Fletcher  
(alcohol)

Filmstrips

Books

Social reason for participating in these activities.

Damage done to the:

- A. Body
- B. Social relationships

Magazine articles

Newspaper articles

Transparencies

Concept: Individuals differ in their interests, abilities, and values.

Developmental Objective: To affirm one's own interest development through meaningful work activities.

Behavioral Objective: Given a research assignment, the child will be able to cite and describe his interests to others.

Learning Activities

Resources & Materials

A panel group--research done independently and a panel to attempt questions which require a yes or no answer.

Electronic Game: Compulearn  
CEP

SRA (Responding) Units B, C, & D.

Tape recorder

This would make others aware of jobs that they might not be aware of.

Video-tape

Books: I Want To Be Series

Example.

Things child would need to find out about an occupation:

Is there a special uniform?

Is there any special training?

Are tools required? If so, what kind?

Is a product involved or is it a service?

Child might actually talk to person who has this occupation or read books or view filmstrips, etc.

Pictures can be drawn afterward.

Let the children plan, write, and produce a playlet.

List all the possible work to be involved.

"MAYFLOWER VOYAGE"

- Concept: Work is man's way of creating, preserving, changing and/or rebuilding his environment.
- Developmental Objective: To develop an awareness of the conditions existing at the time of the Mayflower Voyage and the changes brought about by the work of the voyagers.
- Behavioral Objective: The children will demonstrate through class discussion and activity, a knowledge of the work performed by those on the Mayflower, and the changes this work brought about.

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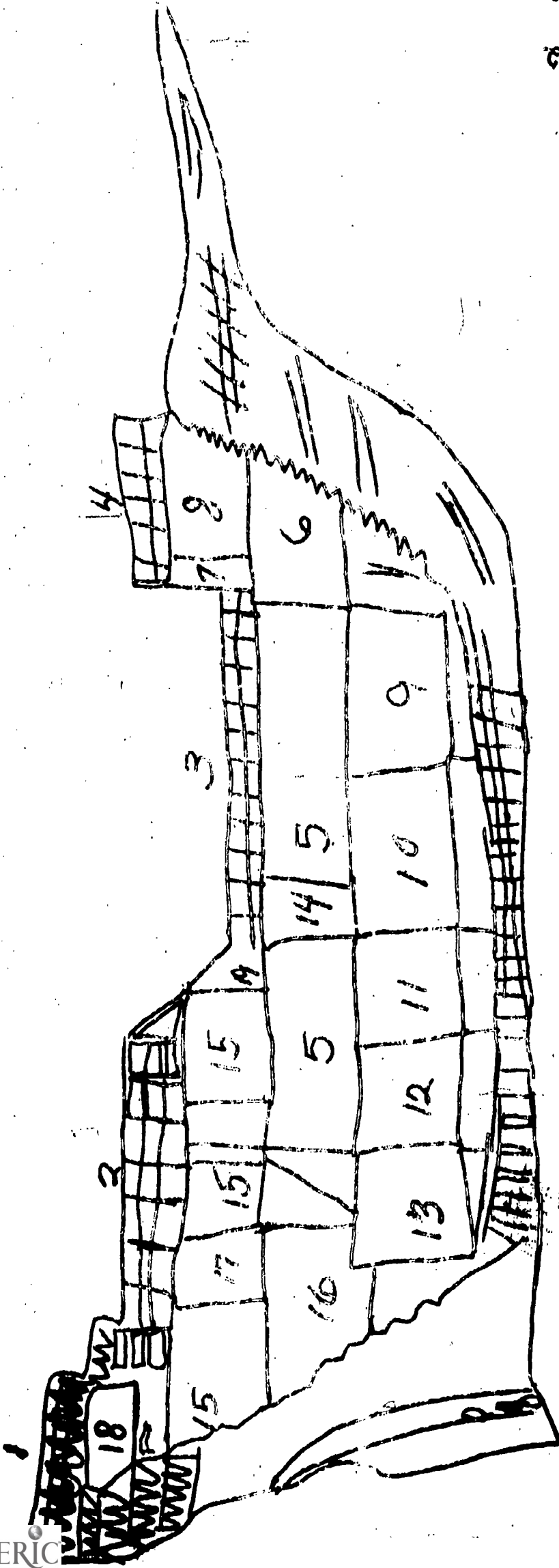
SUGGESTED METHOD FOR IMPLEMENTING THESE CAREER EDUCATION LESSONS

