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**IDENTIFIERS** \*Career Exploration; Learning Packages

**ABSTRACT**

Spanning grades 7 and 8, the level 1 document focuses on the broad exploration of careers and introduces the student to the world of work through simulated laboratory and real life experiences. Career clusters are reviewed, encouraging exploration of self in relation to academic and vocational education. Students are rotated through six six-week units of instruction: (1) introduction to career exploration; (2) industrial and related occupations; (3) public service occupations; (4) diversified occupations; (5) production, distribution, and management occupations; and (6) evaluation and planning. Instructional objectives for each unit are written in behavioral terms; learning experiences and resources are directly related to objectives. Evaluations are based on expected outcomes stated in the objectives and criteria for evaluating objectives are clearly stated. Attached to each unit are related occupational clusters and a detailed resource guide. A 90-page appendix provides: sample forms, pretests and posttests for each unit, transparency masters, supplementary classroom materials, questionnaires, and other teaching aids. The final 122-page section consists of four home economics learning packages in the areas of dietetics, sewing, baby-sitting, and nursing care. (MW)

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**CAREER-CENTERED CURRICULUM FOR  
VOCATIONAL COMPLEXES IN MISSISSIPPI**

ED102403

Career Exploration, Level I  
Exemplary Project #0-361-0067 in Vocational Education  
Conducted Under Part D Public Law 90-576

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## **FOREWORD**

Education in America today appears to be headed into one of the most exciting eras in educational history. A primary reason for this is the apparent desire of educational leaders for common sense change. This educational leadership spans the entire breadth of educational levels from the local to the national. At last, those who have the power to influence change are responding to the frustrations, as well as to the dreams of education's benefactors.

For too long the school curriculum has been dominated by those who have held a rather limited view as to what constitutes an educated person. The result has been a curriculum embracing a long string of "minuses" for its contribution to skill training which leads directly to employment. Even the "muffled" voices of those who have applauded such education have conversely sounded a strange attitude that it is for "someone else's children."

Hopefully, we have now reached a level of educational maturity which practices the concept that "there is dignity in work." When we have reached this pinnacle of educational maturity, teachers at all levels will be willing to take a new look, as they must, at their subject area fields. After having done so, they can be expected to do some "plowing-up" and "resowing" with new and exciting methods, techniques, and media. This means a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of our system of education.

This compilation of ideas, activities, and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders, and school administrators. It represents the results of a rather extensive effort to incorporate a career education concept into a massive public school system.

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**The Mississippi State Department of Education**

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**The administrative, guidance, and teaching staff of the Jones County school system**

**The parents and students of Jones County**

**The Division of Vocational and Technical Education of the Mississippi State Department of Education**

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**The evaluators on the state, regional, and national levels**

**The Research Coordinating Unit and the Curriculum Coordinating Unit at Mississippi State University**

**The Guidance Department at the University of Southern Mississippi**

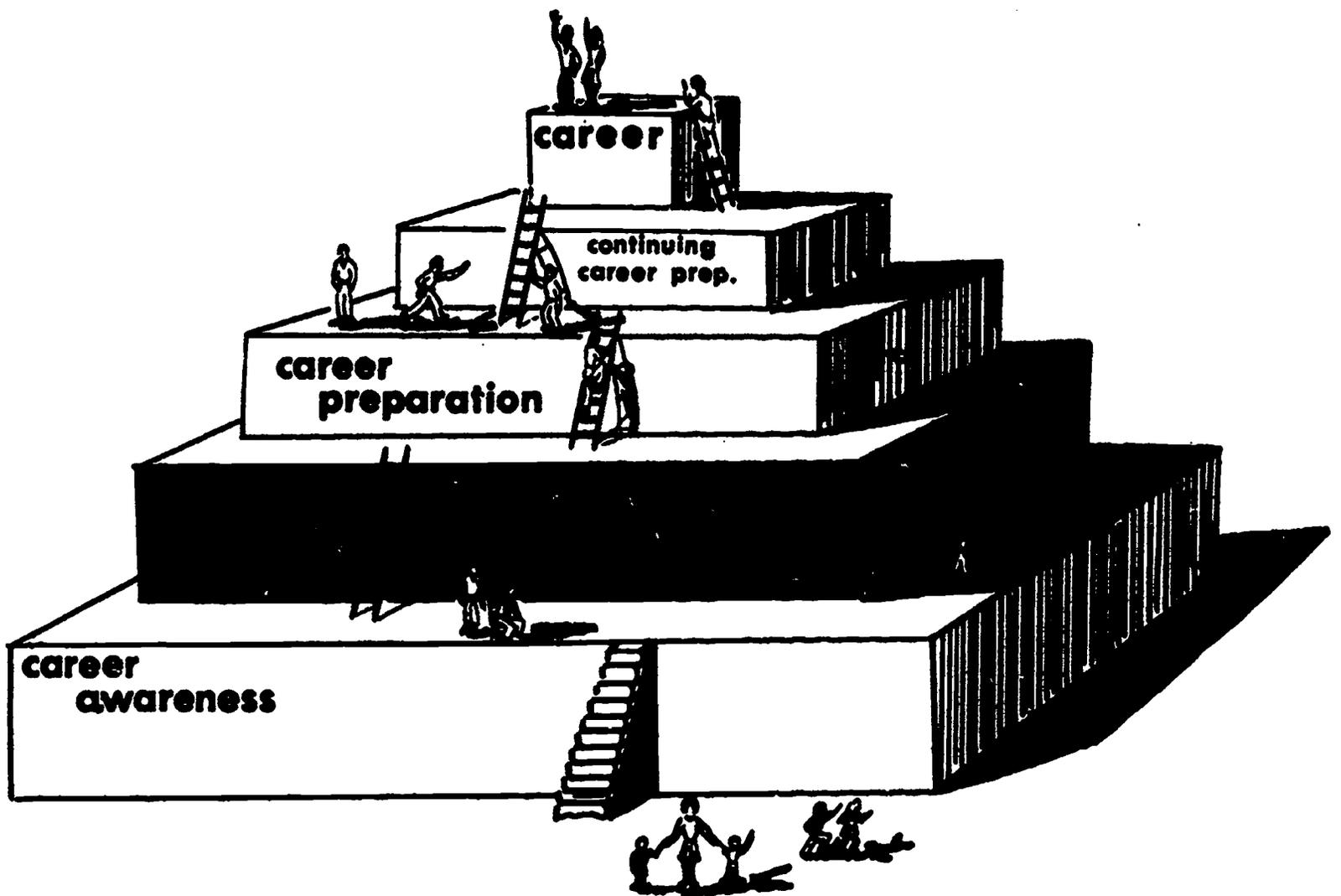
**The resource guests who visited the Jones County Exemplary Program**

## **PHILOSOPHY OF CAREER EXPLORATION**

**Career development is a segment of human development. Career development encompasses many roles that individuals play in life as they go through the process of developing and implementing a self-concept. Exploration of self in relation to education, career pursuits, leisure, understanding, and communicating with others is a vital need of most students during their pre-teen and early teen years. It is upon this premise that we endeavor to unify curriculum systematically and comprehensively.**

**The intervention of the Career Exploration stage, between the Career Awareness and Career Preparation phases, provides a continuity of progression toward the education of the whole individual. To offer educational programs in the Career Exploration phase that will stimulate students to examine and assess a tentative career hypothesis through learning experiences inside and outside the classroom is a major aim of the Career Exploration phase. Emphasis should be on a broad range of career exploration, using this phase as a vehicle for helping students test present achievements and goals, modify their own behavior, and focus on life as being purposeful and goal-oriented.**

# Career Education



## **CAREER EDUCATION PHASES**

**AWARENESS PHASE** — A time element within the career education concept denoting grades K-6 of the traditional school organization. This denotes the segment of education for orienting the students to their total environment. It should serve as a time devoted to awakening the interest areas of the student, while molding wholesome attitudes and images toward himself and society.

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\*\*\*\*\*  
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\*\*EXPLORATION PHASE — A time element within the career education concept, spanning \*\*  
\*\*grades 7-8 and sometimes grade 9 of the traditional school organization. This denotes the \*\*  
\*\*segment of education used to explore the student's occupational interest areas, while de- \*\*  
\*\*veloping certain decision making skills. The exploration phase may, for some students, be \*\*  
\*\*extended to grade 12. \*\*  
\*\*\*\*\*  
\*\*\*\*\*

**PREPARATION PHASE** — A time element within the career education concept denoting grades 10-12 of the traditional school organization. This indicates the segment of education for developing primary competencies for both job entry and environmental maintenance which is labeled by some proponents of career education as "... skills to live by."

**CONTINUING CAREER PREPARATION** — A time element in the career education concept used for upgrading and continual development of one's competencies.

## **INTRODUCTION**

The Career Exploration phase of career education is one segment of the total instructional program in the Jones County, Mississippi, school system. The function of the Career Exploration program is to introduce students to the world of work through simulated laboratory and real life experiences, and to encourage exploration of self in relation to academic and vocational education.

Career Exploration normally extends from grade 7 to grade 10; but under some conditions and for some students, this phase may be extended to grade 12. There are three sub-stages within the Career Exploration phases. In grades 7 and 8, clusters of careers are explored on a very broad basis. In grade 9, career exploration narrows to fewer clusters that have been selected by the student on the basis of interests, aptitudes, and abilities. These clusters are explored in greater depth than were the 7th and 8th grade clusters. In the 10th grade, the student attempts to identify a single career cluster that he wishes to explore in depth. The academic disciplines, science, math, language arts, and social studies, are fused into the career cluster in such a way that the student will see a relationship between the academic courses and a future career.

Students are rotated through six 6-week units of instruction. These units are: (1) Introduction to Career Exploration; (2) Industrial and Related Occupations; (3) Public Service Occupations; (4) Diversified Occupations; (5) Production, Distribution and Management Occupations; and (6) Evaluation and Planning. The instructional staff effectively utilizes innovative methods and techniques, equipment, materials, multimedia, and human resources to motivate the students and to enrich the teaching/learning situation. A program of work for each unit or area is planned and implemented by a different teacher. Instructional objectives for each unit are written in behavioral terms; learning experiences are directly related to the objectives. Evaluations are based on expected outcomes stated in the objectives. Continuous self- and post-evaluations aid teachers in measuring the behavioral changes taking place in the students, as well as the need for revision or change in instructional content, methods, or techniques. Frequent in-service training programs keep teachers and administrators aware of new concepts of instruction in the field of education. Resource people from business and industry also contribute to these in-service programs.

Constant research by the administrators and the instructional staff keeps them aware of the constant changes and the rapid progress occurring in the educational field and in the world of work. Throughout the Career Exploration phase, a comprehensive guidance and counseling program assists students in attempting to discover their interests, aptitudes, and abilities. The guidance and counseling program also assists students when personal and emotional problems arise, and assists teachers in their planning, preparation, and implementation of activities. Both group guidance and individual counseling have proved to be useful approaches in assisting with the Career Exploration phase. Placement, follow-up and other services of the guidance program give deeper insight into the needs of present and future students.

The administrators and teachers who implemented the Career Exploration program are interested in and concerned about the career or self-development of the student and

have contributed tremendously to the success of the program. The valuable help contributed by the entire school system and the community during this vital and pervasive aspect of the lives of students during this Career Exploration phase will influence the future career or self-development of the students.

## **EDUCATIONAL GOALS**

- 1. Given access to knowledge and information related to careers, students in grades 7-12 will explore career opportunities and will consider career choices as prerequisites to making meaningful decisions when determining future careers.**
- 2. Students will investigate and attempt to assess a tentative career hypothesis through group and individual counseling.**
- 3. Students will attempt to identify personal interests, aptitudes and abilities through participation in a comprehensive testing program.**
- 4. Students will utilize individualized instruction and will select and participate in "hands-on" learning experiences that are related to their interests and are commensurate with their aptitudes and abilities.**
- 5. Students will identify economic benefits that may be derived from academic education, skill training, and personal improvement, by comparing and contrasting career descriptions presented by human and multimedia resources.**
- 6. Students will indicate a feeling concerning the honor and dignity in work after critiquing presentations made by resource persons from businesses, industries and professions.**
- 7. Students will explore self as a segment of human development and as a segment of career development by utilizing classroom experiences, field experiences, group and individual counseling, and multimedia resources.**
- 8. Through "hands-on" experiences, students will demonstrate that the integration of career development through curriculum in academic and vocational subject matter areas may contribute to more satisfactory career choices.**

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**unit one**  
**introduction**  
**to career**  
**exploration**

# **CAREER EXPLORATION**

## **Unit One**

### **INTRODUCTION TO CAREER EXPLORATION**

#### **Instructional Goals:**

- I. The student will explore careers through the utilization of multimedia, materials, equipment, human resources, and "hands-on" experiences related to his interests, aptitudes and abilities.**
- II. The student will acquire information concerning the American Economic System and will indicate orally the influences that the American Economic System has on career planning.**
- III. After viewing film and filmstrip and participating in a testing program to discover possible interests, aptitudes and abilities, the student will list in writing occupations that interest him.**
- IV. The student will submit to an evaluation that will attempt to measure behavioral changes that have occurred as a result of learning experiences participated in during the INTRODUCTION TO CAREER EXPLORATION.**

# CAREER EXPLORATION

## Unit One

### INTRODUCTION TO CAREER EXPLORATION

**Instructional Goal 1:** The student will explore careers through the utilization of multimedia, materials, equipment, human resources, and "hands-on" experiences related to his interests, aptitude and abilities.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1. Students will list in writing or state orally three concepts or ideas stated in the overview of career exploration.</p>	<p>Present an oral overview of career exploration.</p>	
<p>2. Students will signify their present understanding of career exploration and its relationship to the world of work by writing answers in a pretest.</p>	<p>Administer pretests. Have students list and discuss instructional goals.</p>	<p>Page A-11</p>
<p>3. Given information concerning early <u>vocational planning</u>, the students will list in writing three reasons why early vocational planning is helpful.</p>	<p>Invite a former student or some young person to speak on the value of early vocational planning.</p> <p>Discuss with the class the role of the individual in career planning. Have students debate the harmful and helpful aspects of early vocational planning.</p>	<p>Local resource person</p>
<p>4. After listening to the tapes, <b>The Need for Planning and Introduction to the World of Work</b>, and the filmstrips, <b>Choosing Your Career</b> and <b>It's Your Future</b>, students will list three reasons why people work.</p>	<p>List on the board and discuss reasons people work, utilizing student suggestions.</p> <p>Conduct a panel discussion with students on "Work Ethics."</p>	<p>Filmstrips: <b>It's Your Future</b>, p. 133; <b>Choosing Your Career</b>, p. 134.</p> <p>Tapes: <b>The Need for Planning and Introducing the World of Work</b>, part I, pages 134 &amp; 135.</p> <p>Occupational Orientation: <b>An Introduction to the World of Work</b>, Chapter II, page 15 Item E-1.</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>5. Given a list of resources and instructions from the teacher explaining the effective methods of using and filing the resources, students will secure, explore, study, and write at least five lines describing the way they located, used, and filed two different types of resources.</p>	<p>Provide the students with a list of resource materials that are available and briefly explain how the materials are to be used and filed. Hand out an activity sheet instructing the students to list two resources they located, used, filed, and to write at least five lines describing these procedures.</p> <p>Explain to the students the system of job classification to be used in the study of occupations by showing a transparency of Anne Roe's classification of jobs. Use an in-basket technique to provide questions that will challenge the thinking of students in career exploration.</p>	<p>Pages 133-137</p> <p>Page A-24</p>
<p>6. Following field trips through the career education facilities of the local school, students will list in writing the titles of the six areas visited, and will list at least one career that may be developed in each area.</p>	<p>Have students tour the following career education facilities at the local school:</p> <ol style="list-style-type: none"> <li>1. Diversified Services</li> <li>2. Industrial &amp; Related Occupations</li> <li>3. Production, Distribution, &amp; Management</li> <li>4. Public Service</li> <li>5. Career Information Center</li> <li>6. Other related areas</li> </ol>	<p>Local school facilities</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>7. Given an occupational terminology list, students will be able to orally state an acceptable definition for at least 25 terms on the occupational terminology list.</p>	<p>Have students write the career areas visited and list in writing at least one career that may be developed in each area. Divide the students into six groups. Have them draw the name of a career area from a hat. Have them pantomime activities that were taking place in the career area that they drew from the hat when they visited the area on a field trip.</p> <p>Provide a list of common terms relating to the world of work and discuss their meanings with the class.</p> <p>Divide the class into small groups and construct cross-word puzzles and word-a-grams using occupational terms.</p> <p>Have students play "Occupational Password."</p> <p>Have a spelling bee using occupational terms.</p>	<p>Page A-25</p> <p>Page A-85</p> <p>Example: Page A-27</p> <p>Example: Page A-25</p>



BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>2.2 Following a study of the flow of goods, services, and money, each student will correctly draw a diagram showing the flow of goods, services, and money.</p>	<p>Let students study and discuss briefly, the history of currency, using the booklet, <i>The Story of Chr...s</i>.</p> <p>Explain the flow of goods, services, and money by using transparencies. Divide into groups. Role play: Group 1 – The individuals; Group 2 – Private tax collectors; Group 3 – Bankers; Group 4 – Businesses.</p> <p>Let students act out a brief explanation of the flow of goods, services, and money.</p> <p>Have students write an explanation of the flow of goods, services, and money.</p>	<p>Page 15 Item No. E-2</p> <p>Page A-40</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>2.3 After a demonstration on banking, each student will correctly make a deposit, write two checks, and record these transactions in the ledger.</p>	<p>Demonstrate the correct procedure for writing checks (Check drawn on chalkboard), keeping a ledger, filling out a deposit slip, and signing a signature card.</p> <p>Have students write checks according to instructions and record them in the ledger.</p> <p>Let students role play banking: Opening an account, making deposits and withdrawals, etc.</p>	<p>Pages A-42 A-43 A-44 A-45</p>
EVALUATION	CRITERIA	RATING
	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were there enough activities planned?</li> <li>3. Were there enough materials available to carry out the planned activities?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal III: After viewing film and filmstrip and participating in a testing program to discover possible interests, aptitude and abilities, the student will list in writing occupations that interest him.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.1 Having studied personal characteristics, the student will list in writing 10 desirable traits for social acceptance.</b></p>	<p><b>Show filmstrip, Who Are You? Follow with discussion; then have students complete work-sheet, "Information about Myself."</b></p> <p><b>Have students write an autobiography following the outline in the resource section.</b></p> <p><b>Show filmstrips, Seven Vital Virtues and Seven Fatal Sins.</b></p> <p><b>Have students list and discuss desirable and undesirable personal traits.</b></p> <p><b>Have students rate self with a checklist of personal characteristics for job success; then have them list in a notebook, specific ways to improve.</b></p>	<p><b>Page 14 Item No. B-7a</b> <b>Example: Page A-29</b></p> <p><b>Example: Page A-33 – A-36</b></p> <p><b>Page 14 Items No. B-8a &amp; 8b</b></p> <p><b>Example: Pages A-30 – A-32</b></p>
EVALUATION	CRITERIA	RATING
<p>Teacher's comments and/or suggestions</p>	<p>23 10</p>	<p>1 2 3 4 5</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>3.2 Given an insight into the importance of hobbies by viewing filmstrips, the student will make a list of three hobbies and will write a paragraph about each describing the relationship of the hobbies to occupations.</p>	<p>Show filmstrip, <b>What Do You Like To Do?</b> Follow with a class discussion and have students complete corresponding worksheet.</p> <p>Let students use spinner board to select occupations.</p>	<p>Page 14 Item No. B-7b Example: Page A-49</p> <p>Page A-38</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.3 When the discussion of abilities is finished, each student will list orally three occupations of interest to him, and will in writing relate these to his abilities which were indicated on PMA.</b></p>	<p><b>Explain the meaning of the word "abilities" and give examples of abilities possessed by individuals that the students know.</b></p> <p><b>Ask students to identify kinds of abilities possessed by people they know.</b></p> <p><b>Invite a vocational counselor to discuss reasons for testing.</b></p> <p><b>Show filmstrip, Testing, Testing, Testing or How to Take a Test. Give students a test on ability.</b></p> <p><b>Interpret scores and let students make a profile of ability scores.</b></p> <p><b>Divide the class into groups; have each group plan and prepare a poster or bulletin board on physical or mental abilities.</b></p>	<p><b>Vocational Counselor</b></p> <p><b>Page 14 Item B-2</b> <b>Page 14 Item B-10e</b> <b>Page 16 Item G-1</b></p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li><b>1. Was the behavioral objective realistic?</b></li> <li><b>2. Were the activities related to the behavioral objective?</b></li> <li><b>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</b></li> <li><b>4. Were the activities appropriate for this grade level?</b></li> </ol>	<p><b>RATING</b></p> <p><b>1 2 3 4 5</b></p>
<p><b>Teacher's comments and/or suggestions</b></p>		

**Instructional Goal IV: The student will submit to an evaluation that will attempt to measure behavioral changes that have occurred as a result of learning experiences participated in during the INTRODUCTION TO CAREER EXPLORATION.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>4.1 After completing Unit 1, Introduction to Career Exploration, the student will score a minimum of 70 percent on the post test.</b></p>	<p><b>Administer post test for Unit 1, INTRODUCTION TO CAREER EXPLORATION</b></p>	<p><b>Pages A-11 – A-12</b></p>
EVALUATION	CRITERIA	RATING
	<p><b>1. Was the behavioral objective realistic?</b></p> <p><b>2. Were the activities related to the behavioral objective?</b></p> <p><b>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</b></p> <p><b>4. Were the activities appropriate for this grade level?</b></p>	<p><b>1 2 3 4 5</b></p>
<p><b>Teacher's comments and/or suggestions</b></p>		

# CAREER EXPLORATION

## Unit One

### INTRODUCTION TO CAREER EXPLORATION

#### Resources

(See page A-86 for addresses of teaching aid sources)

A. Films (Film Library, Drawer DX, Mississippi State, MS 39762)

1. Acting With Maturity
2. Finding Your Life's Work
3. How to Investigate Vocations
4. It's Up to You
5. Opportunity -- Everywhere
6. Personal Values
7. Who Cops Out
8. You and Your Work

B. Filmstrips

1. Why Work At All? (Guidance Associates)
2. Testing, Testing, Testing (Guidance Associates)
3. Testing: Its Place in Education Today (Guidance Associates)
4. Somebody's Cheating (Guidance Associates)
5. Your Personality: The You Others Know (Guidance Associates)
6. Values for Teenagers (Guidance Associates)
7. Foundations for Occupational Planning (Society for Visual Ed.)
  - a. Who Are You?
  - b. What Do You Like to Do?
8. World of Work (Link Enterprise, Inc.)
  - a. Seven Vital Virtues
  - b. Seven Fatal Sins
9. Studying For Success (Eye Gate)
  - a. Taking Examinations
10. School Skills For Today and Tomorrow (Eye Gate)
  - a. Why Study?
  - b. Preparing to Study
  - c. Listening and Reading Skills
  - d. What to Ask: How and Where to Find the Answers
  - e. How to Take a Test
11. Fundamentals of Economics (Eye Gate)
  - a. What is Economics?
  - b. Money
  - c. Taxes
  - d. Banks and Banking

**B. Filmstrips cont.**

- 12. Occupational Education (Eye Gate)**
  - a. How to Use Your Checkbook**
- 13. Getting to Know Me (Eye Gate)**
  - a. Adolescent "Know Thyself"**
  - b. Physical Development**
  - c. Mental Development**
  - d. Emotional Development**
  - e. Social Development**
  - f. How to Adjust**
- 14. Vocational Decisions (Q. E. D. Productions)**
  - a. An Introduction to Vocations**
- 15. Personality Development I (Popular Science Publications)**
  - a. Are You An Interesting Person?**
  - b. So You Want to be Independent?**
  - c. Should You Feel Inferior?**

**C. Transparencies**

- 1. Finding and Holding A Job (Creative Visuals)**
  - a. How to Obtain a Social Security Number**
  - b. Test Interpretation: High School Grades**
  - c. Test Interpretation: Interests — As Related to Professional Choice**
  - d. Test Interpretation: Considerations About Yourself**
  - e. Test Interpretation: Aptitude — As Related to Professional Choice**
  - f. Job Sources**
- 2. I Want A Job (United Transparencies, Inc.)**
  - a. I Want A Job**
  - b. My Social Security Card**

**D. Charts and Posters**

- 1. Occupation Board Level I (See page A-21)**
- 2. Poster Set on Careers (J. Weston Walch)**
- 3. Spinner Board (See page A-38)**

**E. Books or Booklets**

- 1. Occupational Orientation: An Introduction to the World of Work, Mississippi State University**
  - a. Unit II, DETERMINING THE IMPORTANCE OF WORK**
- 2. The Story of Checks**
- 3. Your Duties as Representative Payee (U. S. Govt. S. S. System)**

**E. Books and Booklets cont.**

- 4. Understanding Your Abilities (Science Research Associates)**
- 5. Your Social Security (U. S. Govt. S. S. System)**
- 6. Discovering Yourself (Science Research Associates)**

**F. Kits**

- 1. Widening Occupation Roles (Science Research Associates)**
- 2. Occupational Exploration (Science Research Associates)**
- 3. Career Information Kit (Science Research Associates)**
- 4. Chronicle File (Chronicle Guidance, Inc.)**
- 5. Careers (Career, Inc.)**
- 6. Sextant Series (Sextant Systems, Inc.)**

**G. Tests**

- 1. Primary Mental Abilities Test (Science Research Associates)**

# **SUPPLEMENTARY NOTES**

**30**

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## unit two industrial and related occupations

# **CAREER EXPLORATION**

## **Unit Two**

### **INDUSTRIAL AND RELATED OCCUPATIONS**

#### **Instructional Goals:**

- I. The student will prepare himself to more competently explore the world of work by participating in activities that will promote personal improvement and development.**
- II. The student will become acquainted with and will identify orally a wide range of tools which might be used in Industrial and Related Occupations.**
- III. After participating in field experiences, the student will list in writing educational and training settings and opportunities for occupations related to Drafting and Design in the local community.**
- IV. The student will list orally the major characteristics and worker skills required for successful employment in Drafting and Design after listening to a resource person in this area.**
- V. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Drafting and Design.**
- VI. After participating in field experiences, the student will list in writing educational and training settings and opportunities for jobs related to Building Trades in the local community.**
- VII. After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Building Trades Occupations.**
- VIII. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Building Trades.**
- IX. After participating in field experiences exploring occupations in Metals and Other Materials, the student will list in writing related educational and training settings and opportunities in the local community.**
- X. The student will list the major characteristics and worker skills required for successful employment in Metals Occupations after listening to a resource person and studying information sheets.**
- XI. The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Metals and Other Materials.**
- XII. After participating in field experiences exploring occupations in Power Technology, the student will list in writing related educational and training settings and opportunities in the local community.**

- XIII. After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Power Technology Occupations.**
- XIV. The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Power Technology.**
- XV. After participating in field experiences exploring occupations in Electricity and Electronics, the student will list in writing related educational and training settings and opportunities in the local community.**
- XVI. The student will list orally the major characteristics and worker skills required for successful employment in Electricity and Electronics, after viewing a film, listening to lectures, and studying information.**
- XVII. The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Electricity and Electronics.**
- XVIII. The student will discover and explore local and state occupational settings and work opportunities through field experiences, resource speakers, and job banks.**
- XIX. The student will continually evaluate knowledge gained in occupational areas encompassed in the Industrial and Related Occupations Unit.**

# CAREER EXPLORATION

## Unit Two

### INDUSTRIAL AND RELATED OCCUPATIONS

**Instructional Goal I: The student will prepare himself to more competently explore the world of work by participating in activities that will promote personal improvement and development.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1.1 After a study of safety, the student will list in writing 15 safety rules to be aware of in the world of work.</p>	<p>Administer Pretest for Industrial and Related Occupations.</p> <p>Present an overview as to what students may expect in Industrial and Related Occupations.</p> <p>Show filmstrip on future requirements of the world of work.</p> <p>Discuss with the class the importance of safety in the shop. (General Shop Rules)</p> <p>Show filmstrip on safety; follow with a class discussion.</p>	<p>Page A-13 &amp; 14</p> <p>Page 51 Item No. B-11a</p> <p>Page 52 Item No. E-1</p> <p>Page 51 Item No. B-9</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>	<p><b>34</b></p>	



**Instructional Goal III: After participating in field experiences, the student will list in writing educational and training settings and opportunities for occupations related to Drafting and Design in the local community.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.1 After using audio-visual materials, the student will make a list of 10 jobs that he observed from the drafting area.</b></p>	<p><b>DRAFTING AND DESIGN:</b></p> <p>Rotate students through three learning experiences during a one-week period:</p> <p><b>Experience One--Audio-visual Aids (Audio-visual area)</b></p> <p>Let students listen to tapes and cassettes on Drafting and Design.</p> <p>Show films or filmstrips on related occupations in this area.</p> <p>Have students fill out an Audio-Visual Questionnaire for each aid he has used.</p>	<p>Page 51 Item No. C</p> <p>Pages 50 &amp; 51 Items No. A &amp; B</p> <p>Example: Page A-47</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>	<p style="text-align: center;">36</p>	

**Instructional Goal IV: The student will list orally the major characteristics and worker skills required for successful employment in Drafting and Design after listening to a resource person in this area.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>4.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.</b></p>	<p><b>DRAFTING AND DESIGN:</b>  <b>Experience Two--Research (Job Exploration in shop area)</b>            Have students identify jobs in Drafting and Design.            Have students read and study 10 jobs in the drafting area from the handouts, books or Occupational kits.            Let students use the Occupation Information Board as a reference of study.</p>	<p>Example:            Page 49            Pages 52 &amp; 53            Items No. F &amp; G            Example:            Pages A-21 &amp; A-22</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5            1 2 3 4 5            1 2 3 4 5            1 2 3 4 5</p>
<p><b>Teacher's Comments and/or Suggestions</b></p>	<p style="text-align: center;">37</p>	

**Instructional Goal V: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Drafting and Design.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>5.1 After "hands-on" experiences, the student will be able to satisfactorily construct one simple project that is approved by the teacher.</b></p>	<p><b>DRAFTING AND DESIGN:</b></p> <p><b>Experience Three--"Hands-on" Experience (shop area)</b></p> <p>Introduce some techniques of drafting.</p> <p>Aid students in making free-hand sketches.</p> <p>Teach students to draw lines and circles to specified dimensions.</p> <p>Teach students to measure distances by using the architect scale.</p> <p>Guide students in the study of a blueprint.</p>	<p>Tools and Equipment of Industrial Arts Shop</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's Comments and/or Suggestions</p>	<p>38</p>	

**Instructional Goal VI: After participating in field experiences, the student will list in writing educational and training settings and opportunities for jobs related to Building Trades in the local community.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>6.1 After using audio-visual materials, the student will list in writing 10 local jobs that he observed in the Building and Trades area.</b></p>	<p><b>BUILDING AND TRADES:</b></p> <p>Rotate students through three learning experiences during a one-week period.</p> <p><u>Experience One—Audio-Visual Aids (Audio-visual area) Film: Building Trades: The House Builder</u></p> <p>Let students listen to tapes and cassettes on Building and Trades</p> <p><u>Watch Repairman</u></p> <p>Show films or filmstrips on related occupations in the Building and Trades Area.</p> <p><u>Your Future as a Draftsman</u></p> <p>Have students fill out an Audio-Visual Questionnaire for each aid used.</p>	<p>Pages 51 &amp; 52 Item No. C</p> <p>Page 50 Item No. A Pages 50 &amp; 51 Item No. B</p> <p>Example: Page A-47</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's Comments and/or Suggestions</p>	<p><b>39</b></p>	

**Instructional Goal VII: After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Building Trades Occupations.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>7.1 Following a study of jobs, the student will fill out an Occupation Information Sheet on five jobs from memory, or write from Occupational Briefs.</b></p>	<p><b>BUILDING AND TRADES:</b>  <u>Experience Two</u>—Research (Job Exploration in shop area) Film-strip: <b>Vocational Decisions</b></p> <p>Have students identify jobs in Building and Trades.</p> <p>Let students use the Occupation Information Board.</p> <p>Have students read and study 10 jobs in the Building and Trades Area from the handout.</p> <p>Let students use the Occupation Information Board as a reference.</p>	<p>Example: Page 48</p> <p>Page 53 Item No. G Other related resource materials: Page 52 Item No. F</p> <p>Example: Page A-21</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's Comments and/or Suggestions</p>		

**Instructional Goal VIII: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Building Trades.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>8.1 After "hands-on" experience, the student will be able to satisfactorily construct one simple project that is approved by the teacher.</p>	<p><b>BUILDING AND TRADES:</b></p> <p><u>Experience Three--"Hands-on" Experience (shop area)</u></p> <p>Introduce some of the techniques of using equipment and tools.</p> <p>Instruct the students to cut a board 3 inches long, using various saws.</p> <p>Instruct students to square a piece of stock.</p> <p>Instruct students to drive a nail into a piece of lumber (2 x 4)</p> <p>Instruct students to use various machines in the shop.</p>	<p>Tools and Equipment of Industrial Arts Shop</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's Comments and/or Suggestions</p>	<p>41</p>	

**Instructional Goal IX: After participating in field experiences exploring occupations in Metal and Other Materials, the student will list in writing related educational and training settings and opportunities in the local community.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>9.1 After using audio-visual materials, the student will write a list of 10 local jobs that he observed from the Metal and Materials area.</b></p>	<p><b>METALS AND OTHER MATERIALS:</b></p> <p>Rotate students through three learning experiences during a one-week period.</p> <p><u>Experience One—Audio-Visual Aids (Audio-visual area) Film: Metal Turning Lathe</u></p> <p>Let students listen to tapes or cassettes related to this area. <b>Machines and Machine Tool Operators</b></p> <p>Show films or filmstrips on related occupations in the Metal Area. <b>The Silversmith—Metallic Art</b></p> <p>Have students fill out an Audio-Visual Questionnaire for each aid they have used.</p>	<p>Page 50 Item No. A-12</p> <p>Page 51 Item No. C</p> <p>Pages 50 &amp; 51 Items No. A, B</p> <p>Example: Page A-47</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's Comments and/or Suggestions</p>		

**Instructional Goal X: The student will list the major characteristics and worker skills required for successful employment in Metals Occupations after listening to a resource person and studying information sheets.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>10.1</b> Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.</p>	<p><b>METALS AND OTHER MATERIALS:</b></p> <p><u>Experience Two—Research</u> (Job Exploration in shop area) Film: <b>Brick and Stone Mason</b></p> <p>Have students identify jobs in this area.</p> <p>Have students read and study 10 jobs in the Metal Area from the handout.</p> <p>Let students use the Occupation Information Board as a reference of study.</p>	<p>Page 50 Item No. A-3</p> <p>Example: Page 46</p> <p>Page 53 Item No. G</p> <p>Example: Pages A-21 &amp; A-22</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's Comments and/or Suggestions</p>	<p><b>43</b></p>	

**Instructional Goal XI: The student will gain knowledge about personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Metals and Other Materials.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>11.1 After "hands-on" experience, the student will be able to satisfactorily construct one simple project that is approved by the teacher.</p>	<p><b>METALS AND OTHER MATERIALS:</b></p> <p><u>Experience Three</u> — "Hands-on" Experience (shop area)</p> <p>Introduce some of the skills involved in working with metal.</p> <p>Instruct students how to strike an arc with an electric arc welder.</p> <p>Instruct students how to bend sheet metal with box and pan brake.</p> <p>Instruct students how to lay out dimensions on sheet metal using a rule and a sheet metal scribe.</p> <p>Instruct students to use the pedestal grinder.</p>	<p>Tools</p> <p>and</p> <p>Equipment</p> <p>of</p> <p>Industrial</p> <p>Arts</p> <p>Shop</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XII: After participating in field experiences exploring occupations in Power Technology, the student will list in writing related educational and training settings and opportunities in the local community.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>12.1 After using audio-visual materials, the student will list in writing 10 local jobs that he observed from the Power Technology Area exploration.</b></p>	<p><b>POWER TECHNOLOGY:</b></p> <p>Rotate students through three learning experiences during a one-week period.</p> <p><u>Experience One</u> – Audio-Visual Aids film: <b>Is a Career in Machines for You?</b></p> <p>Let students listen to tapes or cassettes on Power Tech. <b>Diesel Mechanics and Electric Sign Serviceman.</b></p> <p>Show films or filmstrips relating to occupations in this area. <b>Aircraft Maintenance Mechanic.</b></p> <p>Have students complete an Audio-Visual Questionnaire.</p>	<p>Page 50 Item No. A-9</p> <p>Page 51 Item No. C-1p</p> <p>Pages 50 &amp; 51 Items A &amp; B</p> <p>Example: Page A-47</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XIII: After listening to a resource person and studying information sheets, the student will list orally the major characteristics and worker skills required for successful employment in Power Technology Occupations.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>13.1 Following a study of jobs, the student will fill out an Occupation Sheet on five jobs from memory or from Occupational Briefs.</b></p>	<p><b>POWER TECHNOLOGY:</b>  <u>Experience Two</u> – Research (Job exploration in shop area)</p> <p>Have students identify jobs in this area.</p> <p>Have students read and study 10 jobs in this area from the handout.</p> <p>Let students use the Occupation Information Board as a reference of study.</p>	<p>Example: Page 47</p> <p>Page 53 Item No. G Page 52 Item No. F</p> <p>Example: Page A-21</p>
EVALUATION	CRITERIA	RATING
<p>Teacher's comments and/or suggestions</p>	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p>1 2 3 4 5</p>

**Instructional Goal XIV: The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Power Technology.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>14.1 After "hands-on" experience, the student will be able to construct one simple project that is approved by the teacher.</p>	<p><b>POWER TECHNOLOGY:</b>  <b>Experience Three – "Hands-on" Experiences (shop area)</b></p> <p>Present a demonstration of the four-stroke cycle engine:</p> <ol style="list-style-type: none"> <li>1. The internal makeup</li> <li>2. The four strokes</li> <li>3. Show its relationship to automobile and other engines.</li> </ol> <p>Instruct students to identify tools used in this industry.</p> <p>Instruct students to learn to start and operate a small internal combustion engine.</p> <p>Instruct students to learn to:            Adjust carburetor.            Remove flywheel from small gas engine and examine system.            Replace all parts and start engine.</p> <p>Instruct students to:            Check water, oil, and battery of automobile.            Remove and replace tire.</p>	<p>Tools            and            Equipment            of            Industrial            Arts            Shop</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XV:** After participating in field experiences exploring occupations in Electricity and Electronics, the student will list in writing related educational and training settings and opportunities in the local community.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>15.1 After using audio-visual materials, the student will write a list of 10 local jobs he observed from the Electricity or Electronics Area.</p>	<p><b>ELECTRICITY AND ELECTRONICS:</b></p> <p>Rotate students through three learning experiences during a one-week period.</p> <p><u>Experience One</u> – Audio-Visual Aids (Audio-visual area) Film-strip: Electrician</p> <p>Have students listen to tapes or cassettes on Electricity or Electronics. Telephone Craftsman and Telephone Equipment Installer and Electrician and Elevator Construction.</p> <p>Show films or filmstrips in this area.</p> <p>Have students fill out an Audio-Visual Questionnaire for each aid used.</p>	<p>Page 51 Item No. B-11d</p> <p>Page 52 Item No. C-1x Page 51 Item C-1d</p> <p>Pages 50 &amp; 51 Items A &amp; B</p> <p>Page A-47</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XVI:** The student will list orally the major characteristics and worker skills required for successful employment in Electricity and Electronics, after viewing film, listening to lectures, and studying information.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>16.1</b> Following a study of the Occupational Information Board, the student will fill out an Occupation Sheet on five jobs from memory or by using Occupational Briefs.</p>	<p><b>ELECTRICITY AND ELECTRONICS:</b></p> <p><u>Experience Two</u> – Research (Job Exploration area)</p> <p>Have students identify jobs in this area.</p> <p>Have students use the Occupational Information Board.</p> <p>Have students read and study jobs related to this area. List in writing at least five of the jobs studied.</p>	<p>Page 45</p> <p>Page A-21</p> <p>Pages 52 &amp; 53 Items No. F &amp; G</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XVII: The student will gain experience concerning personal skills for satisfying employment through "hands-on" experiences and/or "on-sight" experiences in Electricity and Electronics.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>17.1 After "hands-on" experiences, the student will be able to construct one simple project that is approved by the teacher.</b></p>	<p><b>ELECTRICITY AND ELECTRONICS:</b></p> <p><u>Experience Three</u> – "Hands-on" Experience (shop area)</p> <p>Introduce and give a brief description of tools and equipment.</p> <p>Demonstrate for the students some uses of various electrical equipment with the aid of electrical components.</p> <p>Instruct the student on how to use testing equipment for various exercises.</p> <p>Instruct the student to learn to cut, strip, splice, and solder wires.</p>	<p>Tools and Equipment of Industrial Arts Shop</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XVIII: The student will discover and explore local and state occupational settings and work opportunities through field experiences, resource speakers, and job banks.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>18.1 Each student will learn the major characteristics and worker skills for successful employment and will make an oral report of these characteristics to the class.</b></p>	<p>Have a speaker from a local industry to talk on occupations available in this area.</p> <p>Take the class on field trips to local industries.</p> <p>Let students visit a local vocational complex.</p> <p>Let students visit a vocational program of a junior college.</p> <p>Secure apprenticeship information for Electricity and Electronics. Invite a speaker from an apprenticeship program.</p> <p>Have students make oral reports on jobs that call for varied educational requirements.</p>	<p>Resource person</p> <p>Business and industries in the local area.</p> <p>Vocational Complex</p> <p>Local Junior College</p> <p>Resource person</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media, and equipment appropriate and sufficient to meet the needs?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal XIX: The student will continually evaluate knowledge gained in occupational areas encompassed in the INDUSTRIAL AND RELATED OCCUPATIONS Unit.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<b>19.1 After completing Unit II, INDUSTRIAL AND RELATED OCCUPATIONS, the student will score a minimum of 70 percent on the post test.</b>	<b>Administer post test for Unit II, INDUSTRIAL AND RELATED OCCUPATIONS.</b>	<b>Page A-13</b>
EVALUATION	CRITERIA	RATING
	<b>1. Was the behavioral objective realistic?</b>	<b>1 2 3 4 5</b>
	<b>2. Were the activities related to the behavioral objective?</b>	<b>1 2 3 4 5</b>
	<b>3. Were the materials, media, and equipment appropriate and sufficient to meet the needs?</b>	<b>1 2 3 4 5</b>
	<b>4. Were the activities appropriate for this grade level?</b>	<b>1 2 3 4 5</b>
<b>Teacher's comments and/or suggestions</b>		

# **CAREER EXPLORATION**

## **Unit II**

### **INDUSTRIAL AND RELATED OCCUPATIONS**

#### **Job Clusters**

#### **I. Electricity and Electronics**

- A. Electronics Engineer  
Electrical Engineer**
- B. Electronics Technicians  
Engineering Technician  
Refrigeration & Air Conditioning Technician  
Broadcast Technician  
Special Effect Technician  
Parts, Programmer**
- C. Electrician  
Assemblers in Electrical Industry  
Radio & T.V. Serviceman**
- D. Telephone Installers  
Line & Cable Splicer  
Refrigerator & Air Conditioning Installer**
- E. Meter Readers  
Power Plant Workers**

#### **II. Metal and Related Materials**

- A. Metallurgical Engineers  
Safety Engineers  
Watch Repairman & Jeweler**
- B. Tool and Die Maker  
Pattern Maker  
Millwright  
Machinist  
Machine Tool Operator**
- C. Plumber  
Pipefitter  
Sheet Metal Worker  
Boilermakers**
- D. Foundry Worker  
Moulders**

**II. Metal and Related Materials cont.**

- E. Welders**  
Structural Iron Workers  
Aluminum Industry Workers

**III. Power Technology**

- A. Mechanical Engineer**  
Atomic Energy Engineer
- B. Industrial Technician**  
Industrial Machine Repairman
- C. Airplane Mechanic**  
Diesel Mechanic  
Automotive Mechanic  
Bowling Machine Mechanic
- D. Automotive Body Repairman**  
Automotive Manufacturing Worker
- E. Service Station Worker**  
Airplane Ground Serviceman  
Stationary Engineer

**IV. Building Trades**

- A. Civil Engineers**  
Building Contractors
- B. Carpenter**  
Cabinet Maker  
Roofer
- C. Bricklayer**  
Cement Mason  
Plasterers
- D. Asbestos & Insulation Workers**  
Lathers  
Glaziers  
Upholsterers
- E. Elevator Operators**  
Construction Laborers  
Building Service Workers

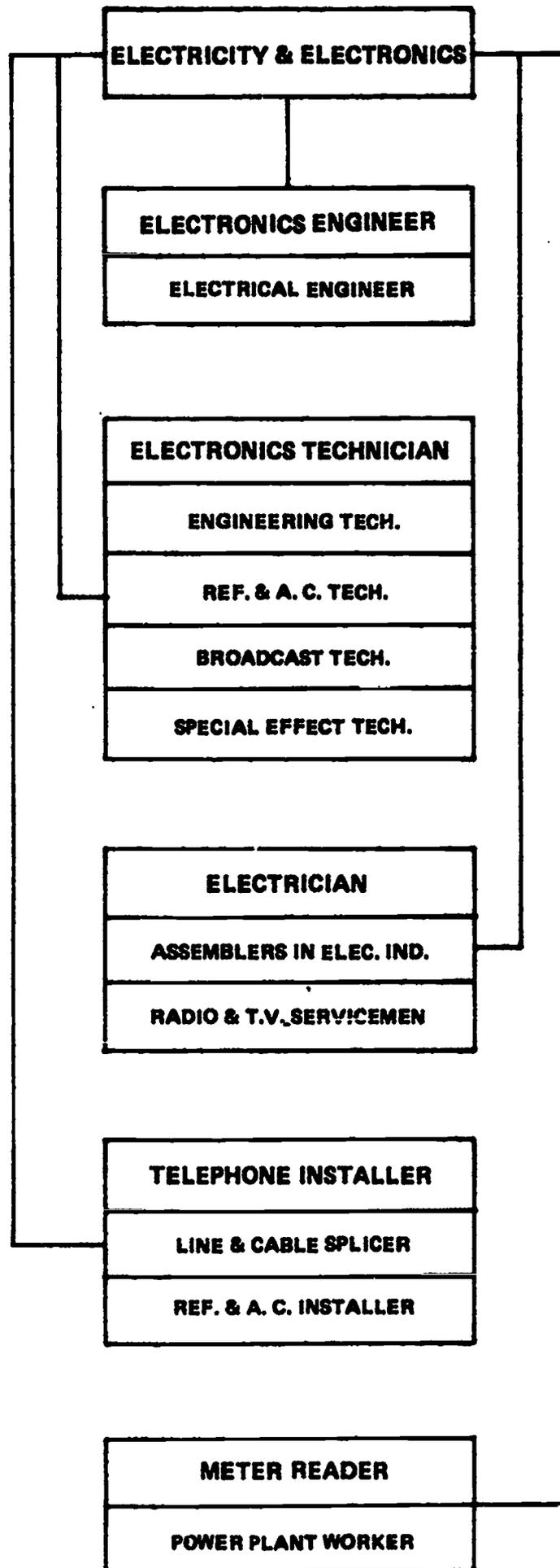
**V. Drafting and Design**

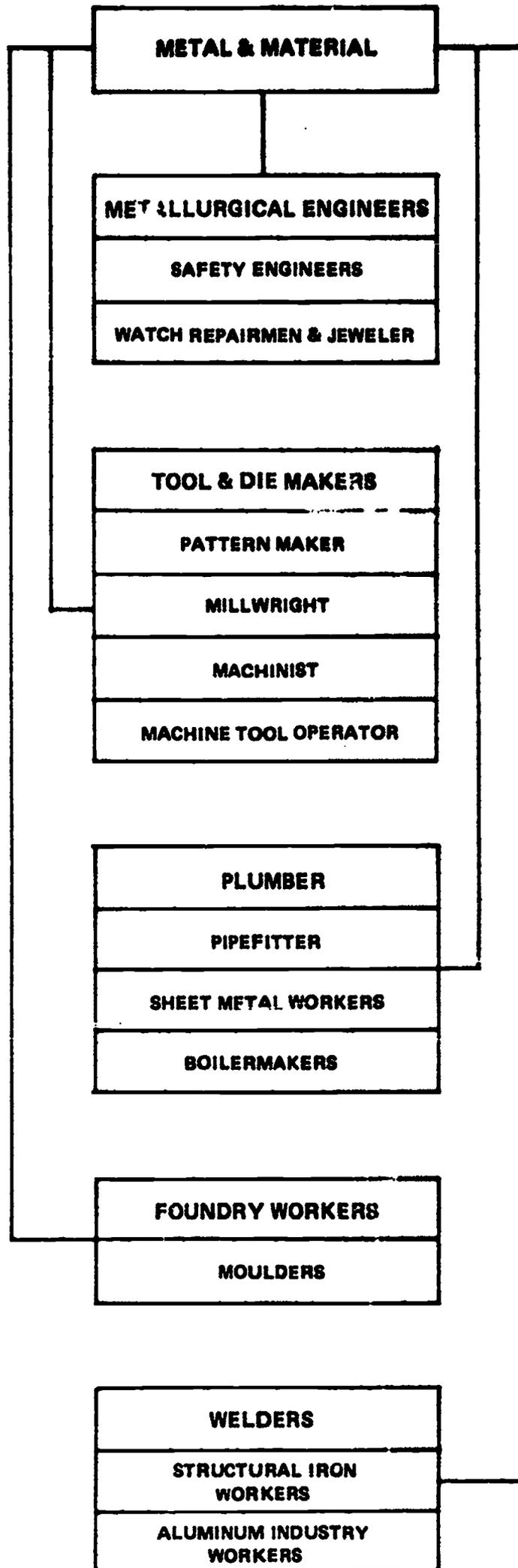
- A. Architect**  
Ship Designer  
Industrial Designer  
Furniture Designer

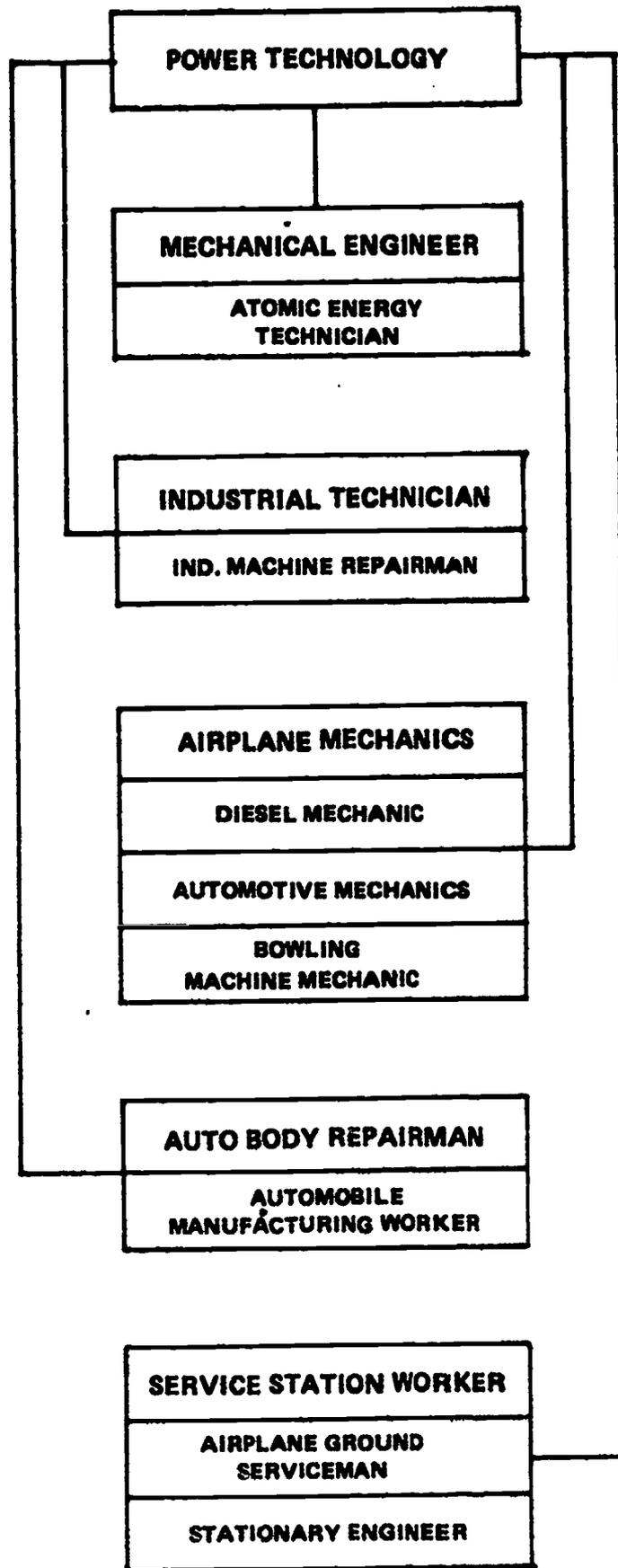
**V. Drafting and Design cont.**

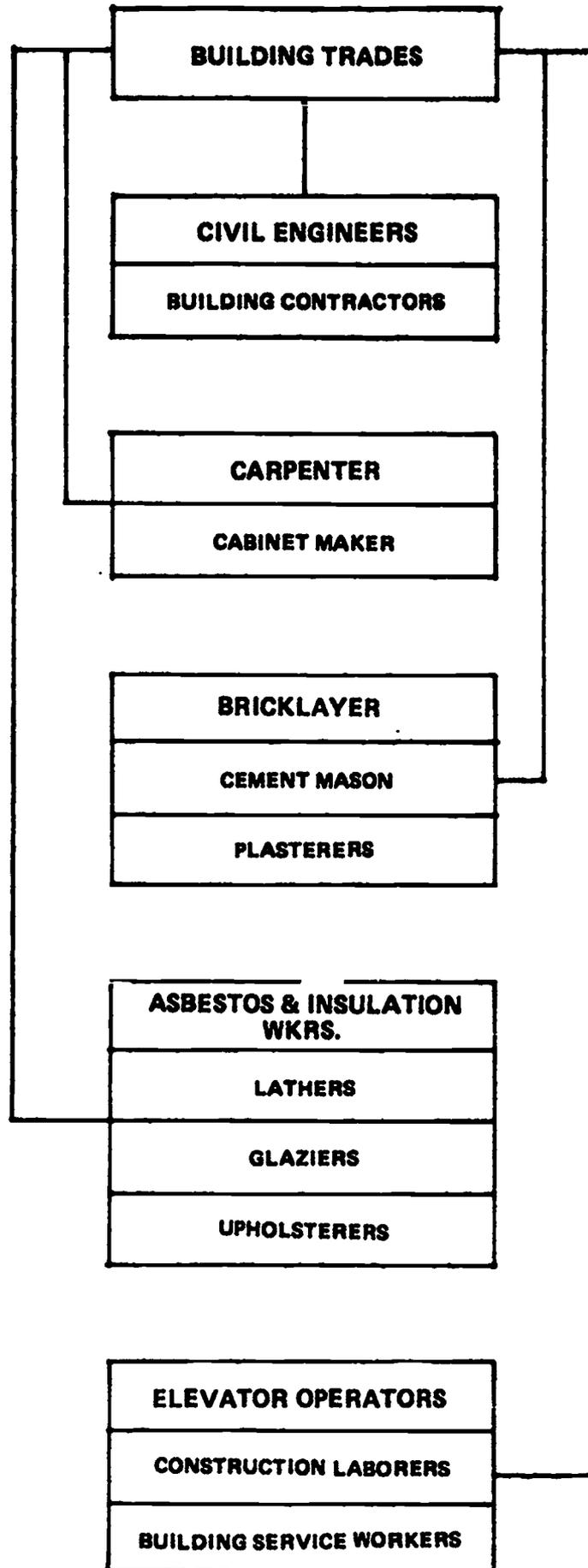
- B. Landscape Architect  
Draftsman  
Cartographer  
Surveyor**
- C. Commercial Photographers  
News Cameramen  
Portrait Photographers**
- D. Photoengravers  
Offset Lithographers  
Printing Pressmen**
- E. Compositers  
Painter & Paperhangers  
Bookbinder**

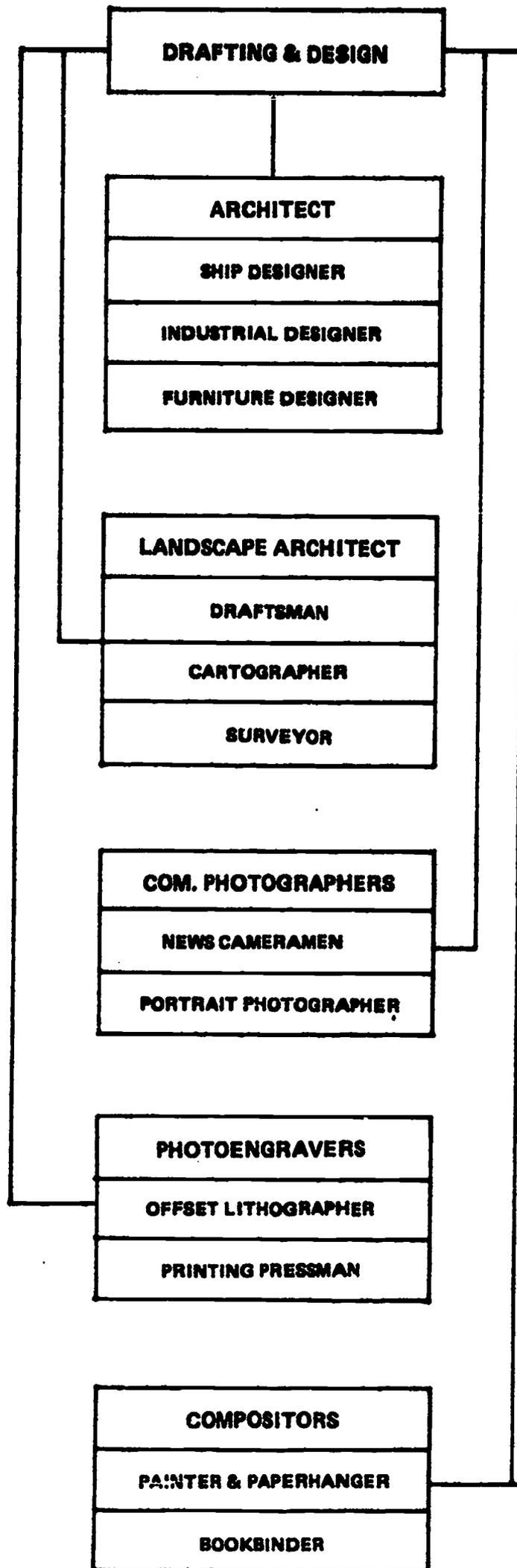
# CAREER CLUSTERS











## **CAREER EXPLORATION**

### **Unit Two**

#### **INDUSTRIAL AND RELATED OCCUPATIONS**

##### **Resources**

(See page A-86 for addresses of teaching aid sources.)

#### **A. Films – (CCU Film Library, Drawer DX, Mississippi State, MS 39762)**

1. **Machines -- Shop Safety**
2. **The Automobile Mechanic Supervisor**
3. **Brick and Stone Mason**
4. **Building Trades: The House Builders**
5. **Drafting: Occupations and Opportunities**
6. **The Machinist: You Always Do the Best You Can**
7. **So You Want to be an Electronics Technician**
8. **So You Want to be a Tool and Die Maker**
9. **Is a Career in Machines for You?**
10. **Milling Machines**
11. **Grinder**
12. **Metal Turning Lathe**
13. **Auto Mechanics and Technicians**
14. **Cameras and Careers**
15. **The "A B C's" of Hand Tools**

#### **B. Filmstrips**

1. **Ancient Crafts – Modern Times (Eye Gate House, Inc.)**
  - a. **The Graphics Designer – Art in Print**
  - b. **The Cabinet Maker – Sculpture in Wood**
  - c. **The Silversmith – Metallic Art**
2. **Occupational Education (Eye Gate House, Inc.)**
  - a. **Fixing a Flat Tire**
3. **Are You Looking Ahead? (Eye Gate House, Inc.)**
  - a. **How About Being an Electronics Assembler?**
4. **Real Problems Facing Us (Eye Gate House, Inc.)**
  - a. **Technology and the Individual**
5. **Vocational Decisions (Q.E.D. Productions)**
  - a. **The World of Work**
6. **Your Future as a Draftsman (California State Polytechnic)**
7. **How We Get Our Homes (Eye Gate House, Inc.)**
  - a. **Planning The Home**
  - b. **Building The Foundation**
  - c. **Building The Shell**
  - d. **Finishing The Home**

**B. Filmstrips cont.**

- 8. America At Work (Eye Gate House, Inc.)**
  - a. Building For the Millions**
  - b. Lumbering**
  - c. Iron and Steel**
- 9. Safety at Work (Jam Handy Organization)**
  - a. On Guard**
  - b. The Safety Program**
  - c. Practicing Safety**
  - d. Protecting Your Eyes**
  - e. Using Hand and Bench Tools**
  - f. Operating Power Machines**
- 10. Careers in Aerospace (Eye Gate House, Inc.)**
  - a. Jet Engine Mechanic**
  - b. Aircraft Maintenance Mechanic**
- 11. The Wonderful World of Work: Vocational Opportunities (Eye Gate)**
  - a. Your Future in the Ever Changing World of Work**
  - b. Automobile Mechanic**
  - c. T.V. and Radio Repair**
  - d. Electrician**
  - e. Printer**
  - f. Sheet Metal Worker — Building Trades**

**C. Tapes or Cassettes**

- 1. American Occupations (Educational Sensory Programming)**
  - a. Engineering and Types of Engineering**
  - b. Bricklayer and Carpenter**
  - c. Cement Mason and Construction**
  - d. Electrician and Elevator Construction**
  - e. Floor Covering installers and Glaziers**
  - f. Lathers and Marble Setters**
  - g. Operating Engineers and Painters**
  - h. Plasterers and Plumbers**
  - i. Stonemasons and Structural Steel Workers**
  - j. Roofers and Sheet Metal Workers**
  - k. Machines and Machine Tool Operator**
    - l. Tool and Die Maker and Instrument Maker**
  - m. Air Conditioning Mechanic and Appliance Serviceman**
  - n. Auto Body Repairman and Auto Mechanic**
  - o. Business Machine Serviceman (1 & 2)**
  - p. Diesel Mechanic and Electric Sign Serviceman**
  - q. Farm Equipment Mechanic and Ind. Machinery Repairman**
  - r. Instrument Repairman and Maintenance Electrician**
  - s. Millrights and Radio-TV Technician**
  - t. Truck and Bus Mechanic and Vending Machine Mechanic**
  - u. Watch Repairman**

**C. Tapes or Cassettes cont.**

- v. **Photoengraver and Electro-Stereotypers**
  - w. **Printing Pressmen and Lithographer**
  - x. **Telephone Craftsman and Telephone Equipment Installer**
  - y. **Lineman – Cable Splicer and Telephone Repair – Installer**
  - z. **Aircrafts Mechanics**
- 2. Interview (Imperial Production, Inc.)**
- a. **Appliance Serviceman**
  - b. **Draftsman**
  - c. **Electrician**
  - d. **Machinist**
  - e. **T.V. & Radio Serviceman**
  - f. **Architect**
  - g. **Carpenter**
  - h. **Auto Mechanic**
  - i. **Tool & Die Maker**

**D. Transparencies**

- 1. **Arc Welding (DCA Educational Products, Inc.)**
- 2. **Residential Electric Wiring "**
- 3. **Brick & Stone Masonry "**
- 4. **Automotive Mechanics "**
- 5. **Machinist "**

**E. Charts**

- 1. **Stanley Safety Charts (Stanley Tool Co.)**
- 2. **Stanley Tool Identification Charts (Stanley Tool Co.)**
- 3. **Occupational Information Board (Local Career Media Center)**
- 4. **Small Engine Repair (Briggs and Stratton Corp.)**

**F. Books or Booklets**

- 1. **Encyclopedia of Careers, Vols. 1 & 2, Hopke, (Doubleday & Company)**
- 2. **Occupation Information, (Science Research Associates)**
- 3. **General Woodworking, Groneman, (McGraw-Hill)**
- 4. **Occupational Outlook Handbook, (U. S. Gov't Printing Office)**
- 5. **Architecture, Spencer, (McKnight & McKnight)**
- 6. **Mechanical Drawing, French & Svensen, (McGraw-Hill)**
- 7. **Drawing & Planning for Ind. Arts, Feirer, (Bennett)**
- 8. **General Metal, Frazer, Bedall, (Prentice-Hall)**
- 9. **General Industrial Machine Shop, Johnson, (Bennett)**
- 10. **Metalwork, Ludwig/McCarthy, (McKnight & McKnight)**
- 11. **Automotive Mechanics, Crouse, (McGraw-Hill)**
- 12. **Basic Electronics, Abraham Marcus, (Prentice-Hall)**
- 13. **Welding Processes, Griffen-Roden, (Delmar)**
- 14. **Jobs in Building Construction, (Science Research Associates)**
- 15. **Others in Occupational Library**



# SUPPLEMENTARY NOTES

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unit three  
diversified services

## **CAREER EXPLORATION**

### **Unit Three**

## **DIVERSIFIED SERVICES**

### **Instructional Goals:**

- I. The student will participate in "hands-on" experiences and/or "on-sight" experiences that will help him explore and identify interests and abilities in diversified occupations.**
- II. The student will become acquainted with the major characteristics and worker skills required for successful employment in occupations related to home economics.**
- III. The student will gain information concerning local and state occupational settings and work opportunities in Diversified Services and related skills through "hands-on" and/or "on-sight" experiences.**
- IV. The student and teacher will assess knowledge gained by the student after exploring interests, aptitudes, and job opportunities in Diversified Services.**

## CAREER EXPLORATION

### Unit Three

#### DIVERSIFIED SERVICES

**Instructional Goal 1:** The student will participate in "hands-on" experiences and/or "on-sight" experiences that will help him explore and identify interests and abilities in Diversified occupations.

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>1.1 Provided with an individualized learning package, Gift Boutique, the student will identify interests and abilities in occupations related to Clothing Management, Production and Services, and to occupations related to Home Furnishings, Equipment and Services, by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in these areas.</b></p>	<p><b>Unit III is divided into five activity areas relating to Diversified Services. For instructional purposes, Areas I and II have been combined into one learning packet.</b></p> <p><b>Area I – Clothing Management Production &amp; Services and</b></p> <p><b>Area II – Home Furnishings Equipment &amp; Services</b></p> <p><b>Guided Activity: Individualized learning packet, Gift Boutique</b></p> <p><b>Proposed activity time – two weeks</b></p> <p><b>Administer Pretest for Diversified Services.</b></p> <p><b>Hand out a list of jobs to be explored.</b></p> <p><b>Have the student take the Pretest in the Gift Boutique.</b></p> <p><b>Have students learn the major parts of the sewing machine.</b></p> <p><b>Have students learn basic operations and care of specific parts of the sewing machine.</b></p> <p><b>Have students perform tasks listed on "Sewing Machine Operator's License"</b></p> <p><b>Have students construct an object or a novelty item found at a boutique shop.</b></p>	<p><b>Page A-15</b></p> <p><b>Page 69</b></p> <p><b>Page A-76</b></p> <p><b>Page A-55</b></p> <p><b>Pages A-56, A-57</b></p> <p><b>Page A-58</b></p> <p><b>Page 74 Item E-2</b></p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 cont.	<p>As a related activity, have the class visit a local dry cleaning plant or garment factory and complete a Job Observation Sheet.</p> <p>Have students listen to a resource person, a buyer from a local ladies ready-to-wear department.</p> <p>Show filmstrip series, <b>How We Get Our Clothing.</b></p> <p>Have students research in job area.</p> <p>Have students complete learning experiences suggested in the <b>Gift Boutique.</b></p> <p>Have students take the post test in the <b>Gift Boutique.</b></p> <p>Have students check quests* in the <b>Gift Boutique.</b></p>	<p>Page A-51</p> <p>Page A-64</p> <p>Page 71 Item B-1</p> <p>Page 74 Item C</p> <p>Page 74 Item H</p> <p>Page 74 Item H-1</p> <p>Page 74 Item H-1</p>
<b>EVALUATION</b>	<b>CRITERIA</b>	<b>RATING</b>
Teacher's comments and/or suggestions	* Ideas for further study.	

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1.2 Provided with an individualized learning package, Mini-Nursery, the student will identify interests and abilities in occupations related to Child Care, Guidance and Services, by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in this area.</p>	<p><b>Area III – CHILD CARE, GUIDANCE AND SERVICES</b></p> <p><b>Guided Activity: Individualized learning packet, Mini-Nursery</b></p> <p>Proposed activity time – one week</p> <p>Hand out a list of jobs to be explored in this area.</p> <p><u>Have the student:</u></p> <p>Take a pretest in the Mini-Nursery.</p> <p>Roleplay Do's and Don't for baby-sitters.</p> <p>List responsibilities of a good baby-sitter.</p> <p>Prepare a snack for a child.</p> <p>Prepare a baby-sitter's "Surprise Kit."</p> <p>Read a story to a child.</p> <p>Teach simple games for different age levels.</p> <p>Make a poster about safety for children – complete a score card.</p> <p>List needs of a child.</p> <p>View filmstrip, <b>Baby-sitting: The Job and the Kids.</b></p> <p>Roleplay: Parents and Baby-sitters.</p> <p>Let students make play dough and use finger paints.</p> <p>Let students research in job area.</p>	<p>Page 69</p> <p>Pages A-77 &amp; A-83</p> <p>Pages A-81 &amp; A-82</p> <p>Page A-80 Page 74 Item E-3</p> <p>Page 74 Item E-3</p> <p>Page 74 Item E-3</p> <p>Page 74 Item E-4 Page A-84</p> <p>Page 74 Item E-5</p> <p>Page 71 Item B-2</p> <p>Page 74 Item E-6</p> <p>Page 73 Item C-1 Pages A-21 &amp; A-22</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.2 cont.	<p>Have students take the post test in the Mini-Nursery.</p> <p>Have students check quests suggested in the Mini-Nursery.</p>	<p>Page A-77 Page 74 Item H-2</p>
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1.3 Provided with an individualized learning package, <b>Polka Dots</b>, the student will identify interests and abilities in occupations related to Institutional and Home Management and Supportive Services by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in this area.</p>	<p><b>Area IV – HOME AND INSTITUTIONAL MANAGEMENT &amp; SUPPORTIVE SERVICES</b></p> <p><b>Guided Activity: Individualized learning packet, Polka Dots</b></p> <p><b>Proposed activity time – one week</b></p> <p><b>Hand out a list of jobs to be explored in this area.</b></p> <p><b>Have the student take a pre-test in the Polka Dots.</b></p> <p><b>Have students role play a typical "polka dot" day in the nursing home. Activities will include serving the patient food, reading to the patient, writing letters, delivering mail, and administering minor therapy.</b></p> <p><b>Show filmstrips, Helping Hands for Julie and Helping Hands.</b></p> <p><b>Have students make a tray favor for a nursing home.</b></p> <p><b>Teach students to mix juices and dispense them.</b></p> <p><b>Teach students basic first aid and methods of administering. Have them identify two types of clinical thermometers.</b></p> <p><b>Have students demonstrate the proper way to count and record pulse and respiration.</b></p> <p><b>Have students demonstrate the proper way to make an empty bed.</b></p> <p><b>Let students listen to a resource person – a local R.N.</b></p>	<p><b>Page 69</b></p> <p><b>Page A-78</b></p> <p><b>Page 73 Item B-16</b> <b>Page 73 Item B-17</b></p> <p><b>Page 74</b> <b>Items E-3 thru E-7</b></p> <p><b>Personnel Director</b> <b>Local hospital</b></p> <p><b>Page A-64</b> <b>Page A-65</b></p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.3 cont.	<p>Show transparencies, Attitude and Manner, Their Influence and Accomplishment.</p> <p>Have students identify three kinds of nursing care equipment.</p> <p>Have students construct one piece of nursing care equipment.</p> <p>Let students research in job area.</p> <p>Have students take post test in the Polka Dots.</p> <p>Have students check quests suggested in the Polka Dots.</p>	<p>Page 74 Item D-1</p> <p>Page 74 Item E-3 &amp; Item E-7</p> <p>Page 74 Item F-3</p> <p>Page 73 Item C-1 &amp; Item C-2</p> <p>Page 74 Item F</p> <p>Page A-22</p> <p>Page A-78</p> <p>Page 74 Item H-3</p>
EVALUATION	CRITERIA	RATING
Teacher's comments and/or suggestions	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p>1 2 3 4 5</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1.4 Provided with an individualized learning package, Culinary Cubs, the student will identify interests and abilities in occupations related to Food Management, Production and Services, by participating in "hands-on" experiences that will aid in the exploration of knowledge and skill performance needed in this area.</p>	<p><b>Area V – FOOD MANAGEMENT, PRODUCTION AND SERVICES</b></p> <p><b>Guided Activity: Individualized learning packet, Culinary Cubs</b></p> <p><b>Proposed activity time – one week</b></p> <p>Hand out a list of jobs to be explored in this area.</p> <p><u>Have the student:</u></p> <p>Take the pretest in the Culinary Cubs.</p> <p>View filmstrip, Head Start on Health.</p> <p>View filmstrip, Head Start on Homemaking.</p> <p>Wrap silverware in napkin.</p> <p>Learn to use the dishwasher.</p> <p>Learn to use the washing machine.</p> <p>Make salads.</p> <p>Arrange a tray for a general diet.</p> <p>Arrange a tray for a special diet.</p> <p>Answer the telephone to take messages accurately.</p> <p>Invite a dietitian from the school cafeteria to speak to the students.</p> <p>Let students plan a regular diet for a day consisting of three meals, using the hospital menu included in the learning package, Culinary Cubs.</p>	<p><b>Page 69</b></p> <p><b>Page A-79</b></p> <p><b>Page 71 Item B-4</b></p> <p><b>Page 71 Item B-5</b></p> <p><b>Page 74 Item E-3</b></p> <p><b>Page 74 Item E-3</b></p> <p><b>Page A-65</b></p> <p><b>Page A-59</b></p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.4 cont.	<p>Have students identify kitchen equipment, utensils, and tools.</p> <p>Have students demonstrate the correct way to use eight pieces of measuring equipment.</p> <p>Have students fill out the worksheet "How I Rate as a Culinary Cub."</p> <p>Let students prepare a very simple meal for one person; have them serve it on a tray to a classmate.</p> <p>Let students research in job area.</p> <p>Have students take post test in Culinary Cubs.</p> <p>Have students check quests suggested in Culinary Cubs.</p>	<p>Kitchen utensils, equipment</p> <p>Page 74 Item E-11</p> <p>Page A-61</p> <p>Page 74 Item F Page 73 Item C Page A-22</p> <p>Page A-79</p> <p>Page 74 Item H-4</p>
EVALUATION	<p>CRITERIA</p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p>RATING</p> <p>1 2 3 4 5</p>
Teacher's comments and/or suggestions		

**Instructional Goal II: The student will become acquainted with the major characteristics and worker skills required for successful employment in occupations related to Home Economics.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>2.1 The student will list in writing or state orally characteristics and worker skills required for successful employment in at least five occupations related to Diversified Services.</b></p>	<p><b>Show filmstrip, Everything But.</b></p> <p>Have students follow instructions on the Film Survey Sheet after viewing the filmstrip.</p> <p>Divide the class into groups: have students conduct student research concerning worker skills in various job families related to Diversified Services.</p>	<p><b>Page 71 Item B-6</b></p> <p><b>Page A-48</b></p>
EVALUATION	CRITERIA	RATING
<p>Teacher's comments and/or suggestions</p>	<p>76</p>	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>

**Instructional Goal III: The student will gain information concerning local and state occupational settings and work opportunities in Diversified Services and related skills through "hands-on" and/or "on-sight" experiences.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.1 After research in multi-media, the student will identify in writing local and state occupational settings and work opportunities now available in Diversified Services and related skills.</b></p>	<p><b>Invite an employee of the State and a Private Employment Agency to explain occupational settings and work opportunities in the local area.</b></p> <p><b>Divide the class into groups, one for each job cluster. Have each group list local occupational settings for each job in each job cluster, naming the location of jobs.</b></p> <p><b>Have each student locate five local or state work opportunities now available in Diversified Services and related skills, using any media they choose.</b></p>	<p><b>Employment Agency Personnel</b></p> <p><b>Page 74 Item F-3</b></p> <p><b>Classified ads, Yellow pages in phone book Employment Agency Radio</b></p>
EVALUATION	CRITERIA	RATING
	<p><b>1. Was the behavioral objective realistic?</b></p> <p><b>2. Were the activities related to the behavioral objective?</b></p> <p><b>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</b></p> <p><b>4. Were the activities appropriate for this grade level?</b></p>	<p><b>1 2 3 4 5</b></p>
<p><b>Teacher's comments and/or suggestions</b></p>	<p><b>??</b></p>	

**Instructional Goal IV: The student and teacher will assess knowledge gained by the student after exploring interests, aptitudes and job opportunities in Diversified Services.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>4.1 After completing all activities in Diversified Services and related skills, the student will answer a minimum of 70 percent of the questions on the post test.</b></p>	<p><b>Have each student take the post test for Diversified Services.</b></p>	<p><b>Page A-15</b></p>
EVALUATION	CRITERIA	RATING
<p><b>Teacher's comments and/or suggestions</b></p>	<p><b>78</b></p>	<p><b>1 2 3 4 5</b> <b>1 2 3 4 5</b> <b>1 2 3 4 5</b> <b>1 2 3 4 5</b></p>

## **CAREER EXPLORATION**

### **Unit Three**

## **DIVERSIFIED SERVICES**

### **Job Clusters**

#### **I. Clothing Management, Production and Services**

**Fashion Coordinator  
Fashion Designer  
Make-up Artist  
Artist  
Model  
Store Buyer  
Dressmaker  
Milliner  
Tailor  
Textile Finisher and Dyer  
Sewing Machine Operator  
Dry Cleaning Worker  
Laundry Worker  
Gift Wrapper**

#### **II. Home Furnishings, Equipment and Services**

**Decorator's Aide  
Furniture Reupholsterer  
Furniture Store Consumer Consultant  
Interior Decorator  
Interior Designer  
Household Equipment Consultant**

#### **III. Child Care, Guidance and Services**

**Nursery School Teacher  
Child Care Aide  
Baby-sitter  
Kindergarten Worker**

#### **IV. Food Management, Production and Services**

**Airline Stewardess  
Waitress or Waiter  
Butcher  
Salad Girl or Boy  
Hot Roll Girl or Boy  
Relish Girl or Boy**

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**IV. Food Management, Production and Services cont.**

**Food Checker**  
**Cashier**  
**Room Service Tray Arranger**  
**Assistant Waitress**  
**Food Preparer**  
**Busboy**  
**Cook**  
**Food Service Aide**  
**Dietitian**

**V. Home and Institutional Management and Supportive Services**

**Dishwasher**  
**Hotel – Motel Housekeeper**  
**Hotel Bellman**  
**Janitor**  
**Orderly**  
**Executive Housekeeper**  
**Anesthetist**  
**Dentist**  
**Dental Assistant and Hygienist**  
**Licensed Practical Nurse**  
**Registered Professional Nurse**  
**Nurses' Aide**  
**Physicians**  
**Psychiatrist**  
**Physical Therapist**  
**X-Ray Technician**  
**Pharmacist**  
**Medical Technologist**  
**Medical Researcher**  
**Social Worker**  
**Occupational Therapist**

## **CAREER EXPLORATION**

### **Unit Three**

## **DIVERSIFIED SERVICES**

### **Resources**

(See page A-86 for addresses of teaching aid sources.)

#### **A. Films—(CCU Film Library, Drawer DX, Mississippi State, MS 39762)**

- 1. The Visiting Nurse**
- 2. Child Care and Development**
- 3. Clothing for Children**
- 4. Kids Must Eat**
- 5. Social Courtesy**
- 6. Using Money Wisely**
- 7. Cooks, Chefs, and Related Occupations**
- 8. Job Opportunities in Hotels and Motels**
- 9. Good Table Manners**
- 10. Serving Food**

#### **B. Filmstrips**

- 1. How We Get Our Clothing (Eye Gate House, Inc.)**
  - a. The Story of Cotton**
  - b. The Story of Wool**
  - c. The Story of Leather**
  - d. The Story of Rubber**
- 2. Baby-sitting: The Job and The Kids (Guidance Assoc.)**
- 3. Would You Like Hospital Work? (Miss. State Board of Health)**
- 4. Head Start on Health (Carnation Co.)**
- 5. Head Start on Homemaking (Carnation Co.)**
- 6. Everything But (Guidance Assoc.)**
- 7. Manners Make a Difference (Eye Gate House, Inc.)**
  - a. Why We Need Good Manners**
  - b. Good Manners at School**
  - c. Good Manners at Home**
  - d. Good Manners at Play**
  - e. Good Manners on the Street  
and in Public Conveyances**
  - f. Good Manners for Social Occasions**
  - g. Good Table Manners**
  - h. Good Manners in Friendship**
- 8. Let the Buyer Beware (Eye Gate House, Inc.)**
  - a. Everything is Not what it Appears to Be**
  - b. Can You Believe Advertising?**
  - c. Johnny has One!**

**B. Filmstrips cont.**

- d. **Measures, Values and Bargains**
- e. **Use, Quality and Service**
- f. **Is It Safe?**

**9. Managing the Family's Affairs**

- a. **Learning to Live Together**
- b. **The New Home**
- c. **The Budget -- Today and Tomorrow**
- d. **Cash and Credit**
- e. **How to Shop**
- f. **"Just Sign Here"**
- g. **As the Family Grows**
- h. **The Family and Its Legal Rights**
- i. **The Family and Its Legal Responsibilities**
- j. **Protecting What the Family Has**
- k. **The Family and Community**
- l. **"Help! This is an Emergency"**

**10. The Wonderful World of Work: Vocational Opportunities  
(Eye Gate House, Inc.)**

- a. **What is Your Future in the Changing World of Work**
- b. **Receptionist**
- c. **Automobile Mechanic**
- d. **TV and Radio Repair**
- e. **Tool and Die Maker**
- f. **Electrician**
- g. **Printer**
- h. **Sheet Metal Worker**
- i. **Automotive Sales Representative**
- j. **Cook**
- k. **Data Processing Clerk**
- l. **Sheet Metal Worker -- Building Trades**
- m. **Medical Assistant**
- n. **Real Estate Sales**

**11. Occupational Education (Eye Gate House, Inc.)**

- a. **The Job Interview**
- b. **Stocker in the Supermarket**
- c. **The Waitress**
- d. **Fixing a Flat Tire**
- e. **How to Use Your Checkbook**
- f. **The Variety Store**
- g. **The School Cafeteria Worker**
- h. **The Nurses' Aid**
- i. **The Gas Station Attendant**

**12. Are You Looking Ahead? (Eye Gate House, Inc.)**

- a. **How About Being an Electronics Assembler?**

**B. Filmstrips cont.**

- b. **Would You Like to Sell?**
  - c. **Want to Work in a Laundry?**
  - d. **Do You Like Flowers?**
  - e. **Would You Like Hospital Work?**
  - f. **Do You Love Animals?**
  - g. **How About Office Work?**
  - h. **Do You Like Sports?**
  - i. **How About Being a Key Punch Operator?**
  - j. **Would You Like to be a Cashier?**
13. **A New Horizon: Careers in School Food Service (Guidance Assoc.)**
14. **A New Look at Home Economics Careers (Guidance Assoc.)**
15. **Beginning to Date (Guidance Assoc.)**
16. **Helping Hands for Julie (Health Film Catalogue: Miss. State Board of Health)**
17. **Helping Hands (Health Film Catalogue: Miss. State Board of Health)**

**C. Tapes or Cassettes**

1. **American Occupations (Educational Sensory Programming)**
- a. **Physician**
  - b. **Osteopathic Physician**
  - c. **Dental Assistant**
  - d. **Dental Hygienist**
  - e. **Dental Lab Technician**
  - f. **Registered Nurse**
  - g. **Licensed Practical Nurse**
  - h. **Optometrist**
  - i. **Pharmacist**
  - j. **Podiatrist**
  - k. **Chiropractor**
  - l. **Occupational Therapist**
  - m. **Physical Therapist**
  - n. **Speech Pathologist and Audiologist**
  - o. **Medical Laboratory Worker**
  - p. **Radiologic Technologist**
  - q. **Medical Record Librarian**
  - r. **Dietitian**
  - s. **Hospital Administrator**
  - t. **Dentist**
  - u. **Hospital Worker**
  - v. **Building Custodian**
  - w. **Stewardess**
2. **Interview (Imperial Productions, Inc.)**
- a. **Flight Engineer**
  - b. **Cosmetologist**

**C. Tapes or Cassettes cont.**

- c. **Medical Technician**
- d. **Practical Nurse**
- e. **Registered Nurse**
- f. **Physician**
- g. **Commercial Artist**
- h. **Social Worker**
- i. **Dental Technician**
- j. **Dental Hygienist**

**D. Transparencies**

- 1. **Attitude and Manners (CCU Film Library – Drawer DX, Miss. State, MS 39762)**

**E. Books or Booklets (See H. Learning Packets for sources)**

- 1. **Steps in Clothing Skills**
- 2. **101 Things To Make For Fun**
- 3. **Teen Guide To Homemaking**
- 4. **Keys To Safety In Homemaking**
- 5. **Your Child from 1 to 6**
- 6. **Nursery School Handbook**
- 7. **Red Cross Home Nursing Textbook**
- 8. **So You Are Ready To Cook**
- 9. **Sitting Safely**
- 10. **How You Look and Dress**
- 11. **First Foods**

**F. Resource Kits**

- 1. **Occupational Exploration Kit (Science Research Assoc.)**
- 2. **Career Information Kit (Science Research Assoc.)**
- 3. **Widening Roles Occupational Kit (Science Research Assoc.)**
- 4. **Chronicle File (Chronicle Guidance Publications, Inc.)**
- 5. **Careers (Careers, Inc.)**
- 6. **Desk Top Careers Kit (Careers, Inc.)**

**G. Test**

- 1. **Pre-evaluation summary**
- 2. **Post-evaluation summary**

**H. Learning Packets (4) (See Attachments)**

- 1. **Area I Clothing Management, Production and Services**  
**Area II Furnishings, Equipment and Services (Gift Boutique)**
- 2. **Area III Child Care, Guidance and Services (Mini-Nursery)**
- 3. **Area IV Home Management and Supportive Services (Polka Dots)**
- 4. **Area V Food Management, Production and Services (Culinary Cube)**

# SUPPLEMENTARY NOTES

85

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**unit four  
public service  
occupations**

# **CAREER EXPLORATION**

## **Unit Four**

### **PUBLIC SERVICE OCCUPATIONS**

#### **Instructional Goals:**

- I. The student will acquaint himself with the wide range of Public Service Occupations, their requirements, their working conditions, and their rewards.**
- II. The student will explore information concerning jobs classified as Public Service Occupations in order to gain knowledge of the opportunities offered by the jobs.**
- III. The student will evaluate knowledge gained after exploring requirements, working conditions, and opportunities in the Public Service Occupations Unit.**

## CAREER EXPLORATION

### Unit Four

#### PUBLIC SERVICE OCCUPATIONS

**Instructional Goal 1: The student will acquaint himself with the wide range of Public Service Occupations, their requirements, their working conditions, and their rewards.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>1.1 After two weeks of job research and study, the student will complete 10 Occupational Information Sheets to be turned in and checked by the teacher.</b></p>	<p><b>Administer pretest for Public Service Occupations.</b></p> <p><b>Define and give an overview of Public Service Occupations.</b></p> <p><b>Provide students with a list of tentatively chosen Public Service Occupations and explain how these jobs are grouped for study.</b></p> <p><b>Show filmstrip, What is Your Future in the Changing World of Work?</b></p> <p><b>Explain to students the purpose of exploring jobs through research and how to utilize Job Information Sheets.</b></p> <p><b>Outline for students the procedure and criteria for continuous job research in the Public Service Occupations.</b></p> <p><b>Allow students to select one job from each occupational group for individual research to be reported on in class.</b></p> <p><b>Show filmstrip, Preparing for the Job You Want.</b></p> <p><b>Have students prepare a poster or bulletin board related to Public Service Occupations.</b></p>	<p><b>Page A-17</b></p> <p><b>Occupational Orientation, Chapter VII Page 94 Item No. H-1</b></p> <p><b>Page 87</b></p> <p><b>Page 91 Item A-5f</b></p> <p><b>Page A-22</b></p> <p><b>Local Career Media Center</b></p> <p><b>Local Career Media Center</b></p> <p><b>Page 91 Item A-2a</b></p> <p><b>Page A-84</b></p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
1.1 cont.	Invite a local resource person employed in a Public Service Occupation to discuss his job with students.	Pages A-64 & A-65
EVALUATION	CRITERIA	RATING
	1. Was the behavioral objective realistic?	1 2 3 4 5
	2. Were the activities related to the behavioral objective?	1 2 3 4 5
	3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?	1 2 3 4 5
	4. Were the activities appropriate for this grade level?	1 2 3 4 5
Teacher's comments and/or suggestions		

**Instructional Goal II: The student will explore information concerning jobs classified as Public Service Occupations in order to gain knowledge of the opportunities offered by the job.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>2.1 After continuing the study of Public Service Occupations, each student will compare in writing the salary, working conditions, opportunities, and educational requirements of three selected occupations covered in his studies.</b></p>	<p><b>Show filmstrip, Reading Daily Newspapers.</b></p> <p><b>Bring newspapers to class and have students select articles related to Public Service Occupations.</b></p> <p><b>Show filmstrips, The Modern Means of Communication and Speaking and Writing.</b></p> <p><b>Ask each student to listen to the radio or television speech of any well-known announcers and bring to class a list of unfamiliar words. Use word lists for vocabulary development in class.</b></p> <p><b>Let students listen to cassettes, Radio-T.V. Announcers and Radio-Broadcaster; then have students utilize other resources and develop a simulated radio program to emphasize jobs related to radio and television communications.</b></p> <p><b>Explain the purpose and use of the Job Interview Form; then have students interview a person employed in a Public Service Occupation. Later in the week, have students give oral reports to the class on interview experiences.</b></p> <p><b>Have students complete a Job Analysis Form for the job of the person interviewed.</b></p>	<p><b>Page 91 Item A-3b</b></p> <p><b>Local newspapers</b></p> <p><b>Page 91 Item A-4a</b></p> <p><b>Page 91 Item A-4b</b></p> <p><b>Radio and/or television programs</b></p> <p><b>Page 92 Item B-1r</b></p> <p><b>Page 92 Item B-2k</b> <b>Local Career Media Center</b></p> <p><b>Page A-52</b></p> <p><b>Page A-54</b></p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>2.1 cont.</p>	<p>Arrange for a field trip to a local Public Service Business.</p> <p>Follow up the field trip experience with a class discussion of jobs observed and related information.</p> <p>Prepare students for an individual teaching activity through the use of tapes, <b>Teacher and Secondary School Teachers</b> and related resources.</p> <p>Assign each student the task of selecting a teaching field and preparing a five-minute teaching activity on a selected topic.</p> <p>Invite a representative from a local Vocational-Technical Complex to discuss training programs offered in Public Service Occupations.</p> <p>Show filmstrip, <b>Would You Like to Sell?</b> as an introduction to exploring jobs related to selling, and have students complete a Film Survey Sheet.</p> <p>Have students select an item they might like to sell and develop a five-minute sales talk for presentation in class.</p> <p>Have students analyze two of the following occupations in terms of physical and personal characteristics necessary for success: <b>F.B.I. Agent, Teacher, Lawyer, Mail Carrier, Secretary, Salesman, Funeral Director, Clergyman.</b></p>	<p>Local business community</p> <p>Page A-50</p> <p>Page 92 Item B-3f Page 92 Item B-1t Local Career Media Center</p> <p>Local Career Media Center</p> <p>Staff member from local vocational-technical school</p> <p>Page 91 Item A-1d Page A-48</p> <p>Local Career Media Center</p> <p>Local Career Media Center</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>2.1 cont.</p>	<p>Have students select their first and second occupational choices in the Public Service Occupations and write a job description, including usual duties, preparation, personal qualifications, related interests, advantages, and disadvantages of each.</p> <p>Have students identify an area of business in which they would like to work and make a list of local businesses that provide such work.</p> <p>Review and summarize the unit on Public Service Occupations; then have students complete Occupation Questionnaires.</p> <p><b><u>OPTIONAL ACTIVITIES</u></b></p> <p>Have students prepare a list of qualifications that you think will be needed in a selling position.</p> <p>Have students find an article in a current newspaper or magazine related to Public Service Occupations and underline the words that give the article color and life. Use words selected for vocabulary development in class.</p> <p>Have students find two Public Service jobs in the classified ads of a newspaper and list the requirements of the jobs.</p> <p>Have students write an advertisement for a Public Service job they would like to acquire.</p>	<p>Local Career Media Center</p> <p>Local business community</p> <p>Page A-49</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 cont.	Have students prepare a list of Public Service jobs that require college or technical training.	
EVALUATION	CRITERIA	RATING
	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p style="text-align: center;">1 2 3 4 5</p>
Teacher's comments and/or suggestions		

**Instructional Goal III: To evaluate knowledge gained by each student after exploring requirements, working conditions, and opportunities in the PUBLIC SERVICE OCCUPATIONS Unit.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.1 After completing Unit IV, PUBLIC SERVICE OCCUPATIONS, the student will score a minimum of 70 percent on the post test.</b></p>	<p><b>Administer post test for Unit IV, PUBLIC SERVICE OCCUPATIONS</b></p>	<p><b>Page A-17</b></p>
EVALUATION	CRITERIA	RATING
	<p><b>1. Was the behavioral objective realistic?</b></p> <p><b>2. Were the activities related to the behavioral objective?</b></p> <p><b>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</b></p> <p><b>4. Were the activities appropriate for this grade level?</b></p>	<p><b>1 2 3 4 5</b></p>
<p><b>Teacher's comments and/or suggestions</b></p>		

# **CAREER EXPLORATION**

## **Unit Four**

### **PUBLIC SERVICE OCCUPATIONS**

#### **Job Clusters**

#### **I. Communication and Entertainment**

**Composers and Arrangers**  
**Book Editors**  
**Film Editors**  
**Magazine Editors**  
**Newspaper Editors**  
**Radio and TV Announcers**  
**Free Lance Writers**  
**Technical Writers**  
**Orchestra Conductors**  
**Foreign Correspondent**  
**Advertising Copywriters**  
**Disc Jockeys**  
**Public Relations Employee**  
**Professional Athlete**  
**Actors**  
**Actresses**  
**Band Leaders**  
**Proofreaders**  
**Cartoonist**  
**Personnel Employees**  
**Airline Reservationist**  
**Telephone Operators**  
**Dancers**  
**Singers**  
**Fund Raiser**  
**Auctioneer**  
**Social Worker**

#### **II. Crime Prevention and Protection**

**Criminologist**  
**F. B. I. Agent**  
**Social Workers**  
**Fire Protection Engineers**  
**Detective**  
**Probation Officers**  
**Policemen**  
**Policewomen**  
**Firemen**

**II. Crime Prevention and Protection cont.**

Divers  
Custom Inspectors  
Sanitation Workers  
Parking Attendants  
U. S. Armed Servicemen  
Life Guard

**III. Professional and Technical**

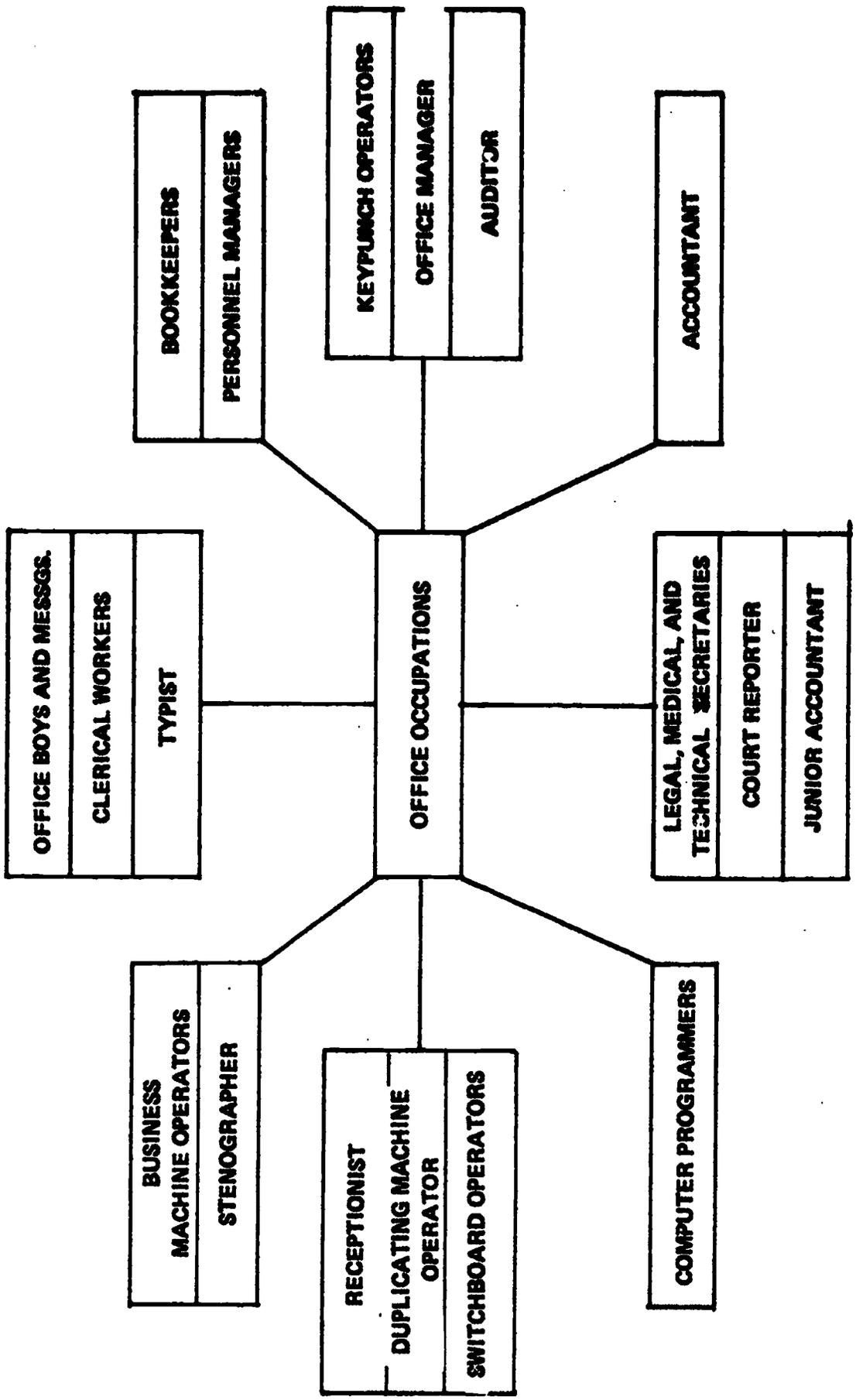
Lawyers  
Economist  
Industrial Hygienist  
Foreign Officers  
Bank Officers  
Building Managers  
Real Estate Agent and Appraiser  
Insurance Agent  
Insurance Adjuster  
City Managers  
Funeral Directors

**IV. Office and Business (See Career Clusters page 90)**

Accountant  
Auditor  
Office Managers  
Personnel Managers  
Bookkeepers  
Computer Programmers  
Junior Accountant  
Court Reporters  
Secretary (legal, medical, technical)  
Business Machine Operators  
Stenographers  
Receptionist  
Duplicating Machine Operator  
Switchboard Operators  
Keypunch Operators  
Typist  
Clerical Workers  
Office Boys and Messengers  
Postal Employees  
Travel Agents  
Salesmen  
Credit Collectors

**V. Educational Supervisors and Instructors**

**College Teachers**  
**Guidance Counselors**  
**School Principals and Superintendents**  
**Secondary Teachers**  
**Elementary Teachers**  
**Vocational and Technical Instructors**  
**Singing Teachers**  
**Athletic Coaches**  
**Driving Instructors**  
**Dance Instructors**  
**Librarians**  
**Clergymen**



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# CAREER EXPLORATION

## Unit Four

### PUBLIC SERVICE OCCUPATIONS

#### Resources

(See page A-86 for addresses of teaching aid sources.)

#### A. Films and Filmstrips

1. **Are You Looking Ahead Series (Eye Gate)**
  - a. **Do You Like Sports?**
  - b. **How About Office Work?**
  - c. **Would You Like to be a Cashier?**
  - d. **Would You Like to Sell?**
2. **The A.B.C.'s of Getting and Keeping a Job Series (Eye Gate)**
  - a. **Preparing for the Job You Want**
3. **The Newspaper in America Series**
  - a. **Preparing News for Print**
  - b. **Reading Daily Newspapers**
  - c. **The Finished Newspaper**
  - d. **Understanding Feature Stories**
  - e. **Weekly and Other Publications**
  - f. **Writing for Newspapers**
4. **The Story of Communication Series**
  - a. **Modern Means of Communication**
  - b. **Speaking and Writing**
5. **The World of Work: Vocational Opportunities Series (Eye Gate)**
  - a. **Automotive Sales**
  - b. **Data Processing Clerk**
  - c. **Medical Assistant**
  - d. **Real Estate Sales**
  - e. **Receptionist**
  - f. **What is Your Future in the Changing World of Work?**

#### B. Tapes and Cassettes

1. **American Occupation Series (Educational Sensory Programming)**
  - a. **Advertising Workers**
  - b. **Bank Clerk**
  - c. **Bookkeeping Workers**
  - d. **Cashiers**
  - e. **Clerical Occupations**
  - f. **College and University Teachers**
  - g. **Dancers**
  - h. **Employment Counselors**
  - i. **F. B. I. Special Agents**

**B. Tapes and Cassettes cont.**

- j. **Firemen**
  - k. **Lawyers**
  - l. **Librarians**
  - m. **Mail Carriers**
  - n. **Musicians**
  - o. **Music Teachers**
  - p. **Police Officers**
  - q. **Postal Clerks**
  - r. **Radio and T. V. Announcers**
  - s. **School Counselors**
  - t. **Secondary School Teachers**
  - u. **Singers**
  - v. **State Police Officers**
  - w. **Stenographer - Secretary**
  - x. **Taxi Drivers**
  - y. **Telephone Operators**
  - z. **Typists**
- 2. Career Development Laboratory (Educational Sensory Programming)**
- a. **Banker**
  - b. **Editor**
  - c. **Fireman**
  - d. **High School Teacher**
  - e. **Insurance Salesman**
  - f. **Lawyer**
  - g. **Librarian**
  - h. **Personnel Counselor**
  - i. **Policewoman**
  - j. **Professor**
  - k. **Radio Broadcaster**
  - l. **Secretary**
  - m. **Technical Writer**
  - n. **Telephone Operator**
- 3. Choosing a Profession Series (Educational Sensory Programming)**
- a. **Advertising**
  - b. **Lawyer**
  - c. **Librarian**
  - d. **Musician**
  - e. **Secretary**
  - f. **Teacher**
  - g. **Writer**
- 4. Exploring the World of Work Series (H. Wilson Corp.)**
- a. **Clerical Interest Occupations, Secretary, Bookkeeper, Travel Agent**
  - b. **Literary - Musical Interest Occupations, Writers, Librarians, Musicians**
  - c. **Social Service Interest Occupations, Social Work, Clergy, Teaching**
- 5. Interview Series (Imperial Production, Inc.)**
- a. **Advertising**
  - b. **Counselor**

**B. Tapes and Cassettes cont.**

- c. **Fireman-Water Tender**
- d. **Insurance Agent and Broker**
- e. **Lawyer**
- f. **Librarian**
- g. **Musician**
- h. **Policeman**
- i. **Public Relations Man**
- j. **Secondary School Teacher**
- k. **Secretary**
- l. **Switchboard Operator (Telephone)**
- m. **Technical Writer**

**C. Books**

- 1. **Building for Tomorrow** (Allyn and Bacon, Inc.)
- 2. **Careers for High School** (Science Research Associates, Inc.)
- 3. **Career Opportunities, 5 Vols.** (J. G. Ferguson Publishing Co.)
- 4. **Dictionary of Occupational Titles** (U.S. Gov't. Printing Office)
- 5. **Encyclopedia of Careers, 2 Vols.** (Doubleday & Company, Inc.)
- 6. **Guide for Young Workers** (U.S. Gov't. Printing Office)
- 7. **Handbook of Job Facts** (Science Research Associates, Inc.)
- 8. **How to Get the Right Job and Keep It**  
(Education Division, Management Information Center, Inc.)
- 9. **Occupational Information** (Science Research Associates, Inc.)
- 10. **Occupational Outlook Handbook** (U.S. Gov't. Printing Office)
- 11. **Succeeding in the World of Work** (McKnight & McKnight Publishing Co.)
- 12. **The World of Work** (J. Weston Walch, Publisher)

**D. Booklets**

- 1. **Better Living Booklets, Set of 32** (Science Research Associates, Inc.)
- 2. **Getting a Job** (Fearon Publishers)
- 3. **How to be a Better Student** (Science Research Associates, Inc.)
- 4. **How to Find and Apply for a Job** (South-Western Publishing Co.)
- 5. **Planning My Future** (Science Research Associates, Inc.)
- 6. **Job Family Series Booklets, Set of 20** (Science Research Associates, Inc.)
- 7. **Looking Toward High School** (Science Research Associates, Inc.)
- 8. **My Educational Plans** (Science Research Associates, Inc.)
- 9. **The Turner Career Guidance Series, Set of 6**  
(Follett Educational Corporation)
- 10. **The Turner-Livingston Communication Series, Set of 6**  
(Follett Educational Corporation)

**E. Resource Kits**

- 1. **Careers** (Careers, Inc.)
- 2. **Career Information Kit** (Science Research Associates, Inc.)
- 3. **Chronicle File** (Chronicle Guidance Publications, Inc.)

**E. Resource Kits cont.**

- 4. Desk Top Careers Kit (Careers, Inc.)**
- 5. Occupational Exploration Kit (Science Research Associates, Inc.)**
- 6. Widening Roles Occupation Kit (Science Research Associates, Inc.)**

**F. Tests**

- 1. Pre-evaluation Summary**
- 2. Post-evaluation Summary**

**G. Films (CCU Film Library, Mississippi State University)**

- 1. Bookkeeping: Occupations and Opportunities**
- 2. Job Opportunities in Hotels and Motels**
- 3. Story of a Newspaperman**
- 4. The Secretary: Taking Dictation**

**H. Manuals**

- 1. Occupational Orientation - Introduction to the "World of Work"  
(Mississippi State University - Career Development - Series No. 7000)**

# **SUPPLEMENTARY NOTES**

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unit five  
production distribution  
and  
management occupations

## **CAREER EXPLORATION**

### **Unit Five**

#### **PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS**

##### **Instructional Goals:**

- I. The student will become acquainted with a wide range of occupations which might be classified as Production, Distribution, and Management Occupations.**
- II. The student will locate and become familiar with local and state occupational settings and work opportunities associated with Production, Distribution, and Management Occupations.**
- III. The student will participate in learning experiences that will acquaint him with major characteristics and worker skills required for successful employment for various Production, Distribution, and Management Occupations.**
- IV. The student will participate in "hands-on" experiences and/or "on-sight" experiences which will permit him to personally encounter the knowledge and the personal skills necessary for successful employment in Production, Distribution, and Management Occupations.**
- V. The student and teacher will assess knowledge gained by each student after exploring personal skills needed and occupations available in Production, Distribution, and Management Occupations.**



BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1.2 The student will list five production, distribution, or management occupations participated in by his parents or relatives; and he will evaluate these on the basis of the outlook information given by the Employment Office representative.</p>	<p>Explain to the students the Occupation Information Board and how it will be used.</p> <p>Have a person from the local employment office to explain occupational settings and work opportunities of production, distribution, and management occupations that are available in the local area.</p> <p>Have the students divide the list of occupations into two groups: (1) Jobs located in Jones County and surrounding counties. (2) Jobs not found in this area.</p> <p>Let the students tell which occupations in each group they are involved in through their parents or other relatives and explain what they know about them.</p>	<p>Pages A-21 &amp; A-22</p> <p>Mississippi Employment Service or private employment service</p> <p>Students' parents and relatives</p>
<p>EVALUATION</p>	<p>CRITERIA</p> <p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>RATING</p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		



BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
2.1 cont.	<p>Have students fill out a <b>Field Trip Survey Sheet</b> and discuss important observations of the field trip.</p> <p>Have students make posters and bulletin boards to exhibit <b>Production, Distribution, and Management Occupations.</b></p>	<p>Example: Page A-50</p> <p>Page A-84</p>
<p style="text-align: center;"><b>EVALUATION</b></p>	<p style="text-align: center;"><b>CRITERIA</b></p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p style="text-align: center;"><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal III: The student will participate in learning experiences that will acquaint him with characteristics and worker skills required for successful employment for various Production, Distribution, and Management Occupations.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.1 The student will state orally or will write his personal characteristics and interests compared with those required for a job or jobs classified as Production, Distribution, or Management Occupations.</b></p>	<p><b>Give each student a copy of the Job Interview Form and instruct him to interview a person employed in a Production, Distribution, or Management Occupation. Have him report his findings to the class. Have the class ask questions during a question and answer period.</b></p> <p><b>Have students bring in magazine or newspaper information that they think is important in studying about job characteristics and worker skills.</b></p>	<p><b>Page A-52</b></p>
EVALUATION	CRITERIA	RATING
<p><b>Teacher's comments and/or suggestions</b></p> <p style="text-align: right;"><b>110</b></p>	<p><b>1. Was the behavioral objective realistic?</b></p> <p><b>2. Were the activities related to the behavioral objective?</b></p> <p><b>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</b></p> <p><b>4. Were the activities appropriate for this grade level?</b></p>	<p><b>1 2 3 4 5</b></p>

**Instructional Goal IV: The student will participate in "hands-on" experiences and/or "on-sight" experiences which will permit him to personally encounter the knowledge and the personal skills necessary for successful employment in Production, Distribution, and Management Occupations.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>4.1 Each student will select a project related to an occupation or a group of occupations and develop this project at home or at school during free time. At the end of the six weeks, or during the six weeks, he will report his findings to the class.</b></p>	<p><b>Other activities that might be included are:</b></p> <ol style="list-style-type: none"> <li><b>1. Have students plant as many different kinds of vegetables and grass seed as possible and learn the differences between each by looking at the plants and their parts.</b></li> <li><b>2. Let students study percent germination of seeds.</b></li> <li><b>3. Have students bring in leaves and bark from different trees and learn to identify trees native to Jones County.</b></li> <li><b>4. Have students obtain a cross section of a tree and learn to tell the age of trees.</b></li> <li><b>5. Have students obtain soil samples and identify different layers of soil.</b></li> <li><b>6. Have students bring a collection of old objects, such as fossils, arrowheads, or rocks.</b></li> <li><b>7. Have students work up a poster or a display and a report on a chosen occupation of this unit.</b></li> <li><b>8. Have students construct a poster on the different celestial bodies.</b></li> <li><b>9. Have students conduct transplanting or grafting experiments.</b></li> <li><b>10. Have students view different organisms under a microscope and write a description of each.</b></li> </ol>	



<b>EVALUATION</b>	<b>CRITERIA</b>	<b>RATING</b>
	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal V: The student and teacher will assess knowledge gained by the student after exploring personal skills needed and occupations available in the PRODUCTION, DISTRIBUTION, and MANAGEMENT OCCUPATIONS.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>5.1 After completing Unit V, the PRODUCTION, DISTRIBUTION and MANAGEMENT UNIT, the student will score a minimum of 70 percent on the post test.</p>	<p>Administer the post test for PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS.</p>	<p>Page A-19</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p>	<p>1 2 3 4 5</p>
	<p>2. Were the activities related to the behavioral objective?</p>	<p>1 2 3 4 5</p>
	<p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p>	<p>1 2 3 4 5</p>
	<p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

# **CAREER EXPLORATION**

## **Unit Five**

### **PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS**

#### **Job Clusters**

#### **I. Agribusiness**

**Veterinarians  
Ranchers  
Farmers  
Wildlife Managers  
Animal Keepers  
Fishermen  
Agricultural Engineer  
Crop and Soil Scientist  
Soil Conservationist  
Horticulturist  
Vegetable and Fruit Growers  
Nurserymen  
Gardeners and Grounds Keepers  
Forester  
Tree Expert  
Forestry Technician  
Lumberjacks  
Sawmill Workers**

#### **II. Science Occupations**

**Chemical Engineer  
Chemist  
Biologist  
Microbiologist  
Biochemist  
Chemical Technician  
Pollution Control Specialist  
Nuclear Engineer  
Meteorologist  
Astronomers  
Physicists  
Physics Technician  
Mining Engineer  
Geologist  
Anthropologist  
Archaeologist  
Geographer**

### **III. Transportation Occupations**

**Aerospace Engineer  
Airport Manager  
Airline Pilots  
Air Traffic Controller  
Airline Dispatchers  
Helicopter Pilots  
Ship Pilots  
Merchant Marine Officers  
Merchant Seamen  
Locomotive Engineers  
Railroad Freight Conductors  
Railroad Passenger Conductors  
Traffic Engineers  
Long-Distance Truck Drivers  
Power Truck Drivers  
Routemen**

### **IV. Petroleum Occupations (See example transparency master page 112)**

**Petroleum Engineer  
Rigbuilder or Rigger  
Driller or Operator  
Roughneck or Floor Hand  
Tool Dresser  
Enginemen  
Tool Pusher  
Pipeliner  
Pump Salesman  
Chemical Suppliers  
Pumpers**

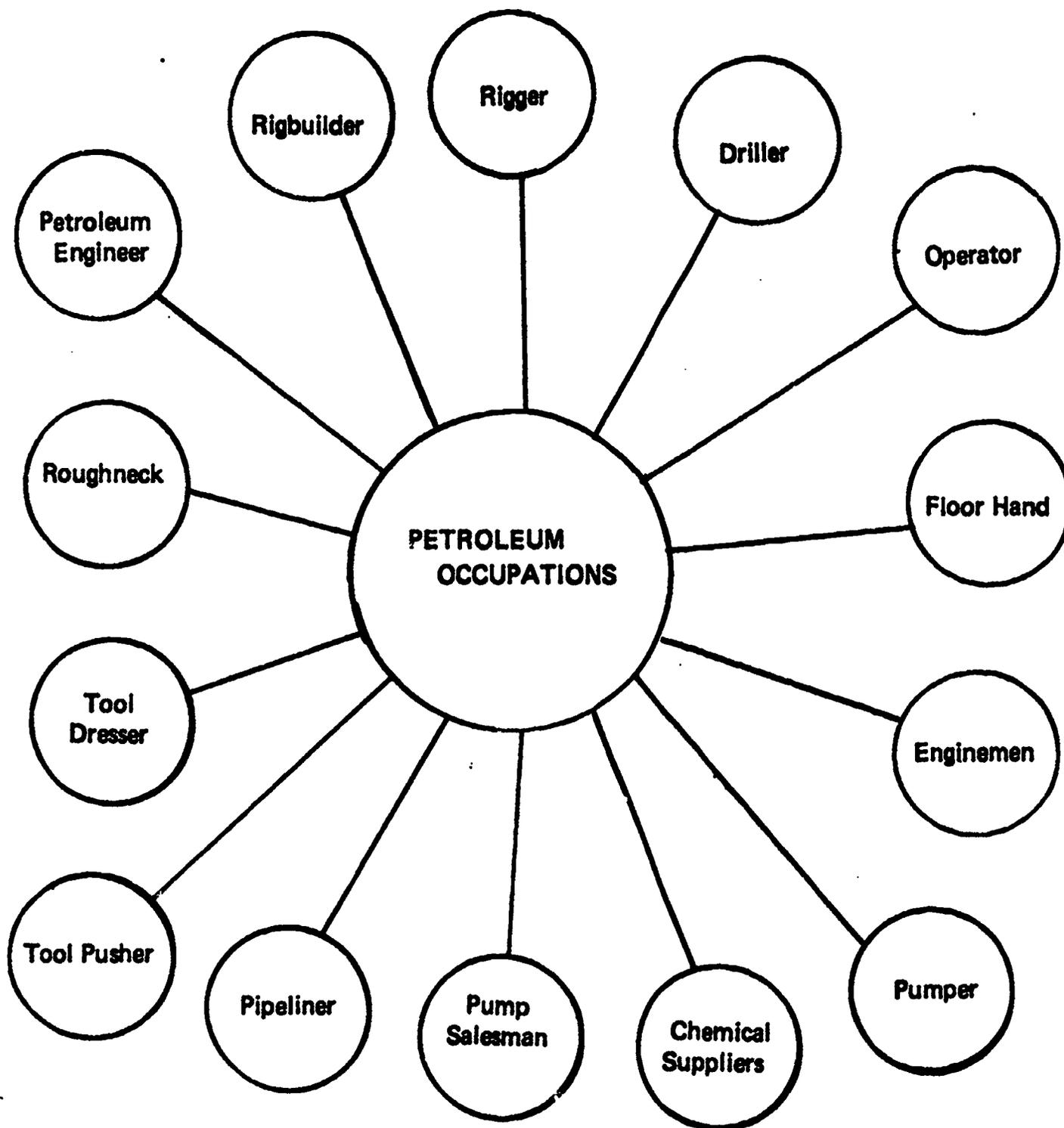
### **V. Business and Industry Occupations**

**A. White Collar:  
Mathematicians  
Statisticians  
Actuaries  
Historians  
Political Scientist  
Systems Analyst  
Optical Mechanics  
Museum Curators  
Advertising Account Executives  
Manufacturing Representative  
Market Research Interviewers  
Store Managers  
Purchasing Agents**

A. White Collar cont.  
Factory Inspectors  
Photographic Laboratory Technician  
Office Machine Servicemen

B. Blue Collar:  
Factory Assemblers  
Motion Picture Projectionists  
Drug Manufacturing Worker  
Dairy Industry Production Worker  
Rubber Products Worker  
Papermaking Production Worker  
Crane Operators  
Bottling Plant Workers  
Packers and Wrappers

**PETROLEUM OCCUPATIONS**  
(Transparency Master)



# CAREER EXPLORATION

## Unit Five

### PRODUCTION, DISTRIBUTION, AND MANAGEMENT OCCUPATIONS

#### Resources

(See page A-86 for addresses of teaching aid sources)

A. Films (CCU Film Library, Drawer DX, Miss. State, MS 39762)

1. **Agricultural Engineering: Profession With A Future**
2. **And So It Grows**
3. **The Dairy Industry**
4. **Farmings Fabulous Future**
5. **From Trees to Lumber**
6. **From The Ground Up**
7. **The Paper Forest**
8. **The Veterinarian**
9. **Science and Agriculture**
10. **Poultry Raising**
11. **Forestry and Forest Industries**
12. **Vocations in Agriculture**
13. **Your Career in Agriculture**
14. **What's So Special About Paper?**
15. **Sheepman U.S.A.**
16. **Part-Time Farmer**
17. **Careers in Oceanography**
18. **Careers in Bacteriology**
19. **Tommy Looks At Careers – Chemistry**
20. **Story of John Porter**
21. **The Inside Track**
22. **Way to Go**
23. **Long Ships Passing**
24. **Chopper Pilot**
25. **How About Billy Wilson**
26. **U. S. Naval Test Pilot School**
27. **Story of A Career Pilot**

B. Filmstrips

1. **The American Farmer And Our Food Supply (Eye Gate House, Inc.)**
  - a. **The American Farmer**
  - b. **Dairy Farming**
  - c. **Cattle Raising**
  - d. **Fruit Farming**
  - e. **Truck Farming**

**B. Filmstrips cont.**

- 2. America At Work (Eye Gate House, Inc.)**
  - a. Agriculture**
  - b. Lumbering**
  - c. Commercial Fishing**
  - d. The Motion Picture**
  - e. Coal Mining**
- 3. Careers In Aerospace (Eye Gate, Inc.)**
  - a. Flight Engineer**
  - b. Control Tower Operator**
  - c. Jet Captain**
  - d. Air Freight Agent**
- 4. Are You Looking Ahead? (Eye Gate House, Inc.)**
  - a. Do You Love Animals?**
- 5. Careers In: (California State Polytechnic College)**
  - a. Animal Industry**
  - b. Crops**
  - c. Farm Supplies**
  - d. Farm Services**
  - e. Ornamental Horticulture**
  - f. Natural Resources Management**
  - g. Water Pollution**

**C. Tapes and Cassettes ("American Occupation" Series)**

- 1. American Occupations Series**
  - a. Airline Dispatcher**
  - b. Air Traffic Controller**
  - c. Anthropologists**
  - d. Biochemists**
  - e. Business Machine Servicemen**
  - f. Chemists**
  - g. Conductors**
  - h. Engineering, Types of Engineering**
  - i. Flight Engineers**
  - j. Foresters**
  - k. Geographers**
  - l. Geologists**
  - m. Historians**
  - n. Instrument Makers**
  - o. Locomotive**
  - p. Long-Distance Truck Driver**
  - q. Manufacturer's Salesmen**
  - r. Mathematicians**
  - s. Meteorologists**
  - t. Motion Picture Projectionist**
  - u. Oceanographers**

**C. Tapes and Cassettes cont.**

- v. **Optometrists**
- w. **Petroleum Occupations**
- x. **Photographic Laboratory Occupation**
- y. **Physicists**
- z. **Pilots**
- aa. **Political Scientists**
- ab. **Purchasing Agent**
- ac. **Statisticians**
- ad. **Systems Analysts**
- ae. **Veterinarians**
- 2. **Choosing A Profession Series (ESP)**
  - a. **Advertising**
  - b. **Biologist**
  - c. **Farmer**
  - d. **Pilot**
- 3. **Career Development Laboratory (EPC)**
  - a. **Commercial Pilot**
  - b. **Forester**
  - c. **Veterinarian**
- 4. **Imperial Interview (Reel to Reel) (Imperial Productions, Inc.)**
  - a. **Biologist**
  - b. **Chemist**
  - c. **Chief Engineer**
  - d. **Local Truck Driver**
  - e. **Pilot and Copilot**
  - f. **Ship's Captain**
- 5. **Exploring the World of Work (Wilson Corp.)**
  - a. **Reel 3, Outdoor Interest Occupations (Forestry, Agriculture, Recreation)**
  - b. **Reel 4, Mechanical Interest Occupations (Engineer, Construction Trades, Production Manager)**
  - c. **Reel 6, Scientific Interest Occupations (Engineer, Biologist, Health Scientist)**

**D. Charts or Posters**

- 1. **Occupation Board Level I (See page A-21)**
- 2. **Poster Set on Career (J. Weston Walch)**
- 3. **Spinner Board (See page A-38)**

**E. Books and Booklets**

- 1. **Dictionary of Occupational Titles (U. S. Printing Office)**
- 2. **Job Family Series (SRA)**
- 3. **Career Series (Voc. Guidance Manuals)**
- 4. **Careers in Depth Series (Richard Rosen Press)**
- 5. **Career Opportunities (Doubleday-Ferguson)**
- 6. **Occupational Outlook Handbook (U. S. Printing Office)**
- 7. **Ency. of Careers and Voc. Guidance (Ferguson)**

**E. Books and Booklets cont.**

- 8. Handbook of Job Facts (SRA)**
- 9. On The Job (Doubleday-Ferguson)**
- 10. Occupational Information (SRA)**
- 11. Concise Handbook of Occupations (Doubleday-Ferguson)**
- 12. Opportunities In Environmental Careers (Voc. Guidance Manuals)**
- 13. Occupational Guidance (Finney Company)**

**F. Kits**

- 1. Widening Occupation Roles KIT (Science Research Associates)**
- 2. Occupational Exploration KIT (Science Research Associates)**
- 3. Career Information KIT (Science Research Associates)**
- 4. Chronicle File (Chronicle Guidance Publications, Inc.)**
- 5. Careers (Careers, Inc.)**
- 6. Sextant Series (Sextant Systems, Inc.)**
- 7. Careers For High School Graduates (Science Research Associates)**

**G. Tests**

- 1. Pre-Career Evaluation**
- 2. Post-Career Evaluation**
- 3. Teacher-Made Tests**

# SUPPLEMENTARY NOTES

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unit six  
planning & evaluation

## **CAREER EXPLORATION**

### **Unit Six**

#### **EVALUATION AND PLANNING**

##### **Instructional Goals:**

- I. The student will reevaluate himself in terms of personal traits, interests and abilities.**
- II. The student will summarize the facts he has learned about the world of work and attempt to relate his findings to the academic classes in which he is involved.**
- III. The student will make tentative plans for his continuing education after exploring and learning about himself and the world of work.**
- IV. Given instructions in the proper methods and procedures for successful employment, the student will gain some understanding of the importance of employability skills.**
- V. After exploring personal traits, aptitudes, interests and abilities, the student will be evaluated in an attempt to discover behavioral changes that have occurred during the course.**



BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>1.2 Following a study of interests, the student will write a list of five identified interests.</p>	<p>Invite a vocational counselor to discuss the validity of tests.</p> <p>Show filmstrip, Testing: Its Place in Education Today. Follow with a class discussion.</p> <p>Test students to determine occupational interests.</p> <p>Invite a counselor to interpret scores and profiles with students.</p>	<p>Local vocational counselor</p> <p>Page 134 Item No. B-20</p> <p>Page 137 Item No. H-2</p> <p>Local vocational counselor</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

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**Instructional Goal II: The students will summarize the facts he has learned about the the world of work and attempt to relate his findings to the academic classes in which he is involved.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>2.1 Each student will list in writing five jobs in an area of interest, and will point out job requirements, conditions and rewards of each of the jobs.</p>	<p>Instruct the student to make a list of the job areas for which he feels he is best suited, and then to point out orally why he has selected each particular area.</p> <p>Show filmstrip, Preparing for the Jobs of the 70's.</p> <p>Follow viewing of the filmstrip with a Visual Aid Questionnaire.</p>	<p>Page i33 Item No. B-5</p> <p>Page A-47</p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p><b>RATING</b></p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>	<p>128</p>	

**Instructional Goal III: The student will make tentative plans for his continuing education after exploring and learning about himself and the world of work.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.1 Each student will fill out a schedule for the following school year.</b></p>	<p>Show filmstrip, <b>High School Course Selection and Your Career.</b></p> <p>Explain the different courses of study offered in the high school.</p> <p>Have students study and discuss curriculum information in the student handbook.</p> <p>Help students fill out worksheet, "My Tentative High School Program."</p> <p>Invite a counselor to discuss cumulative records.</p> <p>Show filmstrip, <b>Your First Year in High School or How to Succeed in High School By Trying.</b></p>	<p>Page 134 Item B-16</p> <p>Course of Study Outline from local school.</p> <p>Local school student handbook</p> <p>Page A-66</p> <p>Local counselor</p> <p>Page 134 Item No. B-17 or B-14</p>
EVALUATION	CRITERIA	RATING
<p>Teacher's comments and/or suggestions</p>	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>3.2 Each student will write a one-page paper describing the importance of continuing education.</b></p>	<p><b>Invite a businessman to speak about how good high school records relate to employment.</b></p> <p><b>Have students listen to selected tapes from the series entitled <i>Planning Beyond High School</i>.</b></p> <p><b>Show filmstrips, <i>Dropping Out: Road to Nowhere</i> or <i>The Four Who Quit</i>.</b></p>	<p><b>Local businessman</b></p> <p><b>Page 134 Item No. C-1a</b></p> <p><b>Page 134 Items No. B-13 &amp; B-18</b></p>
<p><b>EVALUATION</b></p>	<p><b>CRITERIA</b></p> <p><b>1. Was the behavioral objective realistic?</b></p> <p><b>2. Were the activities related to the behavioral objective?</b></p> <p><b>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</b></p> <p><b>4. Were the activities appropriate for this grade level?</b></p>	<p><b>RATING</b></p> <p><b>1 2 3 4 5</b></p>
<p><b>Teacher's comments and/or suggestions</b></p>		

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**Instructional Goal IV: Given instructions in the proper methods and procedures for successful employment, the student will gain some understanding of the importance of employability.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p><b>4.1 Each student will write an acceptable letter of application and an acceptable résumé in reply to a want ad.</b></p>	<p><b>Show filmstrip, The A B C's of Getting and Keeping a Job.</b></p> <p><b>Discuss with students places to secure information about employment opportunities:</b></p> <ol style="list-style-type: none"> <li><b>1. News media</b></li> <li><b>2. Employment offices (State and private)</b></li> <li><b>3. Business establishments</b></li> <li><b>4. Guidance and library bulletin boards</b></li> <li><b>5. Personal contacts</b></li> </ol> <p><b>Show filmstrip, Finding the Job.</b></p> <p><b>Have students study different methods of applying for a job:</b></p> <ol style="list-style-type: none"> <li><b>1. Personal visits and completing application forms</b></li> <li><b>2. Telephoning</b></li> <li><b>3. Letter of application</b></li> </ol> <p><b>Lecture on the use of personal references. Follow with a panel discussion on the selection of references and how to contact them. Use Poster Series, "Getting A Job."</b></p> <p><b>Write a sample letter of application replying to a want ad brought to class by each student.</b></p>	<p><b>Page 133</b> <b>Item No. B-4a</b></p> <p><b>Page 135</b> <b>Item No. C-2b</b></p> <p><b>Page 134</b> <b>Item No. B-22d</b></p> <p><b>Manual: Page 137</b> <b>Item No. I</b></p> <p><b>Poster Series:</b> <b>Page 137 Item No. E</b></p> <p><b>Example: Pages A-68</b> <b>A-69</b> <b>A-70</b></p>

EVALUATION	CRITERIA	RATING
4.1 cont.	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
Teacher's comments and/or suggestions		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>4.2 Each student will list in writing 10 rules for effective interviewing.</p>	<p>After completing application forms, have students study transparencies, <b>I Want A Job and Guide to Finding a Job.</b></p> <p>Have students listen to tapes on interviewing: <b>The World of Work Series, Part 2, Getting A Job.</b></p> <p>Show filmstrips, <b>Your Job Interview and The Job Interview.</b></p> <p>Write a skit depicting a job interview scene.</p> <p>Have students role play several interview situations.</p> <p>Let students play the game, "Applying for a Job," with a card set.</p> <p>Have students list 10 rules necessary for an effective interview.</p> <p>Discuss with the class the follow-up letter.</p>	<p>Page 136 Items No. D-3 &amp; D-2</p> <p>Page 136 Item No. C-3</p> <p>Page 134 Item No. B-21 Page 133 Item No. B-3a</p> <p>Page 137 Item No. E-3</p>
EVALUATION	CRITERIA	RATING
<p>Teacher's comments and/or suggestions</p>	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p>1 2 3 4 5</p>

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>4.3 The student will list in writing 10 work habits necessary for maintaining and advancing on a job.</p>	<p>Show filmstrips, <b>Getting and Keeping Your First Job and Trouble at Work</b>. Have students list 10 work habits needed to maintain a job or to advance in a job.</p> <p>Invite a local employer to talk about the importance of employee relationships.</p>	<p>Pages 133 &amp; 134 Items No. B-4 &amp; B-12</p> <p>Local businessman</p>
<p>EVALUATION</p>	<p>CRITERIA</p> <ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p>RATING</p> <p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>4.4 The student will explain in writing the proper procedure for terminating employment.</p>	<p>Show filmstrip, <b>A Job That Goes Somewhere.</b></p> <p>Have students study transparencies on termination and changing jobs, <b>Guide to Finding A Job.</b></p> <p>Discuss with the class the importance of writing a letter of resignation. Have students write a sample letter of resignation.</p>	<p>Page 134 Item No. B-11</p> <p>Page 136 Item No. D-2</p> <p>Page 137 Item No. I-1</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p>	<p>1 2 3 4 5</p>
	<p>2. Were the activities related to the behavioral objective?</p>	<p>1 2 3 4 5</p>
	<p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p>	<p>1 2 3 4 5</p>
	<p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

**Instructional Goal V: After exploring personal traits, aptitudes, interests, and abilities, the student will be evaluated in an attempt to discover behavioral changes that have occurred during the course.**

BEHAVIORAL OBJECTIVES	ACTIVITIES	RESOURCES
<p>5.1 After completing Units I, II, III, IV, and V, the student will score at least 70 percent on the post test.</p>	<p>Administer the post test to determine behavioral change after studying EVALUATION AND PLANNING.</p>	<p>Page A-5</p>
EVALUATION	CRITERIA	RATING
	<p>1. Was the behavioral objective realistic?</p> <p>2. Were the activities related to the behavioral objective?</p> <p>3. Were the materials, media and equipment appropriate and sufficient to meet the needs of the students?</p> <p>4. Were the activities appropriate for this grade level?</p>	<p>1 2 3 4 5</p>
<p>Teacher's comments and/or suggestions</p>		

## **CAREER EXPLORATION**

### **Unit Six**

## **EVALUATION AND PLANNING**

### **Resources**

(See page A-86 for addresses of teaching aid sources.)

#### **A. Films (CCU Film Library, Drawer DX, Mississippi State, MS 39762)**

- 1. Dealing With Problem People**
  - a. The Scoffer**
  - b. The Disorderly Worker**
  - c. The Hothead**
  - d. The Forgetter**
- 2. The Dropout**
- 3. Finding Your Life Work**
- 4. How to Investigate Vocations**
- 5. Opportunity – Everywhere**
- 6. You and Your Work**
- 7. Your Job – Applying For It**
- 8. Your Job – Fitting In**
- 9. Your Job – Finding the Right One**
- 10. Your Job – Getting Ahead**
- 11. Your Job – Good Work Habits**
- 12. Your Job – You and Your Boss**

#### **B. Filmstrips**

- 1. It's Your Future (Eye Gate)**
  - a. A Look at the Future**
  - b. In Training**
  - c. Seeing the Whole Picture**
  - d. Know-How and Your Future**
- 2. The Wonderful World of Work: Vocational Opportunities (Eye Gate)**
  - a. What is Your Future in the Changing World of Work?**
- 3. Occupational Education (Eye Gate)**
  - a. The Job Interview**
- 4. The A B C's of Getting and Keeping a Job (Eye Gate)**
  - a. The A B C's of Getting and Keeping a Job**
  - b. Preparing for the Job You Want**
  - c. Applying for the Job You Want**
  - d. On the Job**
  - e. Labor Union**
  - f. Quizstrip**
- 5. Preparing for the Jobs of the 70's (Guidance Associates)**
- 6. If You're Not Going to College (Guidance Associates)**

**B. Filmstrips cont.**

- 7. Choosing Your Career (Guidance Associates)**
- 8. What You Should Know Before You Go to Work**
- 9. Getting and Keeping Your First Job**
- 10. Should You Go to College?**
- 11. A Job That Goes Someplace**
- 12. Trouble at Work**
- 13. Dropping Out: Road to Nowhere**
- 14. How to Succeed in High School by Trying**
- 15. Your Personality: The You Others Know**
- 16. High School Course Selection and Your Career**
- 17. Your First Year in High School**
- 18. The Four Who Quit**
- 19. High School Course Selection and Your Career**
- 20. Testing, Its Place in Education Today**
- 21. Your Job Interview**
- 22. World of Work Series (Link Enterprises)**
  - a. The Role of a Job**
  - b. Determining the Right Type of Job**
  - c. Preparing for the Job**
  - d. Finding the Job**
  - e. Getting the Job**
  - f. What the Employer Expects**
  - g. Getting along with the Supervisor**
  - h. Getting along with Fellow Workers**
  - i. The Role of Profit**
  - j. Seven Fatal Sins**
  - k. Seven Vital Virtues**
  - l. Developing Good Job Attitudes**

**C. Tapes and Cassettes**

- 1. Career Guidance Series (Jasper Ewing Co.)**
  - a. Planning Beyond High School**
    - 1. Education as a Continuing Process**
    - 2. The Need for Planning**
    - 3. Getting a Job Now**
    - 4. Apprenticeship and On-The-Job Training**
    - 5. Careers in the Military Service**
    - 6. Vocational Education**
    - 7. Technical Schools**
    - 8. The Community and Junior College**
    - 9. About Colleges and Universities**
    - 10. The State College or University**
    - 11. The Private College or University**
    - 12. Extension, Evening, Correspondence and Workshop Study**
  - b. Exploring the World of Work**
    - 1. Introducing the World of Work, Part I (40,000 Occupations: The need for Planning)**

**C. Tapes & Cassettes cont.**

2. **Introducing the World of Work, Part II (An Approach to Studying Occupations)**
  3. **Outdoor Interest Occupations (Forestry, Agriculture & Recreation)**
  4. **Mechanical Interest Occupations (Engineer, Construction Trades, Production Manager)**
  5. **Computational Interest Occupations (Accountant, Statistician, Computer Operator)**
  6. **Scientific Interest Occupations (Engineer, Biologist, Health Scientist)**
  7. **Persuasive Interest Occupations (Sales, Advertising and Reporter)**
  8. **Artistic Interest Occupations (Commercial Art, Fine Art, and Architecture)**
  9. **Literary, Musical Interest Occupations (Writer, Librarian, Musical)**
  10. **Social Service Interest Occupations (Clergy, Social Work, Teaching)**
  11. **Clerical Interest Occupations (Secretary, Bookkeeper, & Travel Agent)**
  12. **Women in the World of Work (Planning a Double Career, The Need for Education, Trends for the Future)**
- 
2. **The World of Work – On the Job**
    - a. **The First Few Days**
    - b. **Getting Help and Information**
    - c. **My Man, My Creep**
    - d. **Too Much Talk**
    - e. **Don't Blow Your Cool**
    - f. **The Magic Words that Get You Fired**
    - g. **Excuses**
    - h. **Supervisors Are Human, Too**
    - i. **Money, Money, Money**
    - j. **Company Rules and Company Customs**
    - k. **Stick Up for Your Rights**
    - l. **Promotions**
    - m. **Giving Notice**
    - n. **The Fast Exit**
    - o. **The Extra Work Assignment**
      - The Adding Machine**
      - Do It Our Way**
    - p. **Does the New Man Have to Get the Coffee?**
      - Advice from an Experienced Co-worker**
      - The Card Game**
    - q. **Why Were You Late?**
      - The Wrong File**
      - Getting Fired**
    - r. **That's Part of Your Job**
      - You'd Better Get Up on Time**
      - Too Many Days Absent**
    - s. **The First Pay Envelope**
      - The Coffee Break**
      - The Man Who Didn't Follow the Safety Rules**
    - t. **Boss, I Found a New Job!**
      - Asking For a Promotion**
      - Do You Think I Should Quit?**

**C. Tapes and Cassettes cont.**

- 3. The World of Work – Getting A Job**
  - a. Contacting Job Interviewers
  - b. The Agency Interview
  - c. Words You Must Learn
  - d. What You Need to Know to Fill Out an Application Form
  - e. Making a Good Impression
  - f. Selling Yourself
  - g. The Positive Approach
  - h. Handling Difficult Questions
  - i. The Wrap-Up
  - j. Discussion Tape A
    - The Whole Truth
    - What Are You Calling About?
    - I Could Never Do That
  - k. Discussion Tape B
    - Don't Call Us, We'll Call You
    - Turning an Interviewer Off
    - How Did You Do in the Interview?
  - l. Discussion Tape C
    - Bob's Interview
    - Larry's Interview
    - Ann's Interview

**D. Transparencies**

- 1. Finding and Holding a Job (Creative Visuals)**
  - a. Guidance to Help Find and Hold a Job
  - b. Personal Data Record Needed
  - c. The Job Application
  - d. The Interview
  - e. Hints for Holding Your Job
  - f. If You Must Change Jobs
- 2. Guide to Finding a Job**
  - a. Where to Look for a Job
  - b. The Reasons and Requirements of Interviews and Application Forms
  - c. Employment Forms, W-4 Payroll
- 3. I Want a Job (United Transparencies)**
  - a. Birth Certificate
  - b. Birth Certificate Should be Kept in a Safe Place
  - c. When I Have Filled Out my Form
  - d. Where Can I Go to Find a Job?
  - e. If I Cannot Find a Job Through Friends
  - f. To Get a Job I Must Fill Out an Application Blank
  - g. What Is an Interview?
  - h. I Will Want to Wear the Right Clothes
  - i. The Way I Speak in an Interview Is Important
  - j. I Must Be Prepared to Answer Certain Questions
  - k. Work Permits and Health Certificate
  - l. My Parent or Guardian May Have to Fill Out a Card
  - m. I Want to Keep My Job

**E. Cards, Charts and Posters**

1. **Poster Set on Careers (J. Weston Waich)**
2. **Occupational Information Board (See page A-21)**
3. **Applying For a Job (Interstate Printers)**

**F. Books and Booklets**

1. **My Educational Plans (Science Research Associates, Inc.)**
2. **Planning My Future**
3. **Charting Your Job Future**
4. **Turner Career Guidance Series (six) (Follet Educational Corp.)**
5. **Introduction To The World of Work (CCU Vol. 7000)**

**G. Occupation Information Kits**

1. **Widening Occupations Roles Kit (WORK KIT) (Science Research Associates)**
2. **Occupational Exploration Kit (OEK KIT) (Science Research Associates, SRA)**
3. **Career Information Kit (SRA)**
4. **Chronicle File (Chronicle Guidance Publications, Inc.)**
5. **Careers (Careers, Inc.)**
6. **Sextant Series (Sextant Systems, Inc.)**

**H. Tests**

1. **Post-Career Evaluation**
2. **Kuder Vocational Preference – Form E**

**I. Manuals**

1. **Occupational Orientation – Introduction to the World of Work (CCU, Drawer DX, Mississippi State, MS 39762)**

# SUPPLEMENTARY NOTES

# APPENDIXES

-----  
DATE -----

TEACHER'S TENTATIVE WEEKLY  
SUMMARIZATION OUTLINE

I. Unit No. \_\_\_\_\_ Level \_\_\_\_\_

INSTITUTIONAL OBJECTIVE NO. \_\_\_\_\_

INSTRUCTIONAL GOAL NO. \_\_\_\_\_

BEHAVIORAL OBJECTIVE NO. \_\_\_\_\_

ACTIVITIES AND RESOURCES USED:

Monday

Tuesday

Wednesday

Thursday

Friday

- ( )A. Resource persons: 1. Number used \_\_\_\_\_ 2. Number of students who participated \_\_\_\_\_.
- ( )B. Field trips: 1. Number used \_\_\_\_\_ 2. Number of students who participated \_\_\_\_\_.

- ( )C. Films: 1. Names: (a) \_\_\_\_\_ (b) \_\_\_\_\_
- (c) \_\_\_\_\_ (d) \_\_\_\_\_
- (e) \_\_\_\_\_ (f) \_\_\_\_\_

2. Number of students who saw these: \_\_\_\_\_

- ( )D. Filmstrips: 1. Names: (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

2. Number of students who saw these: \_\_\_\_\_

- ( )E. Transparency sets: Names: (a) \_\_\_\_\_
- (b) \_\_\_\_\_ (c) \_\_\_\_\_
- (d) \_\_\_\_\_ (e) \_\_\_\_\_

- ( )F. Other (specify) \_\_\_\_\_.

- ( )G. Methods and aids used:

( )1. Lecture

( )2. Individualized instruction

( )3. Interest grouping

a. Level \_\_\_\_\_ Period \_\_\_\_\_

b. Size of group \_\_\_\_\_

c. Areas of Interest \_\_\_\_\_

( )4. Equipment used: Names

- 1.
- 2.
- 3.
- 4.
- 5.



**Inservice or Planning Activities**

A. When were the meetings held? ( ) Monday ( ) Tuesday ( ) Wednesday  
( ) Thursday ( ) Friday

B. Length of sessions \_\_\_\_\_  
Mon. Tues. Wed. Thurs. Fri. Total

C. Groups who attended ( ) Occupational orientation

( ) Co-op

( ) Guidance

( ) Remedial

( ) Elementary

( ) Resource Persons

( ) Other \_\_\_\_\_  
specify

D. Meetings were held at ( ) School \_\_\_\_\_

( ) Complex \_\_\_\_\_

( ) Other \_\_\_\_\_ Specify \_\_\_\_\_

E. Who participated in the planning and/or execution of the meetings?

F. Outcome of the meetings. What did you get out of the meetings?

G. Other Activities (Please specify).

IV. A. List and describe the major sources of communication to the public and other school systems regarding this phase.

1. T.V.
2. Press
3. Radio
4. Speeches
5. Resource people
6. Other

B. Attach any articles or evidence of such communication.

OCCUPATIONAL ORIENTATION EVALUATION SUMMARY  
LEVEL I

NAME \_\_\_\_\_ DATE \_\_\_\_\_ NO. CORRECT \_\_\_\_\_

1. A definite task involving specific skills is called:  
 a. a vocation  
 b. a career  
 c. a job  
 d. an occupation
2. In his work a welder uses:  
 a. electrodes  
 b. crosscut saw  
 c. screwdriver  
 d. trowel
3. A milliner makes:  
 a. shoes  
 b. dresses  
 c. cakes  
 d. hats
4. Which of the following does not involve management ability:  
 a. laborer  
 b. farmer  
 c. business owner  
 d. administrator
5. A stenographer's primary role is to:  
 a. take orders for supplies  
 b. take machines apart  
 c. take shorthand  
 d. take mail orders
6. The rewards of work are:  
 a. pay and fringe benefits  
 b. pay and satisfaction  
 c. pay and recognition  
 d. all the above
7. A glazier is a person who:  
 a. constructs glass  
 b. blows glass  
 c. designs glass  
 d. sets glass in frame
8. Cosmetologists are often called:  
 a. caterers  
 b. hygienists  
 c. beauticians  
 d. dietitians

9. College training required for veterinarians is:  
 a. two years  
 b. four years  
 c. six years  
 d. eight years
10. An insurance adjuster:  
 a. sells insurance policies  
 b. collects insurance payments  
 c. writes insurance policies  
 d. settles insurance claims
11. Insurance and vacations given an employee by the company are called:  
 a. fees  
 b. prizes  
 c. fringe benefits  
 d. dues
12. In his work an electrician uses:  
 a. plunger  
 b. volt meter  
 c. syringe  
 d. geiger counter
13. An interior decorator is responsible for:  
 a. inside color schemes  
 b. outside color schemes  
 c. inside floor plans  
 d. landscape plans
14. A horticulturist works with:  
 a. plants  
 b. animals  
 c. metals  
 d. none of the above
15. A disc jockey:  
 a. rides race horses  
 b. is a radio announcer  
 c. works in a factory  
 d. is an advertising agent
16. Wages determined by percentage of sales made are called:  
 a. piece work  
 b. hourly wage  
 c. contract  
 d. commission
17. In his work a machinist uses:  
 a. a spoke auger  
 b. a plumb bob  
 c. calipers  
 d. a block plane

18. A dietitian is responsible for:  
 a. planning houses  
 b. planning exercises  
 c. planning menus  
 d. planning displays
19. A meteorologist is concerned primarily with:  
 a. lunar surface  
 b. ocean surface  
 c. land surface  
 d. weather
20. A marina attendant primarily works with:  
 a. boats  
 b. airplanes  
 c. oil field equipment  
 d. trucks
21. To receive a Social Security number, you must be at least:  
 a. one day old  
 b. one year old  
 c. fourteen years old  
 d. eighteen years old
22. In his work a mechanic uses:  
 a. a draw gauge  
 b. a timing light  
 c. an awl  
 d. a router
23. An employee required to have a health certificate is a  
 a. secretary  
 b. chef  
 c. dressmaker  
 d. jeweler
24. An airline dispatcher:  
 a. pilots the airplane  
 b. inspects the airplane  
 c. coordinates flight schedules  
 d. repairs broken instruments
25. Technical writers develop:  
 a. rough draft copies  
 b. T.V. programs  
 c. scientific reports  
 d. photographs
25. An apprentice is:  
 a. a paid employee in training  
 b. an unpaid employee in training  
 c. a part-time employee  
 d. a retired employee

27. In his work a bricklayer uses a:  
 a. milling machine  
 b. bow saw  
 c. ratchet  
 d. hod
28. A waitress serves the beverage from:  
 a. the left of the person  
 b. the right of the person  
 c. either side of the person  
 d. none of the above
29. A geologist collects samples of:  
 a. drugs  
 b. air  
 c. blood  
 d. earth's crust
30. City planners recommend:  
 a. election dates  
 b. bond issues  
 c. tax increases  
 d. zoning areas
31. Which of the following is not found on a personal check:  
 a. date  
 b. bank account number  
 c. signature  
 d. balance
32. The best conductor of electricity is:  
 a. wood  
 b. paper  
 c. copper  
 d. rubber
33. A physical therapist uses:  
 a. internal medication  
 b. whirlpool bath  
 c. immunization  
 d. scalpel
34. A scientist who is chiefly concerned with the chemical makeup of all living things is a:  
 a. biochemist  
 b. chemist  
 c. biophysicist  
 d. biologist
35. Occupational therapists:  
 a. train people for jobs  
 b. hire people for jobs  
 c. fire people from jobs  
 d. Assist people through rehabilitation for jobs

36. A personal meeting with a prospective employer is called (a/an):  
 a. reference  
 b. subscription  
 c. interview  
 d. termination
37. A person employed in the electrical industry who is required to have a college degree is:  
 a. a lineman  
 b. an electrical engineer  
 c. a motor repairman  
 d. an electronic repairman
38. A podiatrist is a specialist of the:  
 a. hands  
 b. ears  
 c. eyes  
 d. feet
39. A nurseryman is involved in the production of:  
 a. beef cattle  
 b. shrubs  
 c. chicks  
 d. catfish
40. A typist needs:  
 a. math  
 b. manual dexterity  
 c. abstract reasoning  
 d. foreign language
41. An organization designed to promote the workers' interest is a:  
 a. crew  
 b. union  
 c. profession  
 d. society
42. A journeyman is a person who has?  
 a. completed a trade school  
 b. completed an apprenticeship program  
 c. completed high school  
 d. completed college
43. A busboy:  
 a. drives a bus  
 b. works in an eating establishment  
 c. operates a bus station  
 d. operates an elevator
44. A data processing machine operator works with a  
 a. computer  
 b. duplicator  
 c. telephone  
 d. typewriter

45. A building superintendent:  
 a. purchases buildings  
 b. designs buildings  
 c. maintains buildings  
 d. finances buildings
46. An employee awarded a better job by his employer has received (a/an):  
 a. demotion  
 b. promotion  
 c. reprimand  
 d. commendation
47. Match the following:
- |                                       |                            |
|---------------------------------------|----------------------------|
| <input type="checkbox"/> architect    | a. installs tubes          |
| <input type="checkbox"/> cartographer | b. designs buildings       |
| <input type="checkbox"/> boilermaker  | c. repairs television sets |
| <input type="checkbox"/> plasterer    | d. makes maps              |
|                                       | e. floats mortar           |
48. Match the following:
- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> dressmaker   | a. humor writer                   |
| <input type="checkbox"/> nurses' aide | b. determines seating arrangement |
| <input type="checkbox"/> caterer      | c. makes buttonholes              |
| <input type="checkbox"/> hostess      | d. sells service                  |
|                                       | e. takes temperature              |
49. Match the following:
- |                                       |                        |
|---------------------------------------|------------------------|
| <input type="checkbox"/> composers    | a. operates keypunch   |
| <input type="checkbox"/> F.B.I. Agent | b. writes wills        |
| <input type="checkbox"/> bank teller  | c. writes music        |
| <input type="checkbox"/> lawyer       | d. receives deposits   |
|                                       | e. investigates crimes |
50. Match the following:
- |   |                         |
|---|-------------------------|
| <input type="checkbox"/> roughneck                          | a. cares for trees      |
| <input type="checkbox"/> foresters                          | b. develops film        |
| <input type="checkbox"/> soil scientists                    | c. flies a helicopter   |
| <input type="checkbox"/> photographic laboratory technician | d. works on an oil well |
|   | e. studies the earth    |

INTRODUCTION  
UNIT I

(Pretest and Post Test)

1. A definite task involving specific skills is called:  
 a. a vocation  
 b. a career  
 c. a job  
 d. an occupation
2. The rewards of work are:  
 a. pay and fringe benefits  
 b. pay and satisfaction  
 c. pay and recognition  
 d. all the above
3. Insurance and vacations given an employee by the company are called:  
 a. fees  
 b. prizes  
 c. fringe benefits  
 d. dues
4. A salary determined by percentage of sales made is called:  
 a. piece work  
 b. hourly wage  
 c. contract  
 d. commission
5. Income tax on employees is collected by:  
 a. employee mailing tax in monthly  
 b. collection agency  
 c. employer withholding from paycheck  
 d. employee mailing tax in weekly
6. To receive a Social Security number, you must be at least:  
 a. one day old  
 b. one year old  
 c. fourteen years old  
 d. eighteen years old
7. A Social Security number is issued to a person:  
 a. each time he changes jobs  
 b. every 10 years  
 c. once in a lifetime  
 d. each times he moves from one state to another
8. An apprentice is:  
 a. a paid employee in training  
 b. an unpaid employee in training  
 c. a part-time employee  
 d. a retired employee

9. Which of the following is not found on a personal check:
- a. date
  - b. bank account number
  - c. signature
  - d. balance
10. A personal meeting with a prospective employer is called (a/an):
- a. reference
  - b. subscription
  - c. interview
  - d. termination
11. A person who is unable to find work is:
- a. unemployed
  - b. retired
  - c. employed
  - d. none of the above
12. A temporary refusal to work by labor until conditions are met is termed a:
- a. depression
  - b. retirement
  - c. lay-off
  - d. strike
13. An organization designed to promote the workers' interest is a:
- a. crew
  - b. union
  - c. profession
  - d. society
14. Pay for time beyond the regular number of working hours is called:
- a. dues
  - b. royalty
  - c. overwork
  - d. overtime
15. An employee awarded a better job by his employer has received (a/an)
- a. demotion
  - b. promotion
  - c. reprimand
  - d. commendation

(Pretest and Post Test)

**INDUSTRIAL AND RELATED OCCUPATIONS**  
**UNIT II**

1. In his work a welder uses:  
 a. electrodes  
 b. crosscut saw  
 c. screwdriver  
 d. trowel
  
2. A glazier is a person who:  
 a. constructs glass  
 b. blows glass  
 c. designs glass  
 d. sets glass in frame
  
3. In his work an electrician uses:  
 a. plunger  
 b. volt meter  
 c. syringe  
 d. geiger counter
  
4. In his work a plumber uses:  
 a. feeler gauge  
 b. pipe wrench  
 c. trowel  
 d. spoke shaver
  
5. In his work a draftsman uses:  
 a. try square  
 b. French curve  
 c. plumb bob  
 d. transit
  
6. In his work an upholsterer uses:  
 a. calipers  
 b. soldering copper  
 c. staple gun  
 d. T square
  
7. In his work a carpenter uses:  
 a. plunger  
 b. die set  
 c. framing square  
 d. T square
  
8. In his work a machinist uses:  
 a. valve grinder  
 b. plumb bob  
 c. metal  
 d. block plane

9. In his work a mechanic uses:  
 a. draw gauge  
 b. timing light  
 c. awl  
 d. router
10. In his work a brickmason uses:  
 a. milling machine  
 b. bow saw  
 c. ratchet  
 d. hod
11. The best conductor of electricity is:  
 a. wood  
 b. paper  
 c. copper  
 d. rubber
12. A person employed in the electrical industry who is required to have a college degree is a:  
 a. lineman  
 b. electrical engineer  
 c. meter repairman  
 d. electronic repairman
13. A journeyman is a person who has:  
 a. completed a trade school  
 b. completed an apprenticeship program  
 c. completed high school  
 d. completed college

**MATCH THE FOLLOWING:**

- |   |                            |
|---|----------------------------|
| 14. <input type="checkbox"/> architect    | a. makes up hoists         |
| 15. <input type="checkbox"/> rigger       | b. installs tubes          |
| 16. <input type="checkbox"/> cartographer | c. designs buildings       |
| 17. <input type="checkbox"/> boilermaker  | d. pours tar               |
| 18. <input type="checkbox"/> roofer       | e. lays brick              |
| 19. <input type="checkbox"/> cobbler      | f. repairs television sets |
| 20. <input type="checkbox"/> plasterer    | g. works with leather      |
|   | h. makes maps              |
|   | i. floats mortar           |

DIVERSIFIED SERVICES  
UNIT III

1. A milliner makes
  - a. shoes
  - b. dresses.
  - c. cakes
  - d. hats
  
2. One who prepares food for social functions is a:
  - a. caterer
  - b. hygienist
  - c. beautician
  - d. dietitian
  
3. An interior decorator is responsible for:
  - a. inside color schemes
  - b. outside color schemes
  - c. inside floor plans
  - d. both a. and c.
  
4. A dietitian is responsible for:
  - a. planning houses
  - b. planning exercises
  - c. planning menus
  - d. planning displays
  
5. An employee required to have a health certificate is a:
  - a. secretary
  - b. chef
  - c. dressmaker
  - d. jeweler
  
6. A tailor uses:
  - a. pressing ham
  - b. measuring cup
  - c. masking tape
  - d. tack hammer
  
7. One of the physical needs is:
  - a. candy
  - b. television
  - c. snacks
  - d. adequate food
  
8. A waitress serves the beverage from:
  - a. the left
  - b. the right
  - c. either side
  - d. none of the above

9. A physical therapist uses:  
 a. internal medication  
 b. whirlpool bath  
 c. immunization  
 d. scalpel
10. A podiatrist is a specialist of the:  
 a. hands  
 b. ears  
 c. eyes  
 d. feet
11. A busboy:  
 a. drives a bus  
 b. works in an eating establishment  
 c. operates a bus station  
 d. operates an elevator
12. The chef:  
 a. plans menus  
 b. prepares meals  
 c. cleans buildings  
 d. constructs buildings
13. A dental hygienist:  
 a. x-rays teeth  
 b. fills teeth  
 c. cleans teeth  
 d. extracts teeth

**MATCH THE FOLLOWING:**

- |  |                                    |
|--|------------------------------------|
| 14. <input type="checkbox"/> dressmaker        | a. humor writer                    |
| 15. <input type="checkbox"/> nurses' aide      | b. displays clothes                |
| 16. <input type="checkbox"/> model             | c. determines seating arrangements |
| 17. <input type="checkbox"/> caterer           | d. files health records            |
| 18. <input type="checkbox"/> medical librarian | e. makes buttonholes               |
| 19. <input type="checkbox"/> cartoonist        | f. sales service                   |
| 20. <input type="checkbox"/> hostess           | g. sells shoes                     |
|  | h. takes temperature               |

PUBLIC SERVICE  
UNIT IV

1. A stenographer:  
 a. takes orders for supplies  
 b. takes machines apart  
 c. takes shorthand and types  
 d. takes mail orders
2. An insurance adjuster:  
 a. sells insurance policies  
 b. collects insurance payments  
 c. writes insurance policies  
 d. settles insurance claims
3. A cashier:  
 a. keeps books for a business  
 b. operates a cash register  
 c. operates a bookkeeping machine  
 d. files monthly statements
4. A disc jockey:  
 a. rides race horses  
 b. is a radio announcer  
 c. works in a factory  
 d. is an advertising agent
5. A marina attendant works with:  
 a. boats  
 b. airplanes  
 c. oil field equipment  
 d. trucks
6. The auditor's job is to:  
 a. examine and analyze records  
 b. develop budget records  
 c. fill out tax returns  
 d. interview job applicants
7. Technical writers develop:  
 a. rough draft copies  
 b. television programs  
 c. scientific reports  
 d. photographs
8. City planners recommend:  
 a. election dates  
 b. bond issues  
 c. tax increases  
 d. zoning areas

9. A librarian:  
 a. orders books  
 b. classifies books  
 c. answers reference questions  
 d. all the above
10. Credit collectors:  
 a. establish credit ratings  
 b. establish amount of credit a company allows  
 c. contacts past due accounts  
 d. contacts future business accounts
11. A typist needs:  
 a. math  
 b. manual dexterity  
 c. abstract reasoning  
 d. foreign language
12. An accountant needs a background in:  
 a. geography  
 b. math  
 c. history  
 d. science
13. A building superintendent:  
 a. purchases buildings  
 b. designs buildings  
 c. maintains buildings  
 d. finances buildings

**MATCH THE FOLLOWING:**

- |  |                               |
|--|-------------------------------|
| 14. <input type="checkbox"/> composers         | a. operates keypunch          |
| 15. <input type="checkbox"/> F. B. I. agent    | b. writes wills               |
| 16. <input type="checkbox"/> bank teller       | c. writes music               |
| 17. <input type="checkbox"/> lawyer            | d. makes clothes              |
| 18. <input type="checkbox"/> customs inspector | e. makes deliveries           |
| 19. <input type="checkbox"/> postman           | f. receives deposits          |
| 20. <input type="checkbox"/> teachers          | g. investigates crimes        |
|  | h. checks luggage             |
|  | i. guides learning activities |

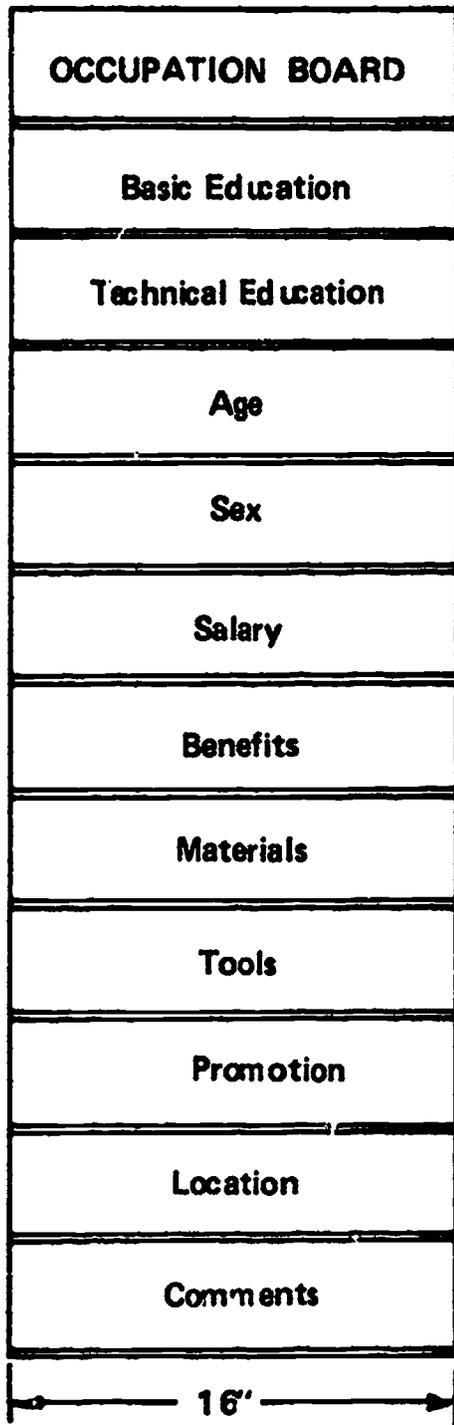
PRODUCTION, DISTRIBUTION AND MANAGEMENT  
UNIT V

1. Which of the following does not involve management ability:
  - a. laborer
  - b. farmer
  - c. business owner
  - d. administrator
  
2. The educational requirements for a veterinarian are:
  - a. two years
  - b. four years
  - c. six years
  - d. eight years
  
3. A horticulturist works with:
  - a. plants
  - b. animals
  - c. metals
  - d. none of the above
  
4. An astronomer works in a/an:
  - a. drugstore
  - b. observatory
  - c. bottling plant
  - d. garment factory
  
5. A meteorologist is concerned with:
  - a. lunar surface
  - b. ocean surface
  - c. land surface
  - d. weather
  
6. An airline dispatcher:
  - a. pilots the airplane
  - b. inspects the airplane
  - c. coordinates flight schedules
  - d. repairs broken instruments
  
7. A geologist collects samples of:
  - a. drugs
  - b. air
  - c. blood
  - d. earth's crust

8. A scientist who studies the chemical makeup of all living things is a:
- a. biochemist
  - b. chemist
  - c. biophysicist
  - d. biologist
9. A bulk storage tank is used by:
- a. millwright
  - b. gardener
  - c. lumberjack
  - d. dairyman
10. A crane operator:
- a. transports passengers
  - b. pumps water
  - c. lifts heavy loads
  - d. builds airplanes
11. A pipeliner is responsible for:
- a. repairing televisions
  - b. repairing highways
  - c. repairing power failures
  - d. repairing pipelines
12. A nurseryman is involved in the production of:
- a. beef cattle
  - b. shrubs
  - c. capons
  - d. poults
13. A pollution control specialist:
- a. takes orders for supplies
  - b. constructs bridges
  - c. checks the environment
  - d. works on an airplane

**MATCH THE FOLLOWING:**

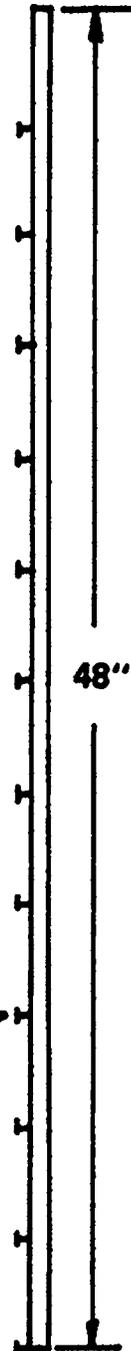
- |   |                            |
|---|----------------------------|
| 14. <input type="checkbox"/> florist                            | a. develops and prints     |
| 15. <input type="checkbox"/> purchasing agents                  | b. fits pipes              |
| 16. <input type="checkbox"/> actuary                            | c. examines samples        |
| 17. <input type="checkbox"/> roughneck                          | d. figures mortality rates |
| 18. <input type="checkbox"/> foresters                          | e. arranges flowers        |
| 19. <input type="checkbox"/> soil scientist                     | f. oil well                |
| 20. <input type="checkbox"/> photographic laboratory technician | g. wild-life               |
|   | h. takes bids              |



**NOTE: Materials**  
**1/4" Plywood and 12 Dividers**

**Removable Cards**

**Flanges**  
**4" O.C.**



OCCUPATIONAL INFORMATION JOB SHEET -- LEVEL I  
(To be used with OCCUPATION BOARD on page A-21)

JOB DESCRIPTION \_\_\_\_\_

BASIC EDUCATION REQUIREMENTS \_\_\_\_\_

TECHNICAL EDUCATION REQUIREMENTS \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_ EARNINGS (SALARY) \_\_\_\_\_

LOCATION \_\_\_\_\_

AVAILABILITY \_\_\_\_\_

WORKING CONDITIONS \_\_\_\_\_

FRINGE BENEFITS \_\_\_\_\_

OUTLOOK FOR FUTURE \_\_\_\_\_

PROMOTIONS \_\_\_\_\_

MATERIALS, TOOLS, OR MACHINES (If Required) \_\_\_\_\_

OTHER RELATED INFORMATION \_\_\_\_\_

EVALUATION	CRITERIA	RATING
	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p style="text-align: center;">1 2 3 4 5</p>
EVALUATION	CRITERIA	RATING
	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p style="text-align: center;">1 2 3 4 5</p>
EVALUATION	CRITERIA	RATING
	<ol style="list-style-type: none"> <li>1. Was the behavioral objective realistic?</li> <li>2. Were the activities related to the behavioral objective?</li> <li>3. Were the materials, media and equipment appropriate and sufficient to meet the needs?</li> <li>4. Were the activities appropriate for this grade level?</li> </ol>	<p style="text-align: center;">1 2 3 4 5</p>

## An Example of how Occupations are Grouped in the Roe Classification System \*

	I Service	II Business Contact	III Organization	IV Technology	V Outdoor	VI Science	VII General Cultural	VIII Art And Entertainment
1	Counselor	Promoter	Industrial Tycoon Economist	Chief Engineer	Archaeologist Geologist	Research Scientist Medical Specialist	Supreme Court Justice College Professor	Artist Architect
2	Social Worker Probation Officer	Public Relations Specialist Manufacturer's Salesman	Certified Public Accountant Hotel Manager	Factory Manager Computer Programmer	Forester Surveyor	Nurse Veterinarian	Editor High School Teacher	Athlete Designer
3	Detective Welfare Worker	Automobile Salesman Insurance Salesman	Bank Teller Restaurant Manager	Pilot Radio Operator	Farm Owner Game Warden	X-Ray Technician Chiropractor	Radio Announcer Reporter	Ad Writer Interior Decorator
4	Barber Policeman	Auctioneer	Cashier Receptionist	Electrician Mechanic	Miner Oilwell Driller	Technical Assistant Practical Nurse		Photographer Racing Car Driver
5	Taxi Driver Waiter	Peddler Routeman	Typist Mail Carrier	Bulldozer Operator Truck Driver	Farm Tenant Painter		Law Clerk	Stage Hand
6	Elevator Operator Watchman		Messengerboy	Laborer Meter Reader	Farm Laborer			

\*Anne Roe. *The Psychology of Occupations*, New York. John Wiley and Sons, Inc., 1956.

## OCCUPATIONAL TERMINOLOGY

Ability	Natural skill or talent
Agency	A business that acts for others
Appearance	How one looks and dresses
Application form	A printed form used to apply for employment
Apply	To ask in person or by letter for a job
Apprentice	A person learning a trade under a skilled worker
Aptitude	Quickness in learning
Assistant	A helper
Attitude	A person's feeling or mood
Characteristics	Individual traits or features
Civil Service	U. S. Government public service occupations
Employ	To hire
Employee	A person who works for pay
Employer	A firm or person who hires the services of others
Fringe benefits	Things an employer does for employees in addition to paying wages, such as insurance, vacation, and sick leave
Full-time employment	To work on a regular employment schedule
Job description	A list of job duties
Job interview	A personal meeting with a prospective employer
Job openings	Jobs available for which one can apply
Job promotions	Advances in rank and/or salary
Hourly rate	Money one will receive for an hour's work

<b>Laborer</b>	<b>One who works with his hands</b>
<b>Labor union</b>	<b>An organization of workers formed to protect the rights and interests of its members</b>
<b>Manager</b>	<b>One who directs or handles the affairs of a business</b>
<b>Minor</b>	<b>One who is under 21 years of age (in some states the age is 18)</b>
<b>Occupation</b>	<b>Work in which one is regularly employed</b>
<b>Orientation</b>	<b>Awareness of a new situation</b>
<b>Outlook</b>	<b>Prospect for the future</b>
<b>Part-time employment</b>	<b>To work on a partial employment schedule</b>
<b>Permanent work</b>	<b>Work intended to last a very long time</b>
<b>Personnel Manager</b>	<b>One who directs the hiring of employees in a business</b>
<b>Reference</b>	<b>One who may give information about the character or ability of another person</b>
<b>Reliable</b>	<b>One who is dependable</b>
<b>Requirements</b>	<b>A necessary condition</b>
<b>Salary</b>	<b>Fixed wages for work done</b>
<b>Technical</b>	<b>Skill or knowledge of a specialized field of work</b>
<b>Survey</b>	<b>Review and describe certain facts</b>
<b>Temporary work</b>	<b>Work that lasts for a short period of time</b>
<b>Trainee</b>	<b>A person who is learning a job</b>

## "PASSWORD" INSTRUCTIONS

1. Group students in pairs.
2. Allow two pairs to take position in front of class.
3. Give one student from each pair the same word written on a folded piece of paper.
4. Allow the student who was given the word to give a one-word clue to his partner. If the partner guesses the word on the first try, then give the pair 10 points. If not, the other group will try for 9 points. Continue this procedure until the word is guessed, but not more than 10 times. After the 10th round is over, the teacher will announce the word to the class and pass another word to the other partners. Carry out the same procedure.
5. Any score over 25 points wins the game. Allow another group to participate.

## BIOGRAPHICAL SKETCH

### I. Early Life

Date of birth: \_\_\_\_\_  
(day) (month) (year)

Place of birth: \_\_\_\_\_  
(city) (state) (county)

Early childhood memories and experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### II. Family

Total number in family \_\_\_\_\_  
(brothers) (sisters)

Favorite family pastime/s: \_\_\_\_\_  
\_\_\_\_\_

### III. Friends

Who are they? \_\_\_\_\_  
\_\_\_\_\_

Things we do together: \_\_\_\_\_  
\_\_\_\_\_

### IV. Likes and Dislikes

Likes: \_\_\_\_\_

Dislikes: \_\_\_\_\_

### V. Goals for My Future

Educational plans: \_\_\_\_\_

Occupational plans: \_\_\_\_\_

Other: \_\_\_\_\_

**INFORMATION ABOUT MYSELF**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SOCIAL SECURITY NUMBER:** \_\_\_\_\_

How do you see yourself now? How would you like to see yourself in the future? If you have qualities that you do not like, how would you change them? Listed below are the four basic characteristics of a person. Compare and/or contrast them to analyze your personal traits.

How I See Myself Now

How I Would Like to See Myself

**INTERESTS:**

(Present)

(Desired)

---

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---

---

---

---

**ABILITIES:**

(Present)

(Desired)

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---

**PERSONALITY:**

(Present)

(Desired)

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---

**APPEARANCE:**

(Present)

(Desired)

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PERSONAL CHARACTERISTICS FOR JOB SUCCESS

CHECK SHEET

	YES	NO
I am in good health.	_____	_____
I try to be neat.	_____	_____
I try to be well-groomed.	_____	_____
I try to keep clean.	_____	_____
I try to wear acceptable clothing.	_____	_____
I am conscious of my height and weight.	_____	_____
I have good posture.	_____	_____
I am a cheerful person.	_____	_____
I control my temper.	_____	_____
I do not worry a lot.	_____	_____
I am enthusiastic about my goals.	_____	_____
I like to work under pressure.	_____	_____
I work well with others.	_____	_____
I am well-disciplined.	_____	_____
I do not become discouraged easily.	_____	_____
I am the type person who plans my work.	_____	_____
I welcome advice from others.	_____	_____
I do not hold grudges.	_____	_____
I like to make my own decisions.	_____	_____
I avoid the use of slang.	_____	_____
I speak clearly.	_____	_____
I attempt to use correct English.	_____	_____

	YES	NO
I have a good memory.	_____	_____
I can follow instructions.	_____	_____
I listen to others carefully.	_____	_____
I observe closely.	_____	_____
I keep well-informed about current events.	_____	_____
I have confidence in myself.	_____	_____
I do not criticize others.	_____	_____
I give credit to others for what they do.	_____	_____
I am an honest person.	_____	_____
I can accept responsibility.	_____	_____
I have no bad habits that will affect my work.	_____	_____
I do my work promptly.	_____	_____
I do my work correctly.	_____	_____
I finish the things I start.	_____	_____
I can be trusted to keep a promise.	_____	_____
I can keep a secret.	_____	_____
I respect the opinions of others.	_____	_____
I do not gossip about others.	_____	_____
I do not make fun of others.	_____	_____
I mind my own business.	_____	_____
I am willing to share my problems with others.	_____	_____
I have good manners.	_____	_____
I like to help other people.	_____	_____

	YES	NO
I like to meet new people.	_____	_____
I make friends easily.	_____	_____
I like most of the people I know.	_____	_____
I "clown" so others will notice me.	_____	_____
I consider others when I make plans.	_____	_____
I am usually on time.	_____	_____
I am a good loser.	_____	_____
I like to do my share.	_____	_____
I attend school regularly.	_____	_____
I am conscientious.	_____	_____

AUTOBIOGRAPHY

Name \_\_\_\_\_

Date of birth \_\_\_\_\_ Place of birth \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_ Color of eyes \_\_\_\_\_ Color of hair \_\_\_\_\_

Physical disabilities or handicaps \_\_\_\_\_

Have you had any serious illnesses? \_\_\_\_\_ If so, name them \_\_\_\_\_

Do you have any special health problems? \_\_\_\_\_ If so, name them \_\_\_\_\_

Father's or guardian's name \_\_\_\_\_ Place of birth \_\_\_\_\_

(Circle last grade he finished in school)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 MORE THAN THESE

Mother's or guardian's name \_\_\_\_\_ Place of birth \_\_\_\_\_

(Circle last grade she finished in school)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 MORE THAN THESE

Brothers and sisters:

Name	Age	Last grade completed in school	Occupation
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other people who live in your home:

Name	Relationship
_____	_____
_____	_____

Family customs and traditions (reunions, holiday observances, birthdays, etc.)

\_\_\_\_\_  
\_\_\_\_\_

Family group activities

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe some things about your home (size, location, features, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe your room (furnishings, decorations, with whom shared)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you lived in other places? If so, where?

\_\_\_\_\_  
\_\_\_\_\_

Memories of your childhood

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Present grade in school Grade average last year

\_\_\_\_\_  
\_\_\_\_\_

Grades skipped Grade repeated

\_\_\_\_\_  
\_\_\_\_\_

School attendance (check the blank which most nearly indicated your attendance record during the last two years)

Grade days absent: 0-10 days 11-20 days 21 or more days

Grade days absent: 0-10 days 11-20 days 21 or more days

Other schools you have attended:

Name	Location	Dates	Grades
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



What are your favorite subjects? \_\_\_\_\_

Do you have a definite time to study at home? \_\_\_\_\_

Where do you study at home? \_\_\_\_\_

Describe your study area (good lighting, quiet, etc.) \_\_\_\_\_

Extracurricular activities (professional or semiprofessional, band, piano, dancing, etc.) \_\_\_\_\_

Do you plan to finish high school? \_\_\_\_\_ Do you plan to attend college? \_\_\_\_\_

If not, do you plan to take some other kind of training after high school?

\_\_\_\_\_ If so, what kind? \_\_\_\_\_

Your interests, activities, and hobbies:

Community organizations (church, civic, etc.)

Name of organization

Your participation

Name of organization	Your participation
_____	_____
_____	_____
_____	_____
_____	_____

School participation of organizations (clubs, sports, youth, band, chorus, etc.)

Name of organization

Your participation

Name of organization	Your participation
_____	_____
_____	_____
_____	_____
_____	_____

Honors and/or awards \_\_\_\_\_

\_\_\_\_\_

Hobbies \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your favorite pastimes (sports, television, movies, sewing, reading, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe any unusual or interesting experiences you have had \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

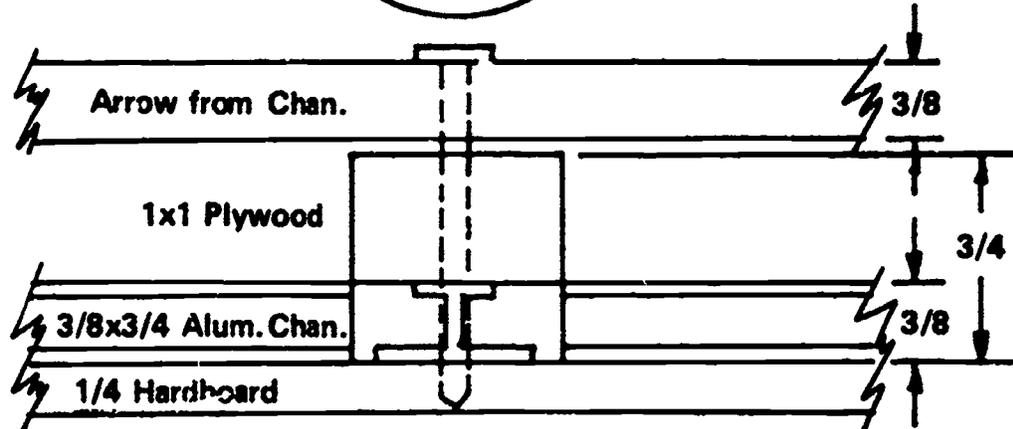
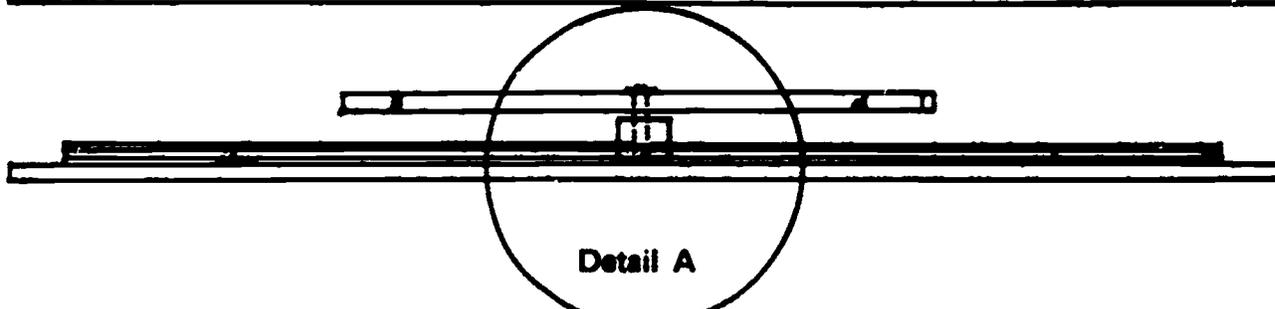
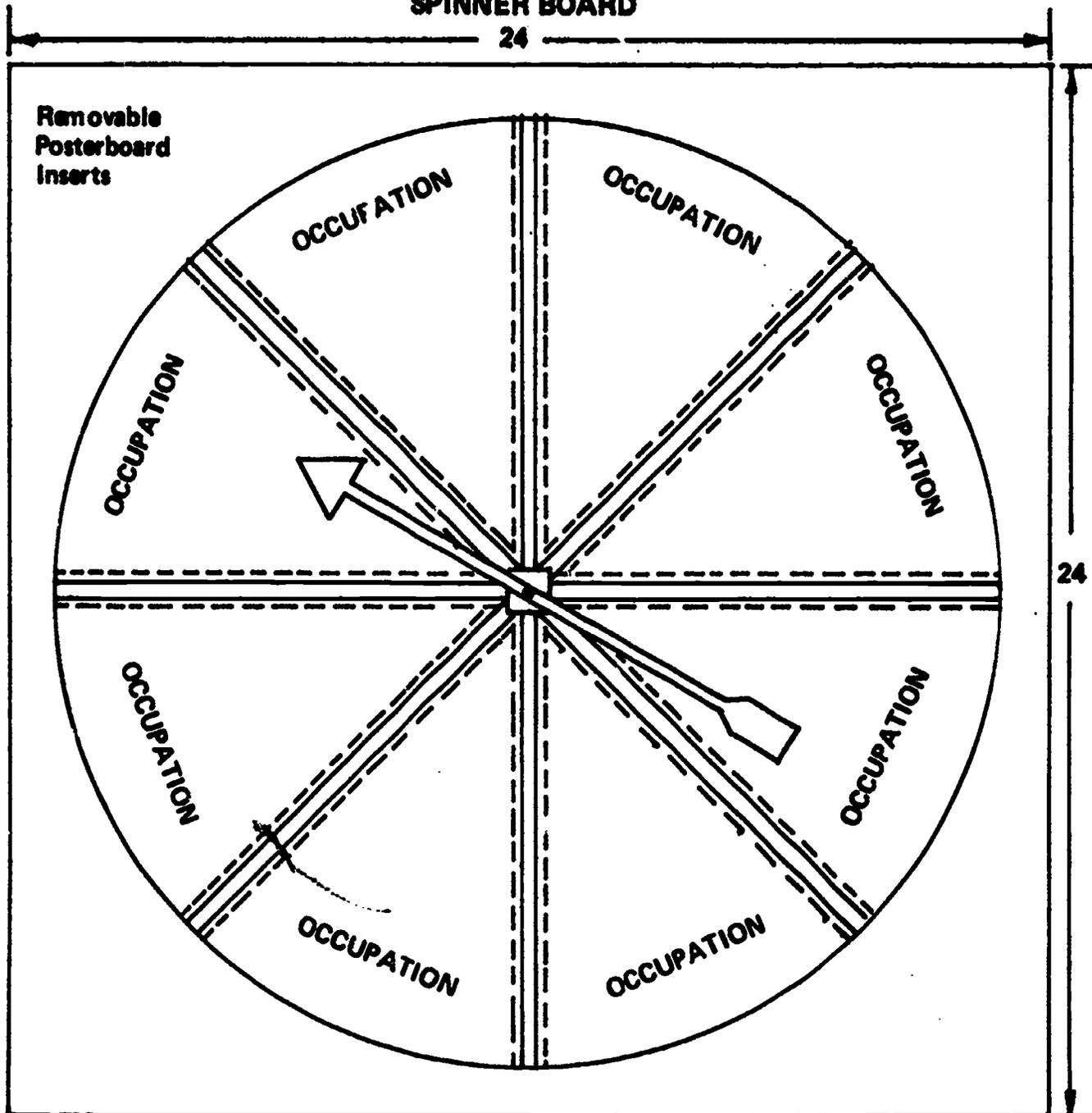
## INTEREST AND ABILITY SHEET

By using this form, you will be able to bring together facts from your occupational investigations, your interests, and your abilities. According to these findings, fill in each area as related to your occupational choice.

### RELATING INTERESTS AND ABILITIES TO JOB REQUIREMENTS AND OPPORTUNITIES IN THE WORLD OF WORK

Occupation	Education- al and/or Other Train- ing Require- ments	High Interests Related to Occupation- al Choice	High Abilities Needed for Occupation	Required Interests and Abili- ties	Oppor- tunities for Ad- vancement	Em- ploy- ment Out- look

# SPINNER BOARD



Detail A Enlarged  
NOTE: All dimensions are in inches.

A-38

BEST COPY AVAILABLE

SOCIAL SECURITY APPLICATION

DIRECTIONS: Fill out each blank of this questionnaire. Be sure to use your exact date of birth, mother's original name, and your exact age at the time you fill out this card. Read all directions carefully and follow them exactly.

(Front side) APPLICATION FOR A SOCIAL SECURITY NUMBER (Or Replacement of Lost Card)

Information Furnished On This Form is CONFIDENTIAL

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

DO NOT WRITE IN THE ABOVE SPACE

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial - if none, draw line) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE FEMALE

9 YOUR COLOR OR RACE WHITE NEGRO OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO DON'T KNOW YES (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P O Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Form SS-5 7-69

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

(Back side) INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes  
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R D Route, and Box number, if at the post office, show your P O Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

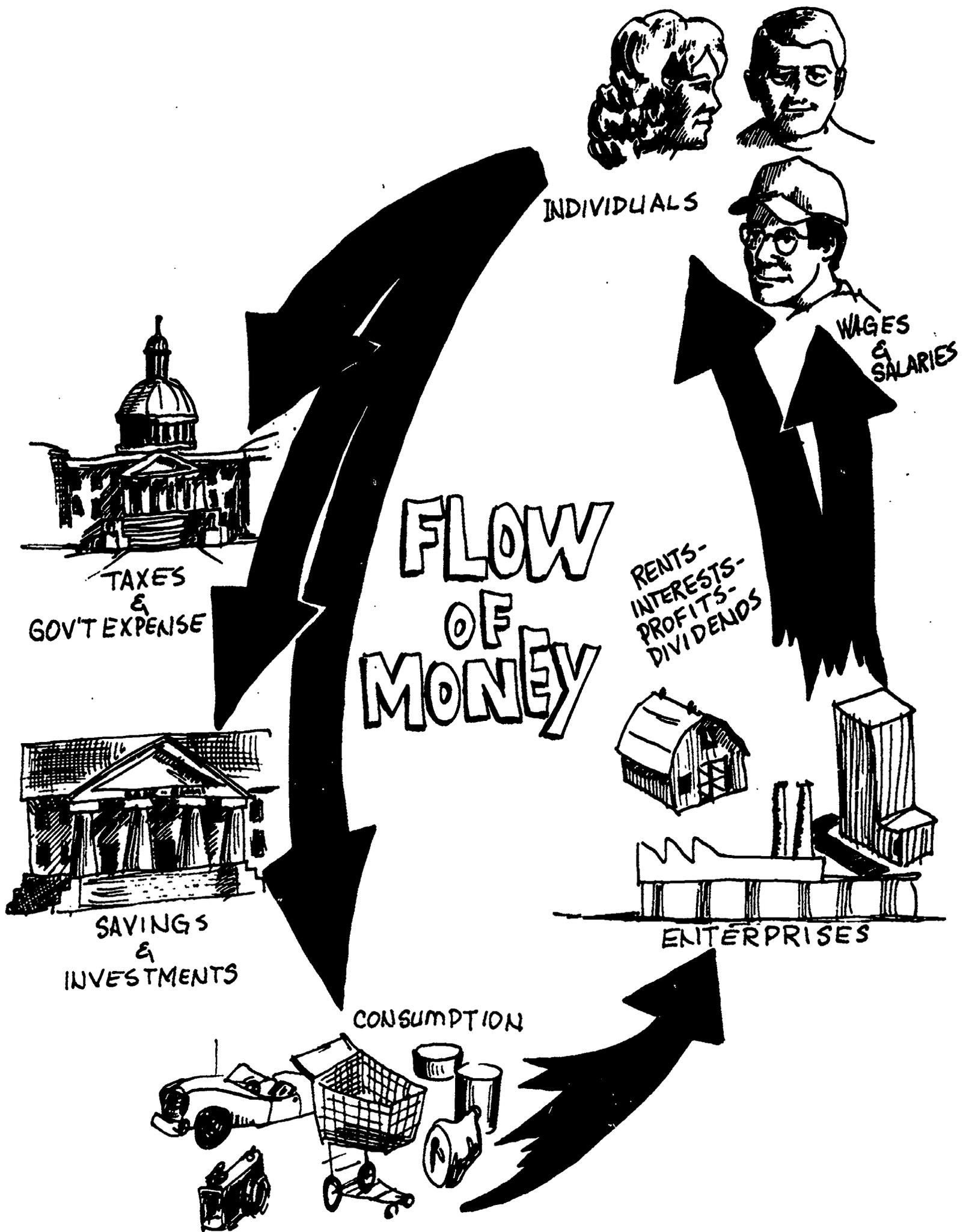
FOR DISTRICT OFFICE USE

SOCIAL SECURITY OFFICE 644  
P.O. Box 1021  
Columbus, Miss. 39701

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

U S GOVERNMENT PRINTING OFFICE 1972-486-134 16





**SUGGESTED OUTLINE FOR SUBSTITUTING MONETARY VALUES IN GRADING**

	<u>Value Per Day</u>	<u>Value Per Six Weeks</u>
Attendance and Attitude	\$10.00	\$300.00
Briefs or Resources	5.00	250.00
"Hands-on" Experience		125.00
Notebook		100.00
Tests		200.00
Reports		25.00
Total Value		<u>\$1,000.00</u>

<u>Monetary Value</u>	<u>Letter Grade</u>
950 - 1,000	A
850 - 949	B
750 - 849	C
700 - 749	D

If a student does not complete his unit requirements to earn a passing grade, he may be approved by the teacher for a loan. Upon approval of a loan, the student will sign a promissory note for the amount needed and complete the required work within a specified time.

# CHECKING ACCOUNT SIGNATURE CARD

(Front side)

<u>ACCOUNT NUMBER</u>	<u>NAME</u>
	<u>ADDRESS</u>
<b>Southern Bank, Midtown, Mississippi</b>	
<p>I am hereby authorized to recognize the signatures executed below in payment of funds on deposit, or in the transaction of other business with the undersigned. All conditions printed on both sides of this card have been read and are hereby agreed to.</p>	
<p>Authorized Signature _____</p>	
<p>Date _____ Business _____ Telephone _____</p>	
<p>Introduced by _____ Checking <input type="checkbox"/> Saving <input type="checkbox"/> Time C/D <input type="checkbox"/></p>	
<p><small>In placing with you items for deposit or collection from time to time (the word item or items as herein used includes checks, notes, warrants, drafