

DOCUMENT RESUME

ED 102 376

CE 003 100

TITLE Getting It All Together: Career Education. A Teacher Handbook Developed by Project EVE. [Elementary Vocational Education].

INSTITUTION Northwest Educational Cooperative, Palatine, Ill.

PUB DATE [74]

NOTE 77p.

EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE

DESCRIPTORS Activity Units; *Career Education; Classroom Materials; Elementary Education; *Elementary Secondary Education; *Enrichment Activities; *Instructional Materials; Intermediate Grades; Junior High Schools; Kindergarten; Primary Education; Resource Materials; *Teacher Developed Materials; Vocational Development

ABSTRACT

The teaching developed handbook was designed to assist teachers in implementing career education instructional programs at all levels of primary and junior high school instruction. The first section provides career education concepts and materials for primary grades, offering suggested activities and a unit outline for kindergarten students. Career activities to be used as an aid to individualizing instruction are included. Section 2 deals with a career education program designed for the intermediate level. Objectives are listed, a career fair described and a manufacturing unit outline provided. Following a listing of general junior high school objectives, a sixth grade summer school enrichment program is described in the third section. It includes program objectives and units dealing with home construction, home economics, and food services. Sample interview questions are provided in each section. Concluding the document is a 32-page section devoted to instructional materials and community resources. Included are sample letters, teaching tips, a sample test, a resource list, and sample teacher developed and illustrated materials related to local businesses and banking. (NW)

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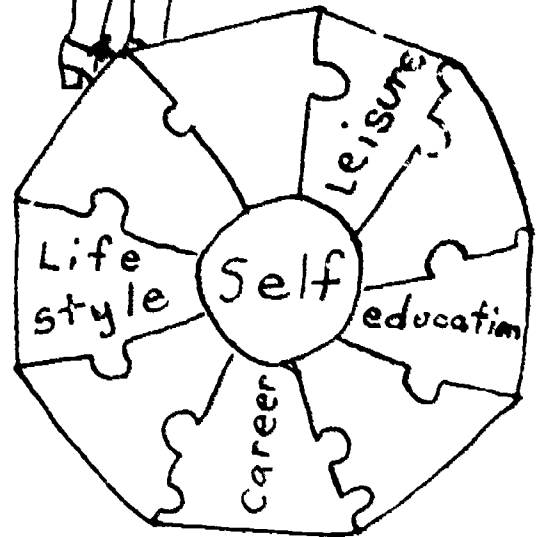
Getting it all Together



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
PROJECT EVE
U.S. GOVERNMENT PRINTING OFFICE
1970 O - 310-000

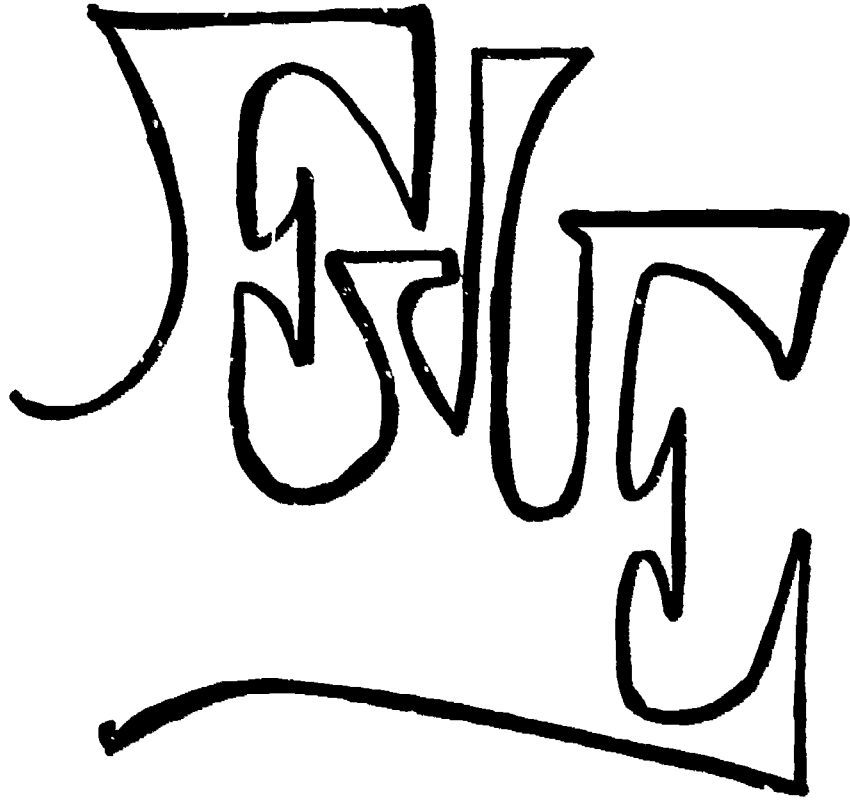


Career Education



A Teacher Handbook
Developed by
PROJECT EVE

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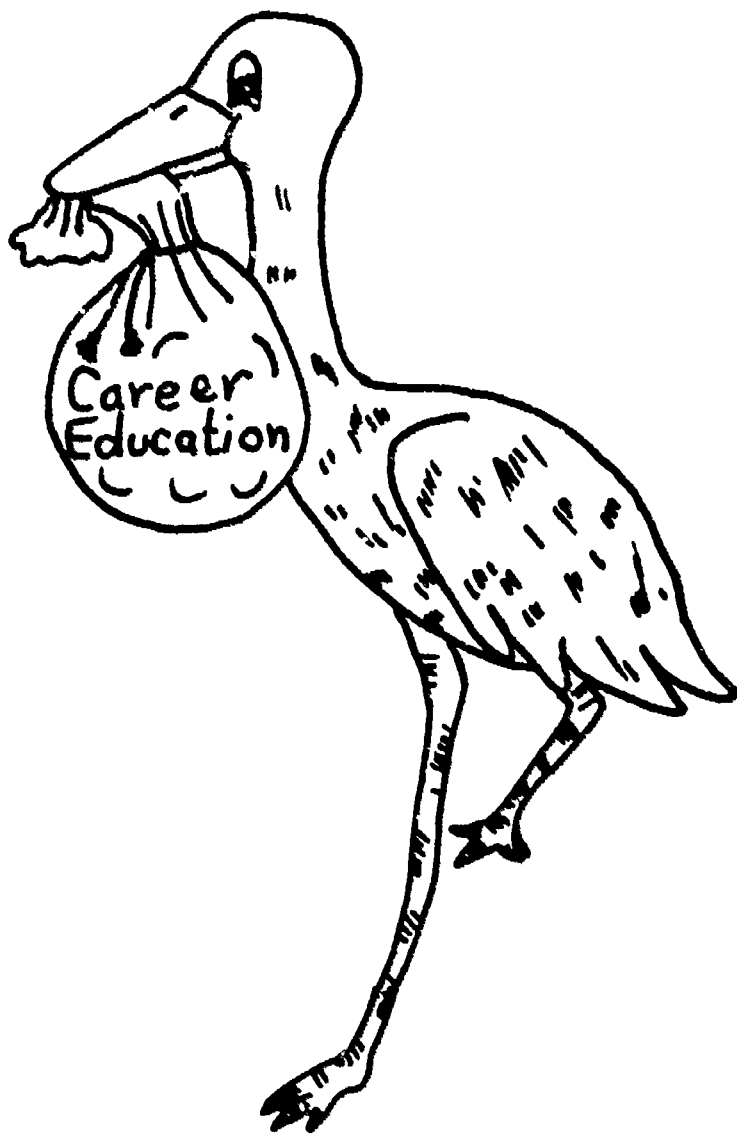
PROJECT EVE

Supportive Services for K-8 Career Education Programs

**Northwest Educational Cooperative
520 South Plum Grove Road
Palatine, Illinois 60067
312-359-8224**

Prepared for Classroom Teachers by Classroom Teachers

An Old Idea With a New Twist



Re-emphasise
(through your present curricula:
creative fun adaptable
* You teach Career Education
the way YOU feel comfortable

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INTRODUCTION

Project EVE is a cooperative comprised of four elementary school districts which are part of the parent cooperative, the Northwest Educational Cooperative, through which EVE is administered. The project operates on the DVTE reimbursement funds of the four districts, which are Arlington Heights, #25; Mt. Prospect, #57; Prospect Heights, #23; Wheeling, #21.

Project EVE employs a part-time coordinator who functions with an Advisory Board. The Advisory Board consists of an administrator from each participating district and the local high school district through which DVTE funds are requested and disbursed. The Advisory Board and the coordinator meet on a monthly basis to give the project direction and to help the coordinator become aware of the individual district's needs.

Project EVE objectives are to:

- I. Provide inservice training through
 - A. College credit graduate level courses
 - B. Inservice training at building and district levels for specific goals

The specific goals of these staff development activities are to:

- (1) initiate awareness of philosophy and rationale of career education
- (2) provide teacher assistance in implementation of career education by
 - (a) identifying and utilizing community resources as well as other resources
 - (b) identifying and helping to incorporate successful techniques, etc.

- II. Develop and maintain vertical and horizontal articulation
- III. Increase cooperation among school and community
- IV. Provide follow-up support for teachers and administrators developing career education programs
- V. Provide formative evaluation of the project and its programs.

As more students and teachers have become aware of and involved in career education activities, Project EVE has happily found it necessary to provide concrete assistance to more teachers.

This handbook was conceived in an effort to provide EVE participants an effective tool to aide the implementation of career education within existing instructional programs. It is a book developed for teachers by teachers.

While the intent has not been to provide a model, the committee has tried to incorporate suggestions that they felt would be helpful to others. The book could serve as a "recipe file" with each teacher adding to it as he develops his own techniques and resources and perhaps deleting what is irrelevant to his program.

ACKNOWLEDGEMENTS

The EVE Advisory Board and the EVE Coordinator directed the handbook committee which was comprised of teachers with experience in career education.

The material was developed by the committee and other teachers from within the EVE participating districts. Credit has been given where materials were taken from other sources.

The cover and all other art work was done by Caryn Maynen, Debbie Thielmann, and Kristine Aono, students of Miss Margo Richter's sixth grade class at Poe School in School District 21.

The final draft was compiled and edited by the EVE Coordinator who submitted the final copy to the EVE Advisory Board members for their approval.

School District 21 provided working space for the Handbook Committee.

Credit is given to the Northwest Educational Cooperative whose resources and personnel were very helpful in the assimilation and printing of this book.

Handbook Committee Members

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Intermediate	Emily Zak - Gregory School, District 57 Avis Wilson - Poe School, District 21 Mike Krowka - Kensington School, District 25 Donna Nossbaum - Sunset Park School, District 57 Nadine Armato - Eisenhower School, District 23 - CHAIRMAN
Upper	Maryl Anderson - Poe School, District 21 Floyd Jollife - South Junior High School, District 25 Margo Richter - Poe School, District 21 - CHAIRMAN

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Mrs. Esther Pearson - Prospect Heights School District 23
Mr. James Montgomery - Arlington Heights School District 25
Dr. Dwight Hall - Mount Prospect School District 57
Mr. Warren Collier - Township High School District 214

NEC Staff

Dr. Gloria Kinney - Executive Director
Mrs. Lois King - Administrative Assistant
Mr. Jeffrey Inkle - Business Manager

Project EVE Staff

Mrs. Donna Fuson - Coordinator
Mrs. Sue Carlson - Secretary

RATIONALE FOR CAREER EDUCATION (K-8)

Even though the government at the federal and state level has established career education as a high priority, there remains many people who are unfamiliar with the tenets on which a career education program is based. The teachers working on the handbook committee have stated their rationale for involvement in career education, with the intent of providing further understanding of the concept on a part of the neophyte in career education.

Each group developed their own rationale, and it is presented here exactly as it was submitted by the developing personnel:

Primary

The interests of the child in early elementary school are largely centered around himself, his family, and his immediate environment. Since vocational maturity involves both knowledge of self and the world of work, the early grades of school can use the natural self-interest tendencies of the child to build a foundation of information about both areas. He can begin to learn about himself as a person distinct from other children in the class, defined in part by his environment -- his unique family, his unique home.

Youngsters should also be helped to develop positive attitudes toward the world of work and the value of each individual's contribution. By increasing the awareness of self and the world of work, children begin to see a positive relationship between the two.

Intermediate

Within our society there is a wide range of job opportunities requiring different skills and educational backgrounds. Society is a complex network of interdependence. Therefore, the child should learn to work cooperatively with and among other individuals. Children need to learn that by contributing to society through the job, people fulfill their role as citizens.

Through involvement in career education activities, the child has the opportunity to develop self-awareness. Confidence can be achieved by successful participation. The child can learn what his capabilities are, and what he can do with them. This, in turn, helps him to develop a positive self-concept. By role-playing the child learns to make decisions, face responsibilities, and think practically; and, thus forms values and attitudes.

Career education affords the teacher an opportunity to use the world of work as a core curriculum. Around this core she teaches and uses basic subject skills. Thus the child will also see the purpose of and the need for learning these skills.

Junior High (Upper)

There is a rewarding job that will meet any individual's life goal. This goal can change at any point in time in a person's life.

Primary



PRIMARY

Objectives

1. Children will express and reflect ideas of respect and dignity for all honest work.
2. Children will show curiosity and interest in people and their work through an awareness of their parents' occupations.
3. Children will express a developing self-concept in relation to role models exemplified by various occupations.
4. Children will manifest an awareness of basic occupational fields.

Developed by the Primary Group of the
Handbook Committee

Ken Kauth, Patton School, District 25
Chairman

Wilma Schmoyer, Ridge School, District 25

Karen Ely, Mark Twain School, District 21

Margeanne Alhnquist, Betsy Ross School, District 23

PRIMARY LEVEL ACTIVITIES

1. Describe their parents' jobs and tell where they work. (Teacher-made experience charts with questions such as: "What does your father, mother do? Where does he work? How does he get there? Does he work by himself? What does he do in his job?" Help develop language skills.)
2. Put together a bulletin board or collage from pictures of their parents' occupations. If no pictures are available, have students draw what they believe goes on.
3. Roleplay occupations in the classroom. (Use hats and costumes as small props and act out various jobs.)
4. Discuss their jobs in the home. (What role does the job play in the family? What jobs would the child like to do?)
5. Tour school and discuss jobs performed by school personnel.
6. Make a mural about the community. Include such places as the supermarket, laundry, post office, etc.
7. Make a diorama of parts of the city or town that hold interest for them. Discuss what people do there.
8. Seek out and interview easily accessible "workers" to share their talent and experiences. Select some adults that children may not usually see.
9. Discuss "What I Would Like To Be" and review reasons.
10. Cut out pictures of people at work from magazines and newspapers. They may then act out favorite occupations. (Pantomime and puppetry are favorites of young children.)
11. Visit several places where people work by taking walking tours in the school neighborhood. (Frequent visits will build familiarity with authentic people and call attention to features of the work they do.)
12. Write about any or all of the above activities in picture stories, booklets, class newspapers, experience charts, etc.
13. Dress-up in specific occupations.
14. Make a dictionary of job terms (exp.) amateur, professional.
15. Bring in tools of the trade.

Primary Grade Interview

1. How do you like your job?
2. What training is needed for your job?
3. How many hours do you work?
 - a. What time does your day begin?
 - b. When is your work day through?
4. What tools do you need?
5. Are there any dangers in your work?
6. Do you wear special clothes?

A PRIMARY UNIT FOR THE ELEMENTARY LEVEL

A sound career education program integrates information about people and their work into the regular curriculum. Such a program serves to increase interest, student motivation, and school involvement in the real world outside.

This project was designed to integrate career education activities into the regular curriculum with the intent of providing a more meaningful school experience for the kindergarten students of Betsy Ross School in District 23.

The teacher developed the project by:

- A. Listing subject areas and events of present curriculum in sequential order of the school year
 1. Safety
 2. Color and Shapes
 3. Fall
 4. Fire
 5. Halloween
 6. Voting
 7. Book Week
 8. Preparing for Winter
 9. Thanksgiving
 10. Number and Numerals
 11. Christmas and Chanukah
 12. Winter
 13. Winter Birds
 14. Mother Goose Rhymes (concentrated rhyming)
 15. Wheels and Simple Machines
 16. Valentine's Day
 17. Lincoln and Washington
 18. Five Senses
 19. Air and Wind
 20. Easter and Passover
 21. Health
 22. Earth Day and Pollution
 23. Plants and Growth
 24. Mother's Day Program and Tea
 25. Music and Sound
 26. Insects
 27. Summer
- B. Recording Subject Areas and Events lending themselves to Career Development Awareness and possible study
 1. Safety--Policeman
 2. Fall--Apple Orchard Worker
 3. Fire--Fireman
 4. Halloween--Sales Clerk and Candy Maker
 5. Book Week--Librarian
 6. Thanksgiving--Butcher, Chef
 7. Number and Numerals--Banker
 8. Christmas and Chanukah--Priest and Rabbi
 9. Winter--Gas Station Attendant, Auto Mechanic

10. Winter Birds--Pet Shop Worker
11. Wheels and Simple Machines--Carpenter
12. Valentine's Day--Postal Worker
13. Five Senses--Telephone Worker
14. Easter and Passover--Minister, Missionary
15. Health--Doctor, Nurse, Dentist, Pharmacist
16. Earth Day and Pollution--Chemical Engineer
17. Plants and Growth--Florist
18. Mother's Day Program and Tea--Mother
19. Music and Sound--Band Teacher, Music Store Clerk
20. Summer--Transportation Workers, Park District Employee

C. The following occupations from this group were used

Traffic Supervisor
 Sales Manager, KLM
 Chef
 Auto Mechanic
 General Manager, Fasteners Unlimited
 Physician
 Missionary
 Sales, Allied Chemical

D. Selecting parents whose occupations might fit previously chosen categories

Traffic Supervisor--Safety
 Banker--Number and Numerals
 General Manager, Fasteners Unlimited--Simple Machines
 Physician--Health
 Sales Manager, KLM--Summer, Transportation
 Missionary--Easter and Passover
 Chef--Thanksgiving
 Auto Mechanic--Winter
 Sales, Allied Chemical--Ecology

E. Providing for vacant areas by other people in area of study

1. Collecting Career Development Files
 - a. Apparel worn for specific occupations such as hats, shoes, aprons, gloves, etc.
 - b. Tools used in specific occupations such as spoon, hammer, slide rule, broom, etc.
2. Contacting community people to fill in the open areas.
 - a. Fire Department
 - b. Pet Shop
 - c. Priest and Rabbi
 - d. Telephone Company
 - e. Band Teacher
 - f. Park District
3. Scheduling Field trips where children may observe workers in an authentic environment and relate it to the subject area of study.
 - a. Apple Orchard--Fall
 - b. Post Office--Valentine's Day
 - c. Florist--Plants and Growth

F. Arranging one bulletin board for continual illustrations of "World of Work" activities.

- G. Presenting school assembly to include songs, games, tools and apparel used in occupations studied throughout the year
- H. Developing units chosen for Career Development activity
1. Safety
 - a. Work for the day
Red, yellow, green circles, stop light, stop sign
 - b. Songs and games
Mr. Policeman, Traffic Cop, Watch the Lights, Who am I?,
Guess What I Do
 - c. Stories and Filmstrip
I Want To Be A Policeman, Greene
Let's Find Out About Policemen, Shapp
The True Book of Policemen and Firemen, Miner
Policeman Paul, Barr
What to They Do? Policemen and Firemen, Greene
The Policeman (Filmstrip)
 - d. Visit by Policeman
Noticing uniform and necessary equipment
Interviewing--questions including,
Do you like your job? Did you go to school to learn how
to be a policeman? When do you work? on Sunday too?
What tools do you need? Are there dangers in your work?
Do policemen help people? How? Are you strong?
 - e. Writing thank you note to policeman. Children dictate to
teacher and print their names if possible.
 - f. Displaying SVE pictures of policeman on "World of Work" bulletin
board; also policeman's hat, badge, etc.
 2. Book Week
 - a. Work for the day--Bookmark
 - b. Song--The Librarian
 - c. Stories
I Want To Be A Librarian, Greene
At The Library, Colonius
 - d. School Library Visitation
Observation of Library Clerk and brief explanation of Card
Catalog, Library Cards, etc.
 - e. Writing thank you note to Library Clerk. Children dictate to
teacher and print their names.
 - f. Displaying pictures of Librarian, pencil, stamp, Library Cards,
etc. on "World of Work" bulletin board.
 3. Thanksgiving
 - a. Visit by Chef
Noticing apparel and necessary equipment
Interviewing--questions including,
Do you like your job? Did you go to school to learn how to
cook? When do you work? Do you cook at your home? What are
you going to cook for us?
 - b. Displaying pictures of Chef and equipment on "World of Work"
bulletin board
 - c. Books
I Want To Be A Baker, Greene
I Want To Be A Restaurant Owner, Greene
 - d. Writing thank you note to Chef. Children dictate to teacher and
print their names.

4. Valentine's Day
 - a. Work for the day
Making Valentine, addressing envelope
 - b. Songs and Game
The Postman, When you Send This Valentine, and Letter, Letter, Valentine
 - c. Stories and Filmstrip
At The Post Office, Colonius and Schroeder
I Want To Be A Postman, Greene
Where Does A Letter Go?, Greene
About Postmen, Hastings
The True Book Of Our Post Office and Its Helpers, Miner
The Postman (Filmstrip)
 - d. Local Post Office visitation
Noticing apparel and necessary equipment
Interviewing--questions including,
Do you like your job? What are the baskets for? Where did you learn to sort mail? What tools do you need?
Buying stamp, individually
Mailing letter
 - e. Displaying SVE pictures of postmen on "World of Work" bulletin board; also postman's hat, identification, etc.
 - f. Writing thank you note to postman. Children dictate to teacher and print their names.

Plan of Evaluation:

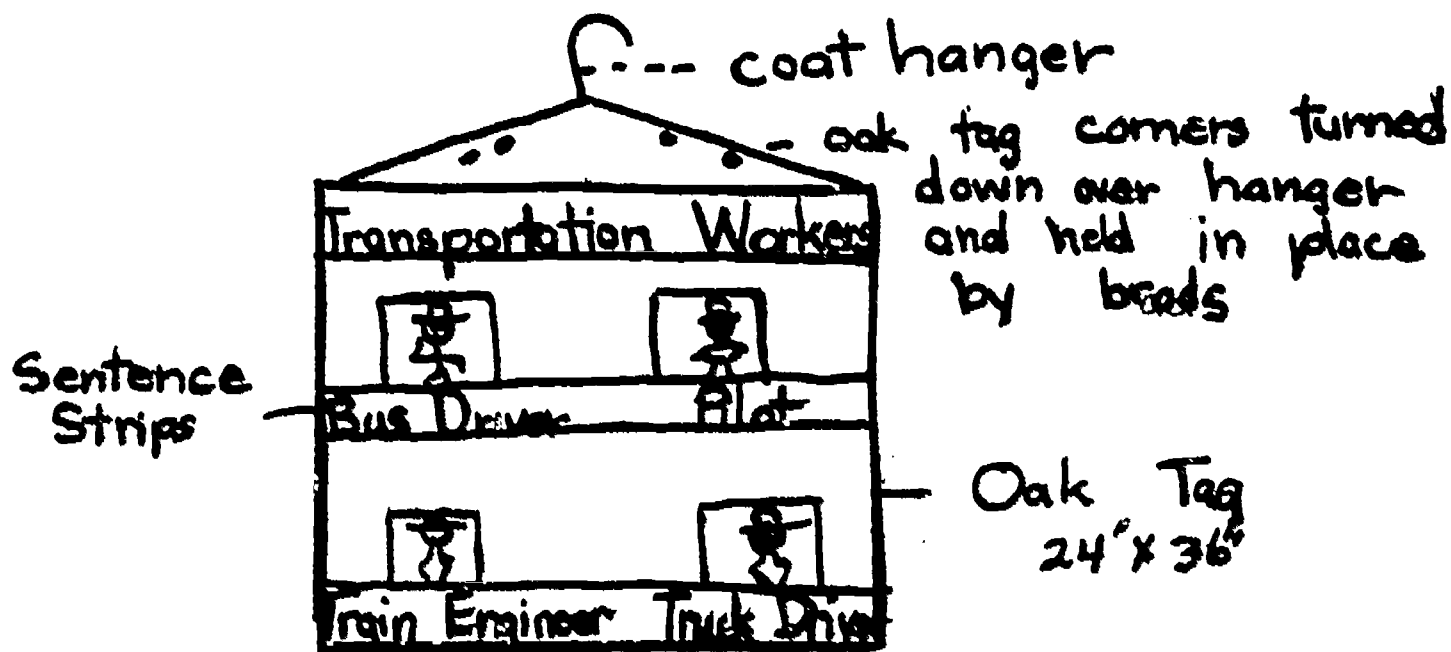
- A. Becoming aware of a wide variety of occupations
 1. Pre-test, post-test by class dictating to teacher list of known occupations
 2. Pre-test, post-test by class recognizing and naming selected group of pictures of occupations
- B. Recognizing differing skills and abilities required for given occupations
 1. Pre-test, post-test by class dictating to teacher list of known occupations and "tools" used for such
 2. Pre-test, post-test by class matching picture of "worker" to picture of "tool" used or needed for particular occupation
- C. Expanding vocational vocabulary
 1. List of occupations known
 2. List of tools used
 3. List of apparel worn
- D. Becoming aware of parents' occupations
Pre-test, post-test by having individual child draw pictures of parents' occupations
- E. Increasing curiosity and interest in people and their work
Pre-test, post-test by having individual child draw a picture of "I Want To Be A _____"
- F. Becoming aware of interdependency of occupations
 1. Pre-test, post-test by having class dictate to teacher occupations known related to "apple"
 2. Pre-test, post-test by having class select from large collection of pictures those occupations related to "coat"

3. Class drawing of a specific occupational "tree" showing related occupations
- G. To assist children in forming a positive self-concept with some understanding of activities liked (interests) and activities in which they find success (ability)
 1. Observation by teacher
 2. Individual conferences between child and teacher at the beginning and end of year
 - H. To implement the ideas of respect and dignity for all honest work
 1. Observation by teacher during "role playing" by children
 2. Observation by teacher during discussion and general conversation periods
 3. Pre-test, post-test by having individual child record his feeling (smile or frown) in response to pictures of selected occupations

Margeanne Alnquist
Kindergarten
Betsy Ross School
School District 23

CAREER ACTIVITY TO BE USED AS AN AID TO INDIVIDUALIZATION OF INSTRUCTION IN KINDERGARTEN OR OTHER PRIMARY GRADES

1. Children, parents, and teachers contributed pictures representative of as many occupations as possible. The Peabody Kit and Ginn Reading Readiness Kits A & B were good sources for such pictures. Each occupation was discussed as pictures were contributed.
2. Cataloging the pictures into groups or clusters took place with children and teacher cooperating in choosing the following labels:
 - Community workers
 - Transportation workers
 - School workers
 - Construction workers
 - Communication workers
 - Entertainment workers
 - Food Workers
 - Government workers
 - Health workers
 - Cleaning workers
3. Charts similar to the following were made by the teacher.



Each title had a special color with pictures having matched color lines on it. A symbol as 0, , *, etc. matched the word label to the picture for non readers.

EVALUATION

Children can operate independently by assembling pictures and placing them in the proper slot on the correct chart. The project involved parents, children and school personnel - very successful.

PANTOMIMING CAREERS WITH HATS - KINDERGARTEN

1. In the manner of Marcel Marceau, the world's greatest recognized mimist, hats owned by children and representative of many occupations were donned by them. The children created the character they wanted to represent with the simplest of props - a hat.
2. Hats galore came - those of the baseball and football player, racer, chef, nurse, fireman, astronaut, farmer, policeman, pilot, cowboy were among the collection. These were assembled and placed prominently on one table. They were often available for imaginary play.
3. The teacher played appropriate piano and record music to accompany the person wearing the hat. Everyone could enter the performance.
4. Individual role-playing pantomimes took place, emphasizing good facial expression and descriptive, emphatic body movements.

EVALUATION

The above project was fun, creative and adaptable for both group or individual experiences. It indirectly brought attention to a variety of careers and the activities involved in them. Assembling hats was easy as almost every child had at least one such hat to contribute.

Marcel Marceau's Counting Book is an excellent book to present to the children (kindergarten) as a counting activity, plus the presentation of careers through Marceau's hats.

I WANT TO BE

A book created by kindergarten children

PROCEDURE

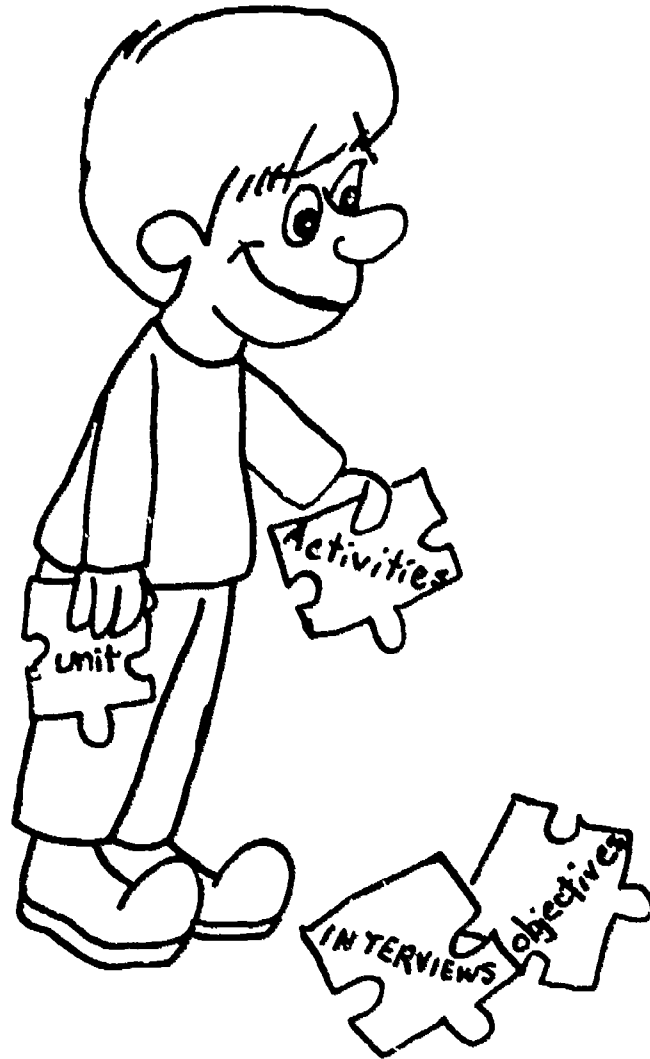
Each child was asked to draw on 12" x 18" construction paper the person he aspired to be. Upon completion, each picture was discussed, labeled, and covered with transparent contact paper on one side, and patterned contact paper on the other side. Some were collected in a book; others were useable for place mats since they were covered with the protective paper.

EVALUATION

This made a visual memoranda of types of workers. It also helped to develop skill in depicting a person and his occupation.

Mrs. Wilma A. Schmoyer
Kindergarten Teacher
Ridge School, District 25
Arlington Heights, Illinois
January, 1972

Intermediate



INTERMEDIATE

Objectives

1. The child will become aware of the wide range and interdependence of job opportunities. His performance will indicate the degree to which this awareness is developed.
2. The child will gain respect for the value and dignity of all jobs. School behavior will demonstrate such respect.
3. The child will understand that difficult jobs require varied backgrounds. His understanding will show itself in his activities.
4. The child will accept the need for knowledge of the basic subject skills. School performance will demonstrate the level of his acceptance.
5. The child will develop a sense of self-awareness, and this will be manifested in the student's overall behavior.
6. The child will develop a sense of responsibility and will demonstrate it.
7. The child will learn to think analytically and make decisions, the degree of which will be easily observed in the school setting.
8. The child will demonstrate the ability to locate specific information through research, i.e. (interviews, library, films, field trips, etc.).

Developed by the Intermediate Group of the
Handbook Committee

Nadine Armato, Eisenhower School, District 23
Chairman

Mike Krowka, Kensington School, District 25

Emily Zak, Gregory School, District 57

Donna Nossbaum, Sunset Park School, District 57

ACTIVITIES

Stick Your Neck Out - ABLE

1. As the children study various assignments in English, history, science, music, art, and other fields, encourage them to identify the occupations of the various authorities or characters in the field they are studying. As they read some of Dicken's works, for instance, many occupations can be identified.
2. Organize units in the social studies curriculum to show the various ways people in the community utilize to make a living. One unit, for example, can be developed around home building. The children can discuss the work of the carpenter, the bricklayer, the electrician, the painter, the plumber and others. Another unit can be organized around city jobs and can include sanitary workers, water supply, police, firemen, and others. Still other units can be organized around transportation, including bus, rail and air service.
3. In social studies units, lead the children to discuss how different personality factors and traits are related to different vocational selections as well as personality in general to vocational choices which will eventually be made.
4. Study methods and techniques of problem solving with the youngsters through discussions and group guidance. This job, when undertaken objectively and on an intelligent basis, can be a big step in assisting young people to develop the degree of independence they need to become emotionally and vocationally mature individuals.
5. Look for good films and filmstrips which can be shown at various grade levels which may have some vocational significance.
6. Present children with an opportunity to study, write papers, and discuss how the choice of an occupation conditions and influences other aspects of their life.
7. Assign students the task of writing letters to successful people in the community and nation, asking them to tell about their vocation, why they selected it and the qualities which they think are necessary for success in the field. They might also be asked to tell what advice they would give to a young person who is interested in the field. The letters can be displayed and then placed on the library shelves. This project will need to be organized carefully.
8. Encourage the children to develop a newspaper where they can list occupations they have discussed in class, write editorials and include other items which may have significance to them.
9. Assign the children in one of the classes in grades 4, 5, and 6 the task of writing out the answer to the following questions as a means of getting to know themselves better: "What sort of person do you want to become?" and "Why do you want to be that kind of person?" Analyze the replies to

see to what extent occupations determine the answers given. Have the students who answered the questionnaire prepare answers to the same questions one year and two years hence.

10. Encourage children who have an interest in art to make attractive posters; they can be original creations, copied from pictures in magazines or from suggestions made by the teacher or by parents. The posters should be on display on bulletin boards, in various classes, in the library, and in some instances, in windows of stores in the community.
11. Develop projects which show the vocations associated with the various holidays. Example: Christmas, toys made and sold, Christmas cards, the work of the mailman and post office worker in delivering the cards and gifts to the home. All holidays have special vocational significance.
12. Promote hobby shows as a means of helping children develop interests and assume responsibility. Many youngsters have found their vocation through hobbies which they pursued during earlier developmental periods.
13. Make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)
14. Give the youngsters a brief look at the glamour jobs, such as movie and television actors and actresses, the entertainers, professional musicians, professional athletes, and the astronauts. The study of these occupations presents, in some instances, an excellent opportunity to study values in our society as represented by occupational choices.
15. Help children study their leisure time activities as a basis for interests to develop and to engage in which may supply a need. They can also be encouraged to undertake new projects. This can be a group project, class project, or it can be achieved through individual counseling.
16. Start a vocational scrapbook as a class project and encourage each child to cut out pictures and articles from various newspapers and magazines which they can paste in the scrapbook. A rotating committee to decide what goes into the scrapbook may be necessary. The art class can prepare an attractive cover for the scrapbook.
17. Provide children an opportunity to study unusual and little-known occupations in the professional, technical and non-technical and non-technical fields.
18. The school nurse, ambulance drivers, firemen, and interns from hospitals can also be a part of a demonstration program showing what all of these people do when on the job, as well as supplying a good safety education program.
19. Contact some business men, ministers, policemen, pilots, teachers, sports figures, etc., and assign students to interview them about their jobs and then make reports back to the class. It may be fun for some of the children to publish their interviews in the school newspaper--even though it may be mimeographed.
20. Present materials and information about what is important in vocational choice selection, including opportunities to discuss when an occupational choice should be made and what needs to be considered before making a choice.

21. Develop a unit to assist the children, particularly in grades five and six, to explore their interests, and discover the relationship of particular interests to various vocational patterns. Some interest tests can be used for this project.
22. Through a "Junior Career Day" present children with an opportunity to become acquainted with individuals in the community from a variety of occupations, including occupations outside of the professions. One objective of such a program at the elementary school level should be to promote the development of more wholesome attitudes toward selected non-professional occupations and help youngsters realize the importance of these occupations.
23. Have the students in grades 4, 5 and 6 make a survey of the various ways of jobs which exist in their community and then vote on the ones they would like to visit. It is best to study jobs they will see on their visits and help the children determine what to look for when they make their visit to the plant they have selected. Follow-up reports after the trip has been made is a part of the project.
24. Parents can be encouraged to visit the school and share information about their job with children.
25. The teacher can schedule field trips where emphasis will be centered on the worker and the types of skills which they utilize in performing their jobs.
26. Present children with an opportunity to visit a state or national employment agency. Such a visit should be made after students have prepared for such a visit.
27. Students can be encouraged to study individuals who have made a success in more than one occupation. Such a study should help students to become aware of the fact that they, too, can probably find success in more than one field of endeavor.

Intermediate Grade Interview

1. What do you do on the job?
2. Why did you take this job?
3. What kind of education do you need?
4. What special skills are necessary?
5. What part of your job do you like most? Why?
6. What part of your job do you like least? Why?
7. Who depends upon your work?
8. Upon whom do you depend for your work?
9. What hours do you work?
10. Is your job seasonal?
11. How long have you had this job?
12. Why would you or would you not advise us to pursue this job?

A CAREER FAIR

As the child looks about him, he has little or no concept of the varied and complex jobs required to run what he considers a simple business, such as, a school system, a grocery store, an airport, or a doctor's office.

In order to give the child only a very small idea of the vastness of the "World of Work", a "Career Day" was organized by the teachers of Sunset Park School, Mount Prospect, Illinois.

The behavioral objectives of the project were that:

1. The child would get some idea of the myriad occupations from which he might choose as he reaches the working age.
2. The child would become acquainted with the skills required in at least one area of work.
3. The child would understand that different jobs require varied backgrounds of skills and education.
4. The child would begin to realize the interdependence of one job upon another.
5. The child would gain a respect for the value and dignity of all jobs.
6. The child would realize that his present choice of a lifetime career might change many times before its final realization; and, that for this reason, he should be interested in knowing about many different job areas.
7. In learning about his chosen area of work, the child would use some skills in at least one or all of these fields: mathematics, language arts, and social studies.

The idea of the vast size of the "World of Work" was introduced by a listing of the many jobs required in the running of projects as: a grocery store, a bank, a village, a shoe store, a gift shop, and the building of a house.

As the children began to realize the scope of the "World of Work", the teacher began to question the children about their thoughts concerning the choice of a lifetime occupation. She posed the question of the study of at least one area of work for each child. She led the children to see that the choice might change many times before working age, but that it would be a beginning in the search for a suitable position in the working world. The idea caught on and the children chose an occupation.

Procedure:

A discussion began to determine procedure. The children and teacher together decided that each child would research his particular career in the following manner. The students would:

1. Use the school and public libraries to read books on the subject and record their findings.
2. Make mini-trips where possible, with parents, to site of chosen occupation.
3. Contact in writing or by telephone a person engaged in the career of his choice, in order to make an appointment for an interview.
4. Interview the person and record on tape or in writing.
5. Make an exhibit to illustrate the skills and knowledge required to do the job.

Implementation:

To implement the above procedures the following aids were used:

- *1. A letter of communication and involvement was sent to parents.
2. The school volunteer bureau was contacted for help.
3. Community resources were tapped.
4. Teachers researched their resources.
- *5. Questions were developed for an interview.

On the day of the exhibit, the following occupations were represented by individuals who demonstrated their skills and spoke to the children:

FBI Agent	Oceanographer
Fireman	Photographer
Policeman	Banker
Village Treasurer	Advertising (TV)
Hairdresser	Cartoonist
Artist	Newspaper Reporter
Taxidermist	Curriculum Director of Special Education

- * As the above items were so similar to those already written in the World of Work, Northern Illinois University, ABLE Model Program, the latter were used.

MANUFACTURING (MASS PRODUCTION)

Overview

In this unit students will learn what is involved in producing a product. They will see everyday products made. They themselves will then produce something for profit.

Objectives

- To help students become aware of the wide range of job opportunities involved in production
- To help students learn the process of manufacturing
- To help students understand the concepts of mass production and specialization
- To help students become aware of the dignity of one's job

Activities

- The students interviewed some people who work in production
 1. Assembly line worker
 2. Plant manager
 3. Salesman
- The students read about products manufactured in the United States paying attention to location, raw materials, supply and demand
- The students played games in which they had to face many of the problems involved in production
- The students had to select a product, find a location, list materials, etc.
- The students viewed numerous filmstrips on how things are made
- The students visited the Jewel Plant in Melrose Park
 1. Assembly Lines
 2. Storage
 3. Shipping
- The students formed groups to work with tinker toys and build a specific shape. At first each made his own. Then Group A specialized - then Group B specialized even more. All groups were timed, and the students concluded that the more specialized group was the most efficient.
- Students made collages of mass produced products
- As a culminating activity the class decided to produce something for profit. Here is how they went about it.

The students decided on a product where the materials would be inexpensive and easily accessible. They decided on decorative waste baskets and paper weights. The class made a list of all the jobs they would need.

1. people to gather materials
2. people to store and keep trace of materials
3. bookkeeper
4. two sets of assembly line workers
5. checkers for each assembly line
6. supervisors for each assembly line

7. a manager for the entire production
8. people to supply and deliver materials
9. salesmen
10. order fillers
11. delivery people
12. advertisers

One room was used for collection and storage of materials. In another the assembly line was set up. The advertisers went out to publicize the product both by oral presentation in each classroom and by advertisements placed around the building. The bookkeeper added up the expenses, and the class decided upon a fair price, one that would make a profit without overcharging the customers and losing business. The waste baskets were 10¢ and the paper weights 5¢. Production began, and everyone performed the duties of his or her own job. All of the finished products were put up for sale. The salesmen were aiding children in what to purchase. When everything was sold, the order takers began taking orders for more of the product and giving out receipts if paid.

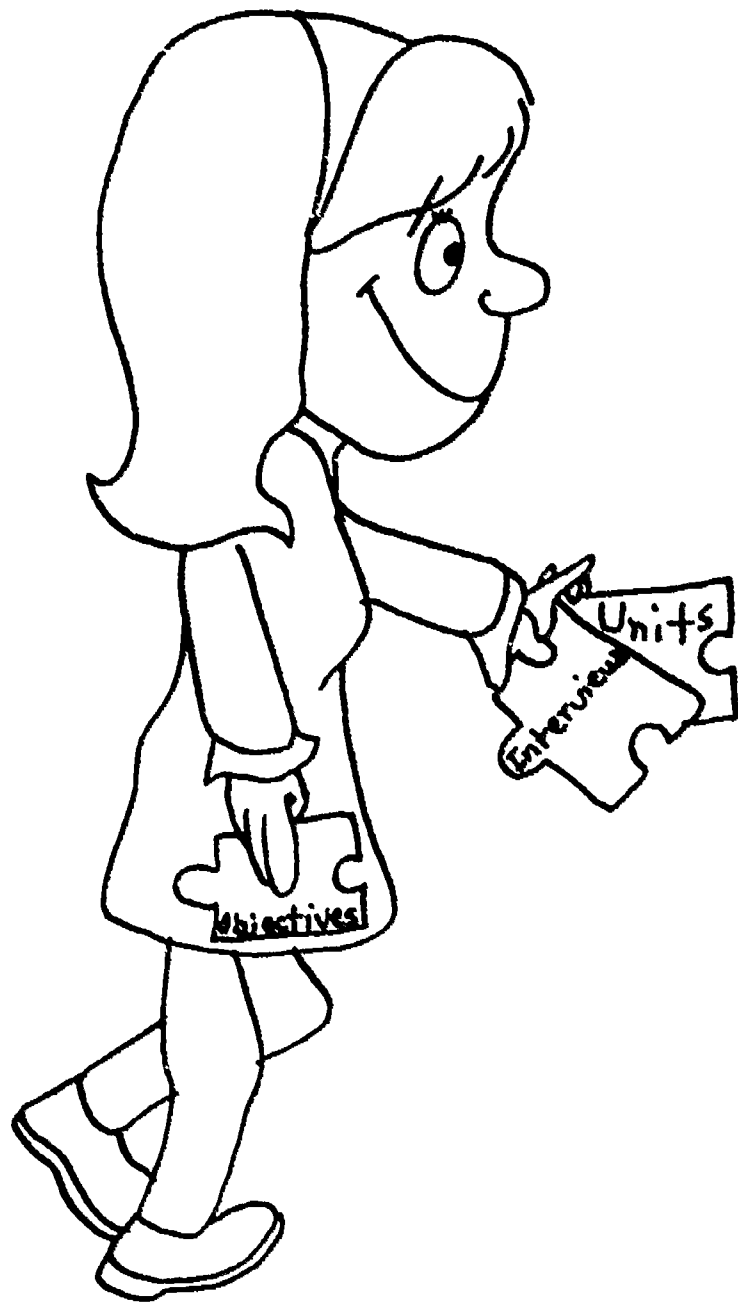
For the next three weeks the class continued production to meet the demands of the school. When it was all over the students had made a profit of approximately \$15.00

Evaluation

As a means of evaluation each student was to write a report stating his or her job, their responsibilities and their opinion of it.

Nadine Armato
Eisenhower School
School District 23

Upper Grades



Activities

UPPER GRADES

Objectives

1. The student will acquire and demonstrate a deeper respect for his self-worth as a member of society.
2. The student will possess an understanding of the dignity of work and be able to manifest his understanding.
3. The student will possess a specific knowledge of related career areas. He will be able to describe specific career areas.
4. The student will develop the understanding of the general requirements in specific careers. He will manifest an ability to utilize his understandings in making wise career exploration choices.
5. The student will become more aware of his moral and social responsibility as a citizen in our society. His citizenship will reflect this awareness.
6. The student will gain insight on how and where his career fits into the total spectrum of the World of Work. The student will possess the ability to verbalize or manifest his insights in another manner.

Developed by the Upper Grades Group of the
Handbook Committee

Margo Richter, Poe School, District 21
Chairman

Maryl Anderson, Poe School, District 21

Floyd Jolliffe, South Junior High School, District 25

OCCUPATIONAL INFORMATION ACTIVITIES

1. Interviews
2. Skits
3. Theme Writing
4. Bulletin Board
5. Debate
6. General Discussion
7. Small Group Discussion
8. Committee Work
9. Individual Study
10. Vocational Guidance Kits
11. Newspaper Articles
12. Oral Reports
13. Field Trips
14. Movies
15. Filmstrips
16. Slides
17. Overhead and/or Opaque
18. Collect Want Ads
19. Write Want Ads
20. Employment Security Commission
21. Exhibits
22. Collect Materials
23. Observation
24. Role Playing
25. Resource Persons
26. Brainstorming
27. Games
28. Research Projects
29. Demonstrations
30. Radio and TV Programs
31. Illustrations
32. Prepare Lists
33. Projects
34. Chalktalks
35. Panel Discussions
36. Make Files
37. Make Tests
38. Standardized Tests
39. Problem Solving
40. Prepare Charts and Graphs
41. Window Displays
42. Write Letters
43. Assigned Reading
44. Thought Problems
45. Prepare Speeches
46. Notebooks
47. Scrapbooks
48. Lectures

INTERVIEW QUESTIONS

1. What is your present job?
2. How did you get it?
3. How long have you worked there?
4. What are your working hours.
5. Could you give a brief sequence of your day?
6. What things do you like most about your job?
7. What things do you like least about your job?
8. Are there any hazards in your job?
9. What is the starting salary range in a job like yours?
10. What qualifications do you need to get the job?
Age? Sex? Height? Weight?
Tools? License? Aptitudes?
Unions? Funds for capital?
11. What kind, if any, special training is necessary for this kind of work?
Apprenticeship? Trade School?
College? Advanced degree?
12. Is there any personnel quality for this job that is really more important than diplomas?
13. What is the supply and demand for workers in your field? What is the outlook for the future?
14. What kinds of advancement are possible?
15. Who benefits from your job?
16. Could mistakes cause problems for others?
17. Was this job your first choice?
18. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?
19. Is there anything you would like to have us ask?

POE ELEMENTARY SCHOOL

SIXTH GRADE BANK

INTRODUCTION:

The unit began as a summer school enrichment program involving fifteen students. It was enlarged for use during the school year world of work investigation to include three sixth grade classes - total enrollment of 105 students. It has been used for two years, being refined and enlarged through the students' suggestions and creativity. The bank opens for one day a week during a math class, lasting approximately 45 minutes. Each student is free to participate in other career activities revolving around the bank. It is the core around which a total involvement of 325 upper elementary students participate in a five week world of work investigation. All upper elementary students have the option to utilize the bank services. Sixth graders have the option of opening checking accounts, savings accounts, making loans to open their own business or invest in the Stock Market which is a new off-shoot of the bank.

Margo Richter
Avis Wilson

POE ELEMENTARY SCHOOL
SIXTH GRADE BANK

I. Preliminary study and planning

A. Objectives

1. Each student will manifest an understanding of the world of work
2. Each student will manifest an understanding of the value and concept of the monetary system of our country.
3. Each student will be able to count money and make change.
4. Each student will strengthen his ability to add, subtract and multiply.
5. Each student will manifest an ability for learning and planning for his own destiny.
6. Each student will expand and enlarge his vocabulary

B. Process for collecting necessary supplies

1. From school
 - a. A small supply of paper money
 - b. Use of ditto and paper for bank statements, deposit slips, check records, forms for opening accounts
 - c. Provision of space for bank
2. From students
 - a. Paper money and change (Games from home - write student's name on back of each piece of money; tally change by number of quarters, etc.) Have money deposited in saving account
3. From any source - parents, teachers or school
 - a. Printed checks
 - b. Check stub record blanks

C. Preliminary instruction

1. Bulletin board: Large sample check and stub and deposit slip
2. Students practice writing checks, keeping stub and making deposit
3. Demonstration followed by sample practice of how records are kept. (Add deposits; subtract checks; arrive at a balance)

II. Activities

A. Resource people brought in from a local bank

1. Speaker will cover
 - a. Overview of banking
 - b. What are the services the bank offers
 - c. Check writing
 - d. Accounts
 - e. Savings accounts
 - f. Loans

B. Field trip to financial institution

1. First Arlington National Bank
2. Arlington Federal Savings and Loan Association
3. Arlington Currency Exchange

C. Student discussions

D. Student operated bank

1. Appoint board of directors and establish salary
2. "Hire" staff - all students to be interviewed by the board of directors for some job: receptionists, security guards, loan officers, new accounts personnel, payroll clerks, computer operators, sorters, tellers, accountants, etc. (Appropriate salary determined)
3. First salary check paid in cash
4. Each student opens account; deposits cash, receives two blank checks and stub record
5. Each student writes a check for "cash" to use for "buying" from fourth grade grocery store. (Not the entire amount deposited)
6. Each student goes shopping but does not spend all his cash.
7. Second salary check is issued. Student deposits this plus left over cash above (6)
8. Shopping trip to fourth grade furniture store. Students pay by check this time. Check will be deposited in the bank by the furniture store.
9. Accountants prepare statements and "mail" (fifth grade Post Office) to all depositors
10. Students reconcile bank statements with their own record.

III. Conclusion

- A. All cash turned in and sorted.
- B. Savings depositors "withdraw" their deposits and receive statement of interest earned
- C. Each student keeps his cancelled checks, sales tickets for purchases, bank statement and stubs, carbon copy of deposits
- D. Each student writes his personal feelings and evaluation of their "bank."

* Attached appendix contains forms developed and used by students during this activity.

BEST COPY AVAILABLE

WHAT (WHO?) IT TAKES TO BUILD A HOME

A. INTRODUCTION

This project began as a course requirement for students taking Industrial Arts - in the Construction Unit. Houses were built, representative models - on a scale of 1" to 1" as a course requirement. Teacher decision became the initiative to develop a goal and objective awareness of the different occupations utilizing various workers necessary in building homes. This was our jumping off point. The experience ran for a total of three weeks.

The multi-discipline approach developed as teachers in other disciplines in the building wanted to involve their classes into related areas - such as interviewing for Objectives 2 and 3.

B. OVERVIEW

In this unit we will do some research by using the language arts and industrial arts to explore the vast field of occupations or vocations necessary to build a home.

At the end of the period of study, we and a number of other schools will share the results in a public display sponsored by Northern Illinois University on January 28, 1972.

Each student or group of students as designated will be expected to do a number of the activities as listed in the following out-line.

C. OBJECTIVES

1. To appreciate the contributions of various workers necessary in the planning and building of a home.
2. To acquire a broader knowledge of the related careers in the construction of a home and toward life's work.
3. To acquire learning which is relative to our living and our culture.

D. ACTIVITIES

- i. List in chronological order all the necessary persons required to build a home. These might include:
 - a. realtor
 - b. banker
 - c. architect
 - d. surveyor
 - e. excavator
 - f. cement supplier and concrete mason
 - g. plumber and sewer firms
 - h. carpenter and lumber supplier
 - i. electrician
 - j. landscaper
 - k. bricklayer
 - l. roofer
 - m. sheet metal worker
 - n. glazier
 - o. painter
 - p. tile setter
 - q. dry wall installer or plasterer
 - r. interior decorator
 - s. others, depending on type of home, etc.

2. Visit a building site and interview an adult worker from one of the list in number one.
3. Invite a worker to come to school to discuss his job with the class.
 - a. Set a time when your class will be meeting.
 - b. Check with the school to see that there is no conflict with other planned speakers.
 - c. Call and confirm the appointment.
 - d. Follow the visit with a "thank you" letter.
 - e. Gather some information about the speaker you plan to present to the class
 - f. Roleplay your introduction with a friend or family member. Roleplaying to include: What his work is...How long has he been working at this job...Where he received his training... Other...
 - g. Meet your interviewee, bring him to class, and introduce him.
4. Choose one of the workers and make a representative model of a person symbolizing his occupation. Model may be about 6 inches high.
5. Read about requirements for one or more of the jobs in a vocational guidance book or magazine.
6. Read and report on the history and changes in the job itself.
7. Choose one of the occupations and have a student act in the capacity of the chosen occupation while constructing a model home.
8. Use of the Media
 - a. Camera: Observe various kinds of work and take photographs, mount them in some form and put legends with each.
 - b. Slides: Take as mentioned above.
 - c. Video-tape: Can be done on interviews and other activities that are not a class project so that all of the class may benefit from said activity or interview.
 - d. Murals: Illustrate in mural form the entire process of building a home. Incorporate as many of the jobs as possible of those mentioned in number one.
9. Study some job in depth from its beginning to the present. Write a report of same, noting major changes that have been made in job requirements, kind and amount of work done, etc.
10. Write an evaluation of this unit: what you liked about it, what you did not like, what you learned, how it could be improved, etc. About 300 words.

E. EVALUATION

LEARNING DISABILITY AND SPECIAL EDUCATION: This work included children who are enrolled in special education. They were VERY interested in working with their hands and role playing. Many enjoyed being able to contact persons who spoke to the classes.

INDUSTRIAL ARTS CLASSES: The students liked the practical side of building a scale model home. All classes liked being able to use their imagination and originality when creating the symbolic people who represented the various building trades.

READING: Students learned to interview. They had to learn how to write up the interview. Classes particularly enjoyed role-playing -- one acting as the interviewer and the other was the interviewee. Entire class submitted questions for interviewer to answer. Thank you letters followed all interviews. They read material on job qualifications and wrote a report on this. Students brought adults to class for job discussions and questions.

SUGGESTIONS: If points are to be given for credit, it would be wise to limit the number of points to 10 for required assignment. (i.e., students would be required to have two written interviews with each worth five points) You may wish to give additional credit for additional work above the requirements. We found that using numbers of 50 or 100 was complicated and not necessary. It would also be an incentive to have a chart with each student's name showing points earned and for which requirement for additional work. You may use the following method:

	Interview							Thank you letter, etc.								
John Smith	1	2	3	4	5	6	7			1	2	3	4	5	6	7

You could color in the squares to represent work completed.

Margery Bettman, Reading
 Raymond Bulka, Learning Disabilities and
 Special Education
 Floyd Jolliffe, Industrial Arts
 South Junior High School
 School District 25
 Arlington Heights, Illinois

HOME ECONOMICS AT WORK

OVERVIEW

Activities in this unit were designed for exploration of job opportunities available in the foods area of home economics.

Activities were designed to:

1. to provide individual challenges through exploration,
2. to provide an awareness of the world of work through everyday contact with working people,
3. to emphasize the consumer education by comparison of cost, taste, and convenience of foods,
4. to educate the individual for family living.

OBJECTIVES

1. To provide vocational exploration for 8th grade home economics students.
2. To involve students in the planning and implementation of the project.
3. To manage the use of resources so that values and goals of the individual, the family, or society may be obtained.
4. To establish values which give meaning to personal, family and community living.
5. To achieve good interpersonal relationships within the home and within the community.
6. To make and carry out intelligent decisions regarding the use of personal, family and community resources.
7. To assist in the formation of positive parental attitudes towards school.
8. To inform students about the type of work parents perform.
9. To encourage the organization of experiences by the teacher which will bring the young person in contact with the world of work.

ACTIVITIES

A. NUTRITION

1. Interviews
 - a. School nurse
 - b. Dietitian
2. Field Trips
 - a. Health food store
 - b. Research Lab (i.e. Quaker Oats)
3. Media
 - a. Filmstrip "B.J. for Breakfast", Pillsbury
 - b. Exer-Slim activity, P.E. class
4. Collections
 - a. Student records all foods consumed in a twenty-four hour period. Total and evaluate, using Basic Four as a standard.
 - b. Class project for bulletin board on balanced diets.

B. MEAL PLANNING

1. Interviews
 - a. Chef
 - b. Dietitian
 - c. School lunch manager
 - d. Mother
 - e. Father whose hobby is cooking
2. Field Trips
 - a. Visit three grocery stores, compare food prices on three specific items.

- b. Visit restaurant, observe the menu specifically
 - 3. Media
 - a. Bulletin Board
 - b. Filmstrip (Meal Planning, Betty Crocker)
 - 4. Collections
 - a. Plan five dinner menus. Select one menu, prepare the meal at home for the family, evaluation by student and parent
 - b. Compare the cost and convenience on a specific item prepared from scratch, a mix, a frozen food, a canned item
 - c. Collect favorite recipes of the teachers, compile a cookbook, and test recipes
- C. TABLE SETTING, MANNERS, SERVING
- 1. Interviews
 - a. Interview for a job in the school cafeteria
 - b. Interview and obtain guest speaker for class
 - i. China and linen buyer
 - ii. Waitress, cashier, or hostess
 - iii. Restaurant owner
 - 2. Field Trips
 - a. Class dine at a restaurant
 - b. Visit a florist
 - 3. Collections
 - a. Plan table setting for class luncheon
 - b. Make placemats and napkins. Visit store and compare price of ready-made items
 - c. Serve in school cafeteria
 - d. Demonstration of flower arrangements
 - e. Role playing of table manners and meal service
- D. MEAT COOKERY
- 1. Interview
 - a. Butcher
 - 2. Field trips
 - a. Meat packing plant
 - b. Chicken farm (egg grading and packaging)
 - 3. Media
 - a. Watch techniques of food demonstration on TV (i.e. Julia Child, Galloping Gourmet, etc.)
 - 4. Collections
 - a. Develop a recipe for using ground meat
 - b. Student demonstrations of recipes developed
 - c. Develop a test to measure meat shrinkage and waste
- E. DAIRY
- 1. Interviews
 - a. Dairy manager
 - b. Milkman
 - 2. Field trips
 - a. Ice cream parlor
 - b. Cheese factory
 - 3. Collections
 - a. Churn butter, compare cost and taste with commercial butter and margarine
 - b. Compare cost and taste of whipped cream, frozen whip, and dry packaged whip
 - c. Make homemade ice cream and compare cost and taste with commercial packaged and hand packed ice cream.

F. FRUITS AND VEGETABLES

1. Interviews
 - a. Produce buyer
 - b. Home gardener
2. Field trips
 - a. Vegetable stand
 - b. Cannery
 - c. Frozen food packaging plant
 - d. Orchard
3. Media
 - a. Bulletin board
 - b. Collect ten recipes
4. Collections
 - a. Comparison of taste and cost of fresh, canned, and frozen fruits and vegetables
 - b. Collect recipes
 - c. Make jam or jelly. Compare cost and taste with commercial product
 - d. Collect varieties of salad greens. Identify and use in salads
 - e. Develop use of school nature court. Plant herbs, collect and dry

G. BREADS

1. Interviews
 - a. Baker
 - b. Mother who bakes bread
 - c. Cake decorator
2. Field trips
 - a. Local bakery
 - b. Sara Lee
3. Media
 - a. Filmstrip "Better Yeast Bread Baking", Betty Crocker
 - b. Make a TV tape of yeast bread baking
4. Collections
 - a. Collect recipes. Prepare at home or in class
 - b. Compare cost, taste, and convenience of bakery, packaged, scratch, discount, and frozen bread
 - c. Demonstration of cake decorating

H. LUNCHEON

1. Media
 - a. Advertise luncheon by writing an article for the school newspaper
 - b. Design and send invitations for guests
2. Collections
 - a. Select menu
 - b. Compare food prices, purchase supplies
 - c. Make floral arrangements
 - d. Set tables
 - e. Prepare foods
 - f. Sell tickets
 - g. Serve Luncheon (hostess, waitress, cashier)
 - h. Clean up
 - i. Evaluation

Future plans include demonstrations by participating teachers, outside resource people in the media, and a field trip to a test kitchen. After testing recipes and using information obtained from outside sources, the students will have the opportunity to reevaluate the dummy book. After revisions, the book will be typed and distributed. A nominal fee to pay for cost of paper will be charged to students acquiring cookbooks. Teachers participating will receive free copies.

Evaluation

The activity incorporated into the present school activity program has opened new areas of interest which enhance classroom activities. The inclusion of learning activities such as interviewing, research, composition, and working in groups made subject areas more meaningful. Students have been very eager and constantly think of new ideas or ways to make the cookbook better. A great deal of pride in what they are doing is evident, and the ability to see teachers as people who enjoy cooking is brought out.

Jill Purvis
Ruth Rowe
Homemaking Teachers

Thomas Junior High School
Arlington Heights, Illinois
January, 1972

FOOD SERVICES

An experience in actual work in our school cafeteria

Procedure

After a discussion on food services, seventh and eighth grade students were encouraged to apply for work in our school cafeteria. Interested girls were interviewed by our cafeteria director. Those obtaining the jobs (two work at a time; eight have worked this year) are instructed in the habits of cleanliness, promptness, and other aspects of the job. Compensation is a free lunch.

Evaluation

Actual employment has taught the girls the necessity of dependability, promptness, cooperation, and cleanliness. (Several proved inadequate and lost their jobs.) Enthusiasm is high, even some boys have indicated an interest. Participants have gained maturity through this project and the respect of their fellow students. We are pleased with the project and would like to enlarge the scope to include more students.

CAKE DECORATING

An introduction to an occupation incorporated into the present eighth grade foods curriculum

Procedure

A custodian in our building, whose avocation and second job is baking and decorating cakes in his home, was invited to demonstrate his talent to two 8th grade foods classes. Students prepared questions to ask our guest. Layer cakes were pre-prepared by the students to be used in the demonstration. As a follow-up the girls, in groups of two, baked cakes and decorated them, using many techniques they learned from our guest.

The discussion that followed the demonstration included thoughts on other skills needed to work in a bakery, hours, pay and procedures for applying for a job.

Evaluation

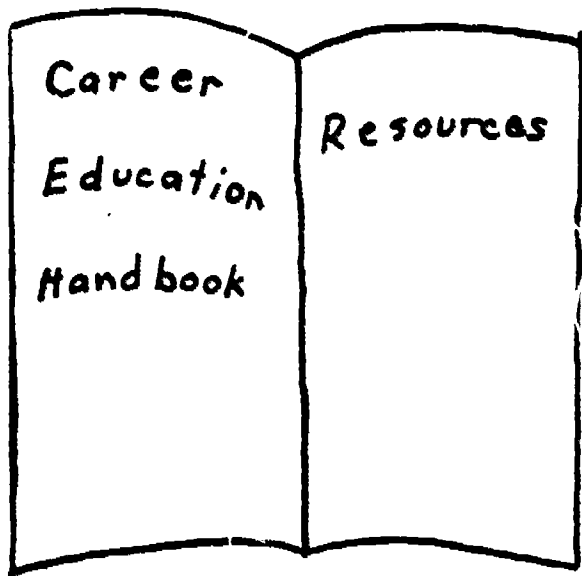
Much enthusiasm followed the demonstration. Through experimentation the girls learned that this occupation requires many skills learned only after much patience and practice. Several students indicated a desire to apprentice in a bakery, when they reached the acceptable age.

FACULTY FAVORITES

A Cookbook compiled by sixth grade students during the school activity program

Sixth grade students voluntarily joined the activity "Recipe Collection." The group of fifteen girls organized and set forth their plans for making a cookbook of the faculty's favorite dessert recipes. Plans were completed to canvass all teachers for their recipes. All recipes collected were placed on construction paper to form a dummy book. Research was completed as to what kinds of information should be included in the book.

Resources



SUGGESTED LETTER TO PARENTS

Dear Mr. _____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

4. Would a field trip to your place of employment be beneficial at this grade level? _____

5. Would you serve as a field trip aide when we take field trips?

6. Would you share as a classroom consultant in relating skills and occupations you use?

yes

no

Sincerely

SUGGESTED LETTER TO PARENTS

Dear Parents:

Career Awareness'. That's the name of the unit currently under investigation in _____ class. Courses such as this are being encouraged by the federal and state governments to help each student become more aware of the world of work and of what educational requirements will have to be met.

We are presently operating a pilot program to try out methods of involving students in the community of workers. How the students are to become involved is explained in the unit that your child is bringing home for you to see. An individualized approach will be used so that each child can proceed on his own. You will notice that some activities are required and that some are optional.

In order for this unit to become possible we encourage your "Participation." You are valuable to us as a resource person who could

1. come to school to be interviewed by the class,
2. be available after hours to a small group prearranged interview at your home,
3. complete an information questionnaire.

Persistent, aren't we? Besides delving for the future and working for a grade, the youngsters are already exhibiting the enthusiasm that comes with being a "pioneer." May we see you at school soon?

Sincerely,

EXAMPLE OF THANK YOU LETTER:

Date

Dear _____:

Thank you for participating in our program of career talks. We find this activity very helpful to our elementary students. Direct experience with working adults adds relevance and meaning to their studies.

We appreciate the time and energy you gave to the education of our students.

Sincerely,

Rather than using an impersonal thank you letter, the students can express their own thoughts and feelings. Many language skills can be taught from this base. Letter writing by children can become an integral part of an instructional program

Taken from ABLE Model Program

TIPS FOR TEACHERS

Suggestions for using resource people:

1. Prepare the visitor for questions the children may ask.
2. Suggest that the visitor discuss personal characteristics important to his job. Emphasize good habits, i.e., getting to work on time, accepting constructive criticism, etc.
3. Briefly describe characteristics of the age group, i.e., vocabulary limitations, interest span of age group, etc.
4. Prepare children for having a visitor.
5. Set an example of courtesy toward guests for children to emulate.
6. Do not leave the room when the visitor is there! Remember he is volunteering his experience; he is not volunteering to babysit.

FACT SHEET FOR FIELD TRIP

NAME:

ADDRESS:

TELEPHONE NUMBER:

HOUR HOURS:

GROUP SIZE AND AGE DESIRED:

PERSON TO CONTACT:

TOUR LENGTH:

LUNCH FACILITIES:

ADVANCE NOTICE REQUIRED:

SEASONAL INFORMATION:

OCCUPATIONAL FOCUS:

TOTAL COST PER CHILD:

DISTANCE FROM SCHOOL:

ADVANCE PREPARATION OF CLASS:

SAFETY PRECAUTIONS:

CLASSROOM FOLLOW-UP:

(A GOOD PRE-TEST AND POST-TEST TOOL)

STUDENT INTERVIEW

Name _____

Age _____ Sex _____ Eye Color _____

Address _____

Telephone Number _____

Father's Name _____

Mother's Name _____

Brother or Brothers' Name _____

Sister or Sisters' Name _____

Favorite Hobby _____

Jobs I Do At Home

1. _____
2. _____
3. _____

Jobs I Do At School

1. _____
2. _____
3. _____

Jobs I Know In The Community

1. _____
2. _____
3. _____

Occupational Information

Fathers _____

Mothers _____

What I Want To Be When I Grow Up

1. _____ first choice
2. _____ second choice

COMMUNITY RESOURCES

Allis-Chalmers Manufacturing Company
500 Lake-Cook Road, Deerfield, Illinois

Occupation: Manufacturer - heavy equipment
Contact Person: Charles Wilson
Tour hours: 8:00 a.m. to 2:30 p.m.
Group size accepted: Maximum 60 with supervision for every 10
Minimum age accepted: Junior high
Tour length: 1/2 hour to 1 hour
Advance notice required: 1 week
Lunch facilities: None

Allstate Insurance Company
1216 E. Central Road
Arlington Heights, Illinois 394-5000

Occupation: Insurance sales and claims
Group size accepted: One class at a time

Arlington Beauty Academy
201 W. Wing Street
Arlington Heights, Illinois 259-5380

Occupation: Beauty School with slides on styling and cutting. Explanation
of requirements and school credits.
Group size accepted: One class at a time
Minimum age accepted: Junior high
Contact: Mrs. Bond
Tour hours: Mornings
Tour length: 1/2 hour or more
Advance notice: 1 week

Arlington Heights Chamber of Commerce
103 N. Arlington Heights Road
Arlington Heights, Illinois

Contact Person: Earl W. Johnson, Executive Manager

Will send resource people to speak to students in the classroom- brochures

Arlington Heights Historical Museum and Country Store
North Vail Avenue and West Fremont Street
Arlington Heights, Illinois

Occupation: Museum curator and guide
Contact Person: Mrs. Hendrix
Group size accepted: One class at a time
Tour length: 1 or 2 hours

Students will be able to see many items of importance to the history
and development of a village. Country Store will give insight into
how a store was clerked in the 1800's.

Arlington Heights Memorial Library
500 N. Dunton Avenue
Arlington Heights, Illinois 392-0100

Occupation: Librarian and aides
Contact Person: Mrs. Tarpy
Group size accepted: One class at a time
Tour length: 1 hour (not Wednesday)
Advance notice: 1 week

It may be a good idea to procure application forms for those who live in Arlington Heights and do not have a library card.

Arlington Heights Park District
660 N. Ridge Street
Arlington Heights, Illinois 253-2340

Occupation: Recreation leaders, secretaries, grounds keepers, Park administration, supervisors
Contact: Phone administration offices
Group size accepted: One class at a time

Arlington Heights, Village of
33 S. Arlington Heights Road
Arlington Heights, Illinois 253-2340

Occupation: Village officials, Manager, Building Commissioner, Plumbers, Public Works personnel, Village Clerk, secretaries, Policemen, Detectives, Firemen, custodial workers, Police Chief, Fire Chief, Finance director, Engineers, Planners, Nurses, etc.
Contact Person: Building Commissioner Mr. Munson
Group size accepted: Through 12 year olds. High School teachers contact village offices.
Tour length: 1 to 2 hours - 8:30 a.m.
Advance notice: 2 to 3 days

Arlington Realty
550 W. Northwest Highway 392-8100
535 S. Arlington Heights Road 253-8100
Occupation: Real estates sales and management
Contact: Office

Arlington Park Race Track
North Wilke Road and West Euclid Avenue
Arlington Heights, Illinois 255-4300

Occupation: Management, concessions, jockeys, grooms, stable help, exercise boys, pony boys, grounds keepers, firemen, state police, race track police, cashiers.
Contact: Call race track for arrangements

Most of the areas above are seasonal - from April 15 through June 15.
Race track is open year around for expositions and conventions

Arlington Park Hotel
W. Euclid Avenue and No. Rohlwing Road
Arlington Heights, Illinois 394-2000

Occupation: Hotel management and services
Contact Person: Hotel Manager

Arlington Park Theatre

W. Euclid Avenue and No. Rohlwing Road
3400 W. Euclid Avenue
Arlington Heights, Illinois 392-6800

Occupation: Theatre personnel, management, and related areas
Contact Person: Theatre Manager

Baxter Laboratories, Inc.

6301 Lincoln Avenue
Morton Grove, Illinois 60053

Contact Person: Jim Claude, Public Relations Specialist

Will send resource people to speak to students in the classroom

Borden Chemical Company

1500 Touhy Avenue
Elk Grove Village, Illinois 60007

Pamphlets with handicraft ideas using Elmer's Glue and Mystik
Tape without charge upon request.

Buhrke Tool and Engineering

507 W. Algonquin Road
Arlington Heights, Illinois 439-6161

Occupation: Tool and Die Making, special machine operators, product stamping.
Contact Person: Fred Buhrke, President

Chicago Sun-Times and Chicago Daily News

401 N. Wabash Avenue
Chicago, Illinois 60611 321-2031

Contact Person: Tom Ray, Manager, Public Service Bureau

Tour hours: 9:30, 10:30, 2:30 and 4:00

Group size accepted: 5 minimum, 40 maximum (students and adults both)

Minimum age accepted: Nine years of age (4th grade)

Tour length: 45 minutes to 1 hour, Monday through Friday year round

Advance notice: 2 months for morning tours

Lunch facilities: none

Countryside Art Center

414 N. Vail Avenue
Arlington Heights, Illinois 253-3005

Occupation: Art fields explained

Dana Molded Products

6 S. Hickory Avenue
Arlington Heights, Illinois 255-5350

Occupation: Plastic products, injection molds, machinery, flow pattern

Contact Person: Dan Hidding, President and Treasurer

Group size accepted: 10 student limit

Tour hours: Morning only

Safety: Must wear rubber soles and heels. No leather heels.

Elm's Food Store

510 W. Northwest Highway
Arlington Heights, Illinois 253-7877

Occupation: Merchandizing and marketing
Contact: Bill or Jeanette Link, owners
Group size accepted: 10 children, Junior High age
Tour length: 1 hour, Tuesday, Wednesday and Thursday mornings
Advance notice: Several days.

Prepare students in areas of purchasing, processing; produce sources and purchasing; cashiering; pricing

First Arlington National Bank

Campbell Street and Dunton Avenue
Arlington Heights, Illinois 259-7000

Occupation: Tellers, bookkeepers, key punch operators, machine operators, loan agents, protection agents
Contact Person: Mr. Dodds
Tour length: 1 hour
Advance notice: 1 week
Group size accepted: 15 or less

Ginn and Company

450 W. Algonquin Road
Arlington Heights, Illinois 439-4500

Occupation: Publishers, sales

Hartman-Sanders Company

1717 Arthur Avenue
Elk Grove Village, Illinois 60007 439-5600

Occupation: Architectural Woodwork and columns
Contact Person: A. R. Fortier, Vice-President

Will send resource people to speak to students in the classroom. Also, free brochures available upon request.

Heller Lumber Company

24 N. Hickory Avenue
Arlington Heights, Illinois 392-4224

Occupation: Lumber sales

Hill-Behan Lumber Company

Arlington Heights Road and Davis Street
Arlington Heights, Illinois

Occupation: Lumber sales

Honeywell, Inc.

1500 W. Dundee Road
Arlington Heights, Illinois 394-4000

Occupation: Design and manufacture of automation control, automatic control systems
Group size accepted: Contact person will advise
Contact Person: Mr. Batolini

Korvettes Department Store

10 W. Rand Road
Arlington Heights, Illinois 60004 394-4070

Occupation: Retail merchandizing
Contact Person: Mr. Holstein, manager
Tour length: 1 hour
Advance notice: 2 weeks

Will display entire process from truck unloading to sales.

Lutheran Home for the Aged

800 W. Oakton Street
Arlington Heights, Illinois 60004 253-3710

Occupation: Home for the elderly, nursing, aides, kitchen work, dietitian,
food services and preparation, housekeeping, heavy housekeeping (male),
maintenance, grounds crew.
Contact Person: Mr. Paul Hai
Tour length: 1 hour or longer
Advance notice: 1 week

McDonald's Restaurant

1592 E. Northwest Highway
Palatine, Illinois 60067

Occupation: Drive-in restaurant
Contact Person: Weldon Hersh, manager
Tour hours: Before 4:00 - Tuesdays and Thursdays
Group size accepted: 12
Tour length: 1/2 hour
Lunch facilities: Lun. is provided
Seasonal Information: No tours late spring and summer. Resource people available.

M-7 Inc.

210 Campus Drive
Arlington Heights, Illinois 255-7796

Occupation: Optoelectronics group
Group size accepted: 30 students - upper elementary, junior high
Tour length: 2 hours
Contact Person: Mr. Edward Gabrenya
Advance notice: 10 days

Examine area of optics and light energy cells

Mary Ann Silks and Woolens

2300 E. Rand Road
Arlington Heights, Illinois 259-7250

Occupation: Retail fabric store
Contact Person: Byrna Solovay
Group size accepted: 15 students
Advance notice: 2 weeks

Will send a resource person to speak to students in the classroom

Illinois Bell Telephone Company
106 W. Eastman Street
Arlington Heights, Illinois 253-9981

Occupation: Operators, linemen, cablemen, billing, service

Illinois Bell Data Processing
South Vail Avenue and West Sigwalt Street
Arlington Heights, Illinois

Illinois, State of - Department of Public Works
410 E. Lincoln Road
Arlington Heights, Illinois 439-0100

Occupation: State public works, highway repair and maintenance

Independent Pattern and Engineering Company
35 N. Hickory Avenue
Arlington Heights, Illinois 255-3210

Occupation: Wood and metal patterns
Contact Person: H. O. Anderson, owner
Group size accepted: 10 students
Advance notice: 1 week
Tour length: 1/2 hour

Inland-Robbins Construction, Inc.
1100 Elmhurst Road
Elk Grove Village, Illinois 60007 774-7200

Occupation: Construction management

Will send resource people to speak to students in the classroom

Jewel Food Store
122 N. Vail Avenue
Arlington Heights, Illinois 60005 253-9850

Occupation: Merchandizing and marketing
Group size accepted: 1 class at a time
Contact Person: Mr. O'Connell, manager
Advance notice: 1 week at least, 1 day before as reminder

Klehm's Nursery
Algonquin Road and South Arlington Heights Road
Arlington Heights, Illinois 60005 437-2880

Occupation: Plants, propagation, sales, growing fields, floral arrangements, maintenance, gardening, etc.

Contact: Carl Klehm and Roy Klehm
Tour length: Can be made to fit needs - 8:00 am until closing

Suggest wearing old clothes and boots for field tours. Some work areas seasonal but greenhouses always available.

Mayberry's Ice Cream Parlour

2306 E. Rand Road
Arlington Heights, Illinois 60004 394-3267

Occupation: Ice cream shoppe
Contact Person: Leonard Mitchell, Manager
Group size accepted: 10-20 junior high students; others arrange
Cost: Cost of foods for demonstrations. Students may eat demonstrations.
Tour hours: Early afternoons preferable
Advance notice: 1 week

Northern Illinois Gas Company
Glenview, Illinois

Will conduct a tour of a local building site in Arlington Heights.

Northwest Community Hospital

900 W. Central Road
Arlington Heights, Illinois 60005 259-1000

Occupation: Hospital health careers. All areas shown.
Contact Person: Mr. Ryan, Director of Public Relations
Group size accepted: Grades - 6 through 8. Size depends on Mr. Ryan.
Tour length: 1 hour
Advance notice: At least 1 month
Seasonal: Avoid Christmas

Want only groups that are interested. Filmstrip available.

Paddock Publications

217 W. Campbell Street
Arlington Heights, Illinois 60005 394-2300

Occupation: Newspaper work. All fields.
Group size accepted: One class

J. C. Penny's Inc.

Woodfield Mall
Schaumburg, Illinois

Occupation: Retail department store
Contact Person: Tom Bellamy, Customer Service Manager
Group size accepted: 15-70
Tour length: 1 hour
Tour hours: 10:30 to 3:30. No tours Thanksgiving through Christmas.
Advance notice: 2 weeks

Will send resource person to speak to students in classroom. Brochures and passouts on company and consumer education materials, sewing classes available upon request without cost.

RCA Service Center

20 E. University
Arlington Heights, Illinois 255-9394

Occupation: Service repair men, office and managerial work, antenna men, technicians, sales, cashier, phone girls
Contact Person: Mr. Robert Adams
Tour length: 30 minutes
Advance notice: 2-3 weeks

Santa Fe Railroad
80 E. Jackson Blvd.
Chicago, Illinois 60604 427-4900

Contact Person: Bill Birch, Manager of Public Relations

Brochures and Teacher's Kit available upon request without charge

Soil Testing Services, Inc.
111 Pfingsten Road, Northbrook, Illinois 60062

Occupation: Laboratory - soil testing

Contact Person: Walter D. Linzing

Tour hours: 10-12 and 2-4

Group size accepted: 10 to 50 students

Minimum age accepted: 10

Tour length: 40 minutes

Advance notice: 1 week

Safety precautions: stay clear of loading docks, machine shop equipment, repair bays and laboratory apparatus. Chemicals and a lot of mud and dust cover the floor in the testing laboratory areas so students should dress appropriately.

Underwriter's Laboratories, Inc.

207 E. Ohio Street
Chicago, Illinois 60611 642-6969

Contact Person: Robert Van Brundt, Manager, Public Information and Education Services

Audio-visual materials (slides, films and kits) available for use without cost

United States Atomic Energy Commission

USAEC-TIC Film Library

P.O. Box 62

Oak Ridge, Tennessee

Atomic Energy Commission films are available for use without charge upon request. About 150 titles are on a popular level for the general public, junior and senior high school student audiences. A film catalog will be sent upon request.

U. S. Naval Air Station

Glenview, Illinois 60026

Contact Person: Linda Jenkins, Tour Coordinator - Public Affairs Office

Tour hours: 9:30 a.m. or 1:30 p.m. - Fridays

Group size accepted: 15-50

Minimum age accepted: 8

Tour length: 1½ to 2 hours

Advance notice: 3 months

Lunch facilities: Upon special request - 35¢ under 12 years; 70¢ over 12, 85¢ for adults of non-profit organizations.

Safety precautions: Must walk only in marked areas and must not touch equipment.

U. S. Naval Training Station

Great Lakes, Illinois

688-2201

Contact Person: R. P. LeClerc, Commander, Chief Staff Officer

Tour hours: Friday Saturday, and Sunday

Group size accepted: Limited to 50

Tour length: Not indicated. Friday tour is a drive through of base, lunch,
Recruit Training Command graduation.

Advance notice: 6 weeks. Phone and ask for tour coordinator.

Lunch facilities: 35¢ for child 11 and under; 65¢ per child over 11. 80¢ per
adult.

Seasonal: March through November

United States Post Office

909 W. Euclid Avenue

Arlington Heights, Illinois 60005 253-7456

Occupation: Postal service employees

Contact Person: Mr. Bondenkircher, Personnel Director

Group size accepted: 1 class at a time

Tour length: 1 hour

Advance notice: 1 month

Weber Marking Company

711 W. Algonquin Road

Arlington Heights, Illinois 60005 439-8500

Occupation: Adding machines and associated areas

WEXI Radio Station

120 W. University Drive

Arlington Heights, Illinois 60004 255-9394

Occupation: Radio announcer

Contact Person: Miss Lynn Thomson

Group size accepted: To be arranged

Tour length: 1/2 hour

Advance notice: 1 week

Sears, Roebuck and Company

Woodfield Mall

Schaumburg, Illinois

Occupation: Retail department store

Contact Person: G. Crawford, Personnel Manager

Will send a resource person to speak to students in the classroom.
This company maintains a film library and will lend films at no
cost to the school.

SOURCES OF RESOURCES

World of Work, Charleta J. Dunn and Bill F. Payne, The Leslie Press, 111 Leslie Street, Dallas, Texas 75207 \$4.95

Career Education Resource Guide, Dr. James E. Bottoms, Dr. Rupert W. Evans, Dr. Kenneth B. Hoyt, and Dr. Jack C. Willers, General Learning Press, Morristown, N. J. 1972 \$4.25

Occupations and Careers, S. Norman Feingold and Sol Siverdorff, McGraw Hill Publishing Co., 330 W. 42nd St., N. Y., N.Y. 10036 1969

Encyclopedia of Careers and Vocational Guidance, Volumes I and II, William E. Hopke, editor. Doubleday and Company, Garden City, N. Y. 1967

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, NW, Washington, D.C. 20036 - Catalog

Guidance Associates, 41 Washington Avenue, Pleasantville, N.Y. 10570 - Catalog

Science Research Associates, 259 East Erie St., Chicago, IL 60611 - Catalog

McGraw-Hill Films, 330 West 42nd St., N. Y., N.Y. 10036 - junior high films
(many can be used with elementary children)

Chicago Guide Magazine

Scholastic Magazine

My Weekly Reader

Let's Find Out - Kindergarten weekly paper

Local shopping centers

Local Chamber of Commerce

BEST COPY AVAILABLE

COMMERCIALLY PRODUCED MATERIALS*

Self

Peabody Language Development Kit (American Guidance Service)
Developing Understanding of Self and Others - DUSO Kit (American Guidance Service)
Focus on Self Development (Science Research Associates)
The Me I Know, Grades 2-4 (Science Research Associates)
Who Do You Think You Are? - Filmstrip (Guidance Associates)
Human Growth and Development Kit - K-6 (Educational Progress Corporation)
Hey, Look at Me - Film - (Association for Educational Communications)

Education

Kids and Cookies - Film (Audio Productions)
Learn How to Study - Booklet (Science Research Associates)
Beginning Responsibility: Doing Things in School - Film (Coronet Films)
How to Study - Cassette program (Educational Progress Corporation)
Doing Things for Ourselves in School - Film (Coronet Films)
We Go To School - Film (Coronet Films)
Transparencies on Science (United Transparencies)
Counting Book - Marcel Marceau

Career

What Could I Be - Book (Science Research Associates)
Let's Go To a Post Office - Book (G. P. Putnam & Sons)
W.O.W. Series - Filmstrips and records (Educational Craft, Inc.)
People Who Work in Science - Filmstrip (Guidance Associates)
Come to Work With Us Books (Childrens Press)
Wonderful World of Work - Filmstrip (Denoyer-Geppert)
Widening Occupational Roles Kit (Science Research Associates)
Dictionary of Occupational Titles (U.S. Department of Labor)
Yellow Pages of Learning Resources (MIT)
Why People Have Special Jobs - Film (Learning Corporation of America)
Clothing: A Pair of Blue Jeans - Film (Learning Corporation of America)
Encyclopedia of Careers and Vocational Guidance, Volumes I and II (Doubleday)
Occupations and Careers (McGraw-Hill Publishing Company)

Decision-Making

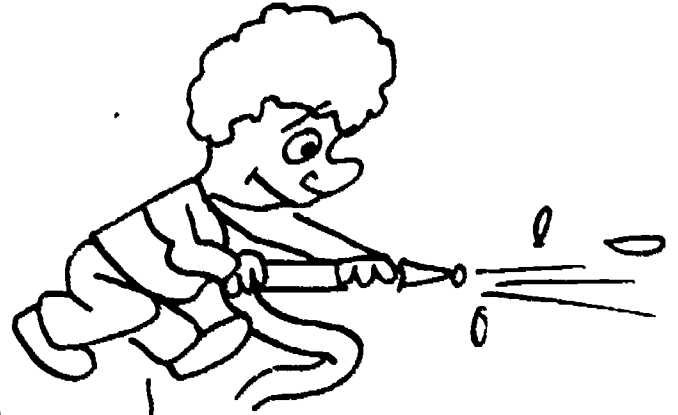
Elementary School Life Career Game- What Could I Be (Science Research Associates)
A Career Planning Guide - (World Book Encyclopedia)
Foundations for Occupational Planning - Filmstrips (Science Research Associates)
Career Development Series (Palmer Publications)
I Talk, I Think, I Reason - Filmstrips (Bomar)
The Merry-Go-Round Horse - Film (Learning Corporation of America)
The Clubhouse Boat - Film (Dimension Films, produced by Churchill Films)

*Addresses for the above publishers and film companies may be obtained from the EVE office.

The
2ND
MADISON
BANK

Illustrations,
Caryn Maynen
Debbie Thielmann
Kristine Aono

VILLAGE of MADISON



Mayor

Chief of Police

Chief of Fire Dept.

Commissioner of Roads

Treasurer



License to
Operate a
Company

Madison Street Government

Grants this
License to Operate
A _____
To _____
Fee _____
Granted _____ 1973
Signed: _____, Mayor

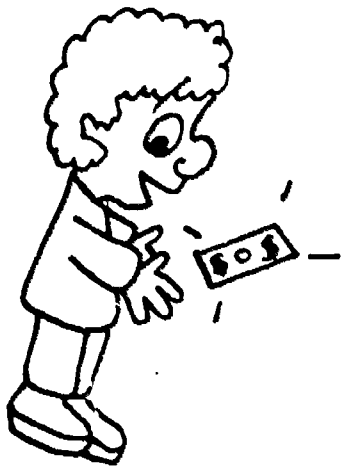




COMPANIES

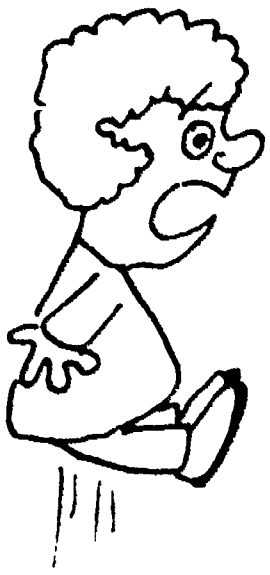


The Aquarius Shop
R and C Pawn Shop



The Band F Gift Shop
Keith's Klean Company

Things with String
J and B Wallet Company



A and P Gift Shop
L and M Junk Shop

The Button Shop
Poe's Newspaper



Poe Tribune Subscription

Present this slip to your local
newspaper man or woman and
you will get the tribune free!

Date _____ Price Paid \$ _____

Signature _____

Name _____

Signature of Editor _____

Asst. _____

Date																			
Check																			

Teacher _____
Room _____

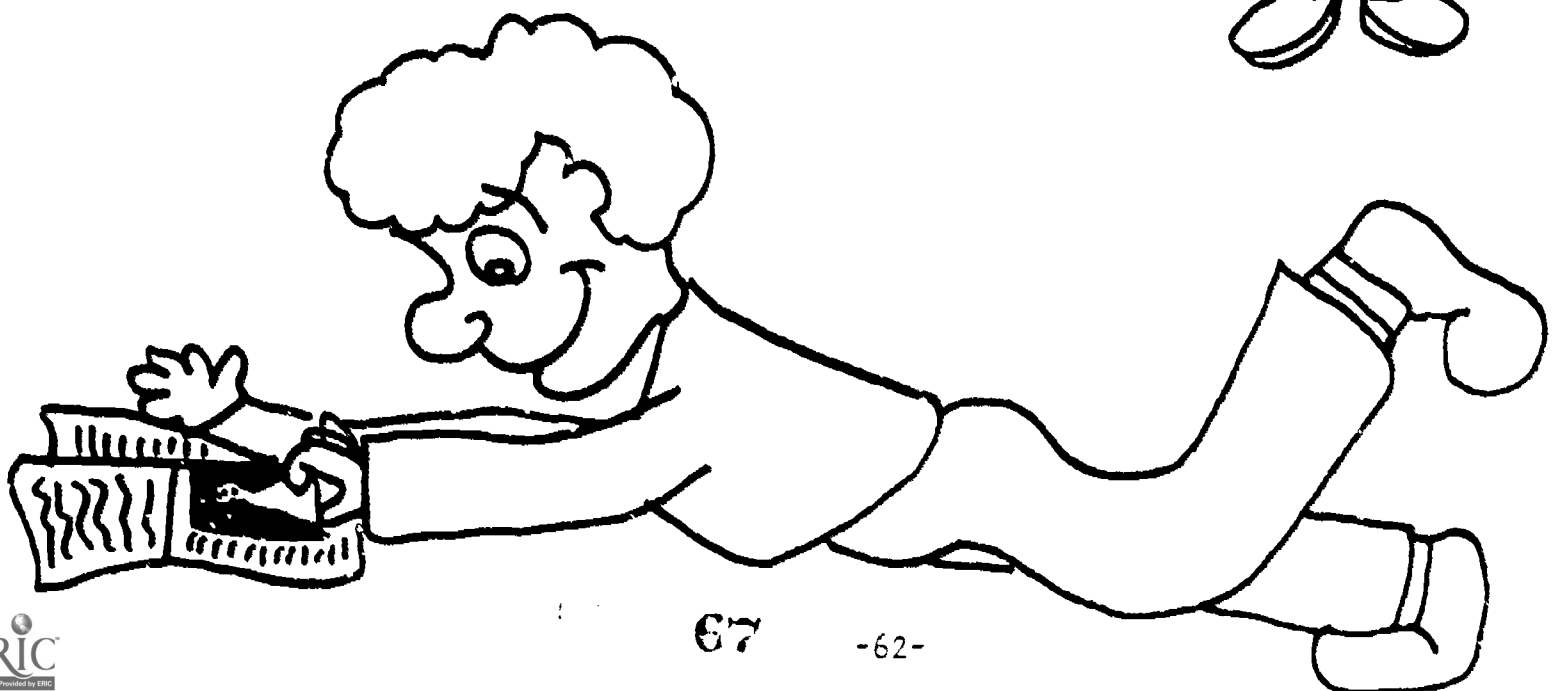
The Poe Tribune
fascinating

Reports on teachers,
friends, and other school
events.

Also included are:
comics, ads, puzzles, letters,
and loads more!

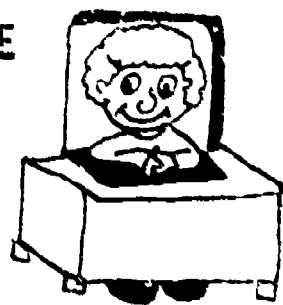
So purchase your
Tribune today — and
remember —

Happiness is
reading the
Poe Tribune!



Jobs
of
2nd
Madison
Bank

President
Vice President



Secretary
Treasurer



Board of Directors

Teller Supervisor



Sorters Supervisor



Accountant Supervisor

Payroll Supervisor



Loan Dept. Manager



Customer Service Dept.

Security Guards



Construction Crew



Loan Department

Payroll Department

Tellers

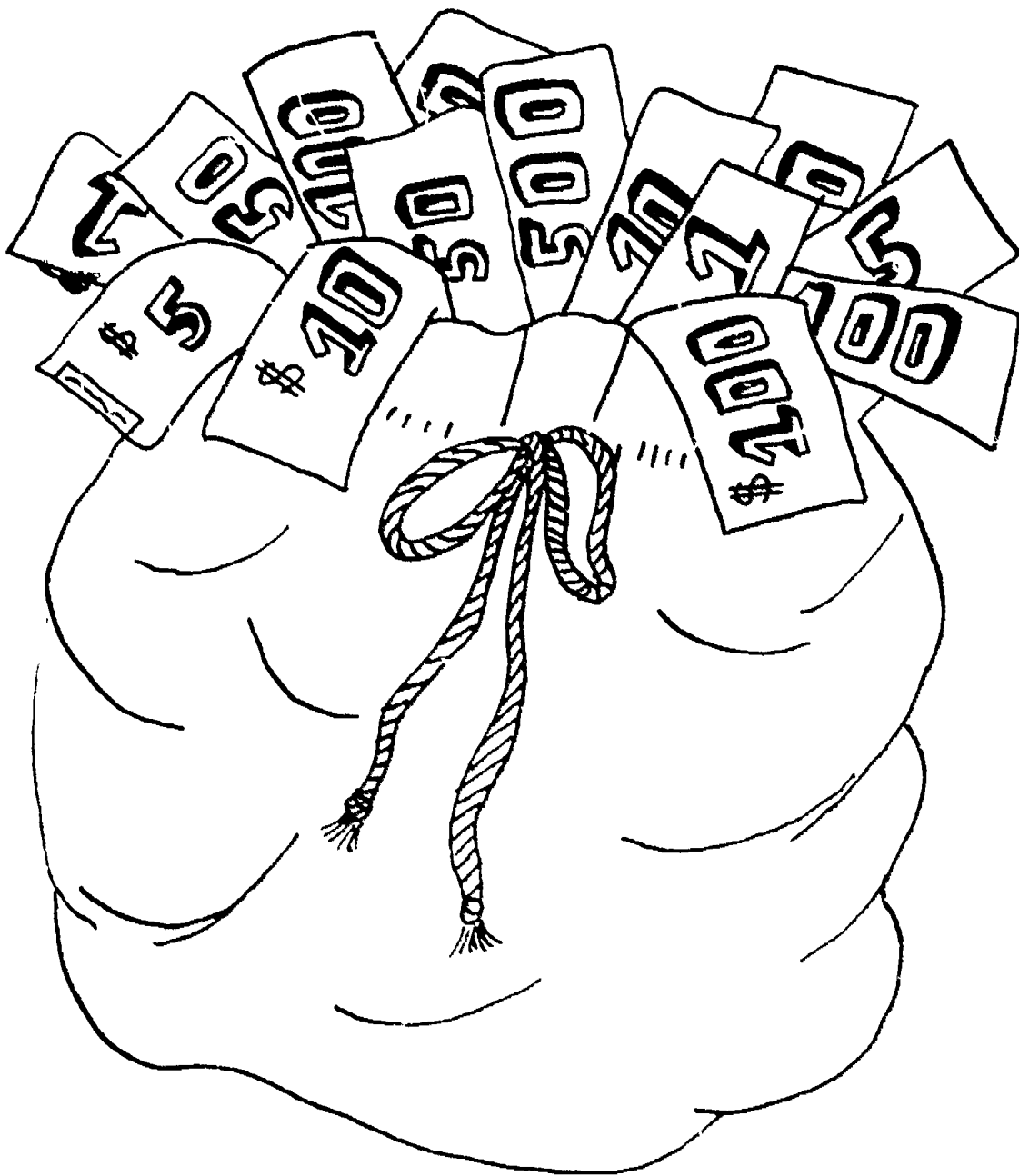
Accountants

Sorters

Stock Market



And this is our
money!



Company Loan Application

The Company of _____
(print co. name)
agrees to repay to 2nd
Madison Bank the money
they borrowed, plus 4% Co.
loan.

Company: _____

Amount of money requested \$ _____
(print amount of money) dollars

President: _____

Collateral: _____

By my signature below, I hereby
agree to all the terms of this
agreement _____

Personal Loan Application

I _____
(print full name)
agree to repay to 2nd
Madison Bank I
borrowed, plus 4%

Name: _____

age: _____

job: _____

address: _____ (room no)

salary: \$ _____

references 1. _____
2. _____
3. _____

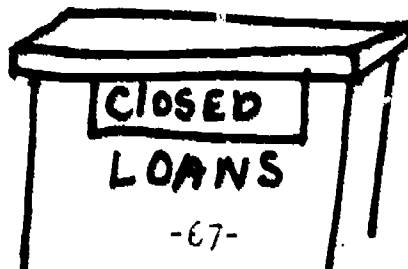
Amount of money requested
\$ _____ dollars

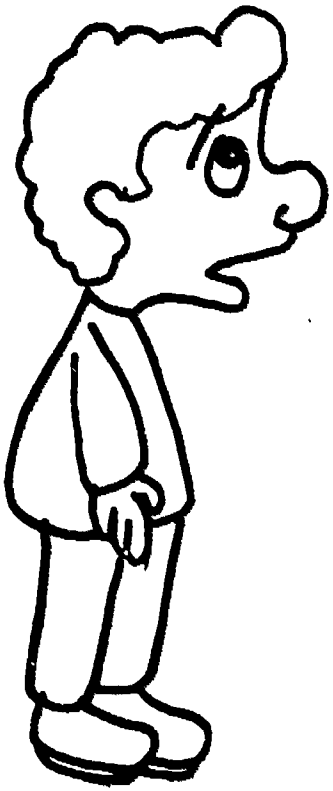
Collateral: _____

By my signature below, I hereby
agree to all the terms of this
agreement _____

Loan

Application Forms





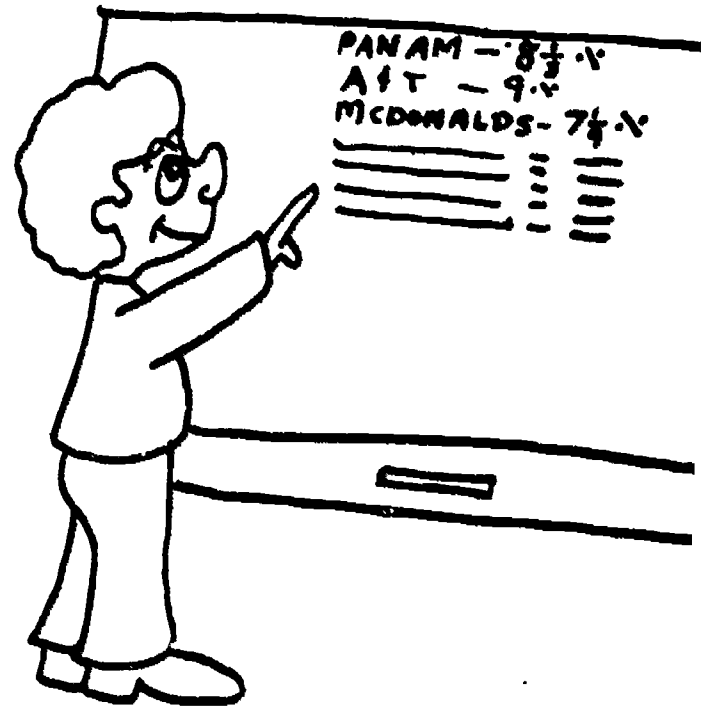
Madison



Street



Stock



Exchange

Madison Street Stock Certificate

Date

Price Per Share:

Company

Number of Shares

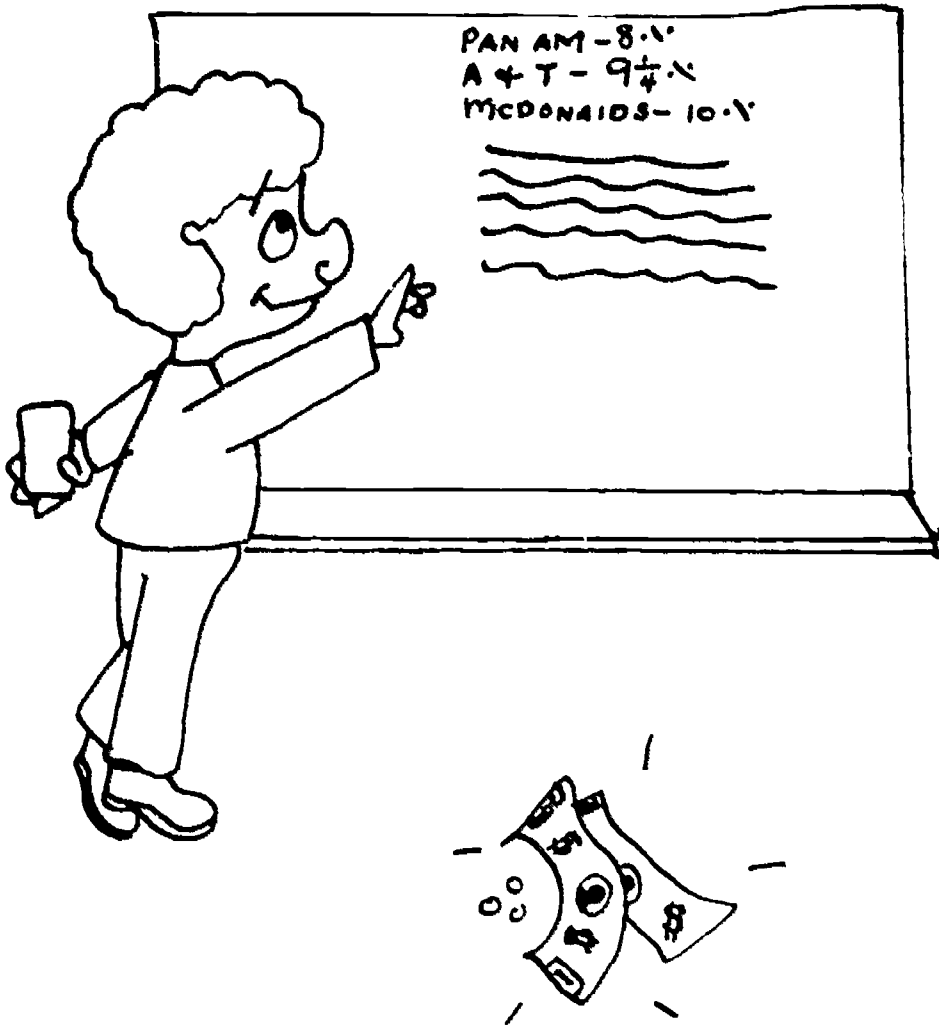
Total Price Paid:

Sold to:

By:

F.C.

Our Stock Market Certificate



Payroll

and

Board



of



Directors

Teller Windows and Customer Service