- I. Modeling
  - A. Develop a simulated environment.
  - B. Create an awareness of the topic.
    1. Slides
    2. Books
    3. Records
    4. Pictures
    5. Discussion
  - C. Each simulation episode is initiated by reinforcing the model.
  - D. Hand out fact sheet.
- II. Independent Research
  - A. Art work
  - B. Small group discussion
  - C. Role playing
  - D. Building projects
- III. Activities
  - A. Role playing
  - B. Gaming
- IV. Feed Back
- V. Summary
- VI. Evaluation

**SIMULATION:** A LOG OF THE MAYFLOWER JOURNEY IS TO BE READ BY OR TO THE STUDENTS. PICTURES AND DIAGRAMS OF THE MAYFLOWER MAY BE USED.

LOG

September 16, 1620	Make sail for Virginia with 102 passengers and 28 crewmen.
September 20,	Crew member died of a dread disease. Buried at sea.
October	Month of high wind and gales. Main beam cracked. Fear ship not seaworthy.  Much difference of opinion as to whether to return to Southampton or to continue.  One of passengers had brought a long iron screw from Holland; which was used to repair main beam. Decks were caulked where necessary and it was decided to continue voyage.
November 7-17	William Buttlen, passenger, died and was buried at sea.
November 10-20	Land sighted. Determined to be Cape Cod. Steered south toward Hudson's River. Met dangerous shoals and turned back to Cape Cod.
November 11-21	Colonists dissatisfied. Some want to continue to Virginia Colony. Adult male passengers met in cabin to make master compact to govern colony.
November 29- December 9	Bad weather. Shore party found corn and beans buried by Indians and returned to ship with corn and beans to eat.
December 5-15	Boy passenger shot off a gun in hold and started a fire in the hold. Gun powder exploded, but fire was controlled.
December 10-20	At anchor in harbor. Exploring party still absent. There have been four more deaths this week.
December 24- January 4	Sixth death this month. Powers was buried on shore.
January 24-29	Rose Standish died. (Disappeared)
January 27- February 9	Still anchored. Death on shore increased. Many on board died also.
February 25-28	Fifty-third day ship at harbor. Planters lost seventeen this month.



1. Poop Deck  
 2. Quarter Deck  
 3. Upper Deck  
 4. Forecastle  
 5. Main Deck - The Pilgrims lived here with most of their possessions.  
 6. Crews Quarters  
 7. Boatswain's Store  
 8. Galley  
 9. Main Hold - Contained cargo and supplies.  
 10. Cargo  
 11. General Stores  
 12. Barrels of Water  
 13. Temporary Cabin  
 14. Special Cabins  
 15. Tiller Room  
 16. Helmsroom - Ship was steered from here.  
 17. Captain's Cabin  
 18. Pens for Livestock

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Mayflower - 90 feet long, 25 feet wide at broadest part.

102 passengers (31 were children)  
Captain plus 28 crewmen.

The Mayflower sailed September 16, 1620.

There were not enough bunks for everyone, so the women put up as many hammocks as they could and made beds on the floor for the rest.

The passenger's were "crowded 'tween decks, there was scarcely room for a sigh to escape."

The main deck, which was open to the weather, was covered with a canvas to keep the salt spray from both the passengers and the cargo. The ship was still so leaky that streams of icy water kept pouring upon the pilgrims.

The women cooked on the open deck over a fire built in a box of sand. Wind and rain prevented cooking in this manner most of the time. Thus, the usual fare was cold biscuit, salted beef and beer.

RESOURCES

Pilgrim Courage; Smith E.  
Little; 1962 974.4 S

Pilgrim Fathers; Dalglicah, Alice  
Scribner; 1954 394.2 D

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Pilgrim Fathers; Hall, Elvajan  
Rand McNally; 1962 973.2

Pilgrim Fathers; Hall-Quest, Olga W.  
Dutton; 1946 973.2 H

Pilgrim Fathers; Wisgard, Leonard  
Doubleday; 1967 974.4 W

Pilgrim Fathers; Bulla, Clyde Robert  
Crowell; 1956

Pilgrim Stories; Hall, Elvajan  
Rand McNally; 1962

Mayflower (Ship); Hall-Quest, Olga W.  
Dutton 1946

Encyclopedia



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A Career Education Curriculum Workshop was conducted for the teachers in the Career Education Program in Lorain. The following units submitted were an outgrowth of the workshop.

WORKSHOP PARTICIPANTS

<u>GRADE</u>	<u>NAME</u>	<u>SCHOOL</u>
One	Dorothy Cyran	Washington
	Vivian Glorioso	Washington
	Margaret Hudak	Hawthorne-Boone
Two	Tonda Clay	Hawthorne-Boone
	Nancy McCollough	Garfield
	Darlene Pienta	Charleston
	Bonnie Ujhelyi	Washington
	Patricia Vaccaro	Charleston
Three	Brenda Driver	Washington
	Beverly Fleming	Hawthorne-Boone
	Jeanette Frederick	Garfield
	Mary Hammond	Washington
	Terri Krol	Charleston
	Darlene Werner	Garfield
	Barbara Goldman	Meister Road
Four	Don Pepe	Garfield
	Mary Skarupa	Washington
	Patricia Wolfe	Meister Road
	Maxine Deitch	Washington
	Carol Gates	Masson
	Adele Govoni	Meister Road
	Terrance Janik	Charleston
Diane Starbuck	Garfield	
Six	Barry Buck	Hawthorne-Boone
	Robert Ely	Washington

WORKSHOP PARTICIPANTS

(Continued)

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<u>GRADE</u>	<u>NAME</u>	<u>SCHOOL</u>
Six	Kathryn Grego	Masson
	Nicholas Hayden	Garfield
	Clarence Orr	Hawthorne-Boone
	Gayle Pantin	Hawthorne-Boone
	Chris Gaskins	Garfield
EMR	Elaine Breen	Masson
Intermediate Hearing Impaired	Judith Golobich	Charleston
Learning Center Specialist	Dr. Mayme DeGrace	Washington
Principals	Mr. William Lute	Garfield
	Mr. Hugh Muir	Charleston

## ACTIVITIES

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GRADE 1

Make a drawing of a ship. Have children cut out people to place on ship.

Put children in a restricted area under a table. Let them sit for a while pretending that they are the Pilgrims on the ship in cramped quarters, no facilities, sick, etc.

Take the children for a mile long hike. Discuss the miles the Pilgrims had to travel. Make a map on oilcloth and let the children plot the voyage.

Restrict an area in the classroom and tag objects. (Desks for trees, balls for animals, etc.) Have the children pretend that they are the Pilgrims coming off the ship into this wilderness. What would they do first - build houses? search for food? Observe decision making processes of the children.

**"MAYFLOWER VOYAGE"**

- Concept:** Changes and conditions in the world affect careers.
- Developmental Objective:** To develop an appreciation that work is a way of life.
- Behavioral Objective:** Students will be able to relate life in the time of the Pilgrims with that of today. They will be able to name the career people needed on such a trip.

**Learning Activities****Resources & Materials**

Read the story of "The Mayflower and Pilgrims" to the class.

Mayflower - Hall-Quest; Olga W. Dutton; 1946

Discuss the work of each of the following:

Captain	Laundry facilities
Crew	Magistrate
Minister	Community planners
Doctor	
Sanitation people	
Serving people	
Seamstress	
Custodian	
Children	
Teacher	
Recreation director	
Food supervisor	
Maintenance men	

**Decision making:**

Set up conditions first.  
Group 6-7 children to decide daily schedule, making following points:

- A. Crises -weather, illness, death
- B. Food

"JOURNEY TO AMERICA"

- Concept:** Changes and conditions in the world affect careers.
- Developmental Objective:** To develop an appreciation that work is a way of life.
- Behavioral Objective:** Students will be able to cite examples of careers prevalent to the era of the "Journey to America" and compare them to careers of today.

**Learning Activities**

**Resources & Materials**

Read the story of the "Journey to America on the Mayflower" to the students.

AC -48 Boats and Ships

Using the dictionary, the students will define the following words:

A -124 Discovery and Exploration

shoals      lawyer      anchor  
compact      harbor

B -293 The Pilgrims

BC -538 Sails of Exploration

Show the class the picture of the Mayflower.

Pilgrim Courage; Smith, E. Little 1962

Encourage discussion.

Pilgrim Fathers; Weisgard, Leonard, Doubleday, 1967

Encyclopedia

ACTIVITY PREPARATION

- A. Mark off area of approximate size of ship for comparison. (Map of ship)
- B. Decide amount of space available to each person.
- C. Make value judgements on what they would take. Have containers of approximate size available.
- D. Compare with what Pilgrims would take.
- E. Prepare and sample food. Decide what and approximate amounts to be taken.
- F. Discuss food groups missing and resultant diseases.

Weather condition and ship conditions:

- A. Role play those who want to continue and those who want to stay.
- B. Try to convince other groups.

Social, political, religious conditions:

- A. Necessary jobs and workers on ship.
- B. Conditions of ship and size.
- C. Role play jobs each would do.

Conditions after landing:

- A. Make model of terrain and area, using maps and books.
- B. Groups to decide best area to begin settlement.
- C. Set up Indian settlement.
- D. Role play Indian values and ideas vs. settlers.
- E. Discuss reasons for conflict.

Other activities:

- A. Considering size and conditions of Mayflower, what would you do to pass time?
- B. Make up games and activities. (children to do this)
- C. Decide what kinds of crops Pilgrims would grow, tools they would use.
- D. Raise some of these crops.

## ACTIVITY PREPARATION

(Continued)

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### E. Math skills.

1. Time line.
2. Distance.
3. How far could they travel, in a day?
4. How long would it take?
5. Plan amount of food to take and use.
6. Metric system - measuring amount of space per person on the Mayflower.



## THE MAYFLOWER

(Journey to America)

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The information was read to the class by teacher. Students looked up definitions of unfamiliar words and discussed their meanings:

1. shoals
2. compact
3. lawyer
4. harbor
5. anchor, etc.

A picture of the Mayflower was used during the discussions. Each student was asked to assume the role of the Pilgrims. He was to represent his family and make decisions for the safety and survival of each family member.

Our discussions included:

1. Amount of space available to each family--students decided that each family should have approximately seven feet.
2. What each person should take--students made a long list of various items. Later we played a value judgment game called the "Suitcase Strategy." Each person was limited to only five items. The most valuable things to them included:
  - a. medicine
  - b. clothing (students had difficulty with the approximate amount of each item)
  - c. money
  - d. food
  - e. materials (for making own clothing)
3. Why Pilgrims wanted to come to America--(briefly)
  - a. religious reasons
  - b. political hardships, etc.
  - c. weather

Students thought Pilgrims expected America to be a land of nice weather and a good place to live, but they found cold, damp, and freezing weather instead. Each student told how he would probably react to these conditions.

## THE MAYFLOWER

(Journey to America)

(Continued)

4. Survival. The quality of shelter was poor. Many people died. Food. The Pilgrims had to learn how to plant and grow certain crops. Students made a list of certain foods they would probably bring with them. They discussed the approximate amount. They also discussed the kinds of foods and what would probably spoil.
  5. Jobs. Students made a list of various jobs available on the Mayflower. They are making plans to role play jobs.
  6. Games. Each student drew a picture of a game that he would probably bring with him. It was decided that each child would teach his game to the class at a later time.
- \*\* Two students took notes during discussions and assisted in giving feed-back information.

GRADE 4

## CONSTRUCTION OF TOOLS OF NAVIGATION

## MODEL OF SHIP

- I. Compass - directions  
Weather - gales  
Parts of boat  
Astronomy - charts - stars
- II. Role play - Indians - Pilgrims -  
Landing - and conditions of survival
- III. Dread Disease  
Hypothetical situation  
If it were \_\_\_\_\_ what would have happened?
- IV. Reasons for Journey  
Pay  
Freedom  
Religious Persecution
- V. Food  
Preservation of food  
Actual preparation of food  
Table set
- VI. Metric System - measuring amount of space per person
- VII. Dangers at Sea  
Using five senses - recording of storm
- VIII. Diary of particular person
- IX. Scroll Writing - script - apply it to writing the log on  
parchment paper
- X. Skills have to learn  
Carpentry  
Farming  
Hunting - fishing
- XI. Film Making - different versions of trip
  1. View point of:
    - Pilgrims
    - Sailors
    - Criminals

## ACTIVITIES

## HEALTH

1. Plan a trip by ship
  - A. Food planning
  - B. Ship building - construct a ship - trips: Coast Guards and American Ship Building
  - C. Choose leaders - government - city hall--who would you take; what would you take
  - D. Clothing - make a dress
2. Slides
3. Video-tape play / narration
4. Set up weather station
  - A. Map skills--find a map that they would have used
5. Problem solving
6. Nutrition
  - A. Health Museum
  - B. Rat experiment
  - C. Prepare a meal - like one served on board
7. Newspaper
  - A. Accounts
  - B. Headlines
  - C. Write a business letter asking for information from Plymouth
8. Write a log
9. Settlement
10. Government - role playing - on land
11. Bulletin boards
12. Sea terms - relate to reading

## LANDING

1. Meeting the Indians
  - A. Simulation meeting between a group that was already settled and a group that just arrives
  - B. Visit Indian Ridge Museum
2. Bartering

"PILGRIM VOYAGE"

Small group of six students each

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1. Draw tape outline of ship
2. Select captain
  - A. Inform him of ship's condition
3. Convince student that ship is real!
  - A. Simulate waves, winds, noise
4. Captain is aware of cracked main beam
5. Develop trouble symptoms - threatening conditions
6. Conditions fact sheet:
  - A. Set time limit--catastrophe strikes
  - B. Captain knows of screw but can't tell. However, he can answer questions from passengers and crew.
  - C. Tar, pitch - noval stores. Ship could be leaking from old caulking - opening seams.
  - D. Loss of steerage
  - E. Difficulty with sails
  - F. Food contamination
  - G. Raging fever among passengers
  - H. Pirates
  - I. Personal disagreements

GRADE 6

**"MAYFLOWER VOYAGE PLAY"**

**Setting - Boat**

**Assign roles and responsibilities**

**Set conditions - role-play**

**Announce weather conditions**

- I. Normal day
- II. Rumor - ship is in danger
- III. Captain is checking damage
- IV. Captain tells people only what they can handle - solve problem before it happens
- V. Violent reaction by passengers - panic
- VI. Meeting on how to solve danger situation!  
Crew chosen by Captain to keep people away from danger area
- VII. People and Captain suggest ways to make boat safer:
  - A. Lighten boat
  - B. Move weight from weak spot
  - C. Strengthen weak area - eventually screw to fix crack
  - D. Health and social problems that will be created because of the dangerous situation
  - E. Committee set-up to create ways to help situation
  - F. Religious aspect- faith will see us through
  - G. Play ends - with this situation

(Ending may be when a new problem starts)

If \_\_\_\_\_ then

Against Gulf Stream current, takes longer from Great Britain to America.

If \_\_\_\_\_ then

Traveled different season of year (summer or spring) journey easier in weather, clothing, sunshine (no lack of Vitamin D) fruit, landing, could grow and not such adverse weather conditions.

Debate--Indians vs Settlers or trial with Judge and Jury

Make Indians and Settlers two groups which make own version of the situation on filmstrips. (objectives, backgrounds, etc.) Isolate two groups and discuss differences of groups story according to each.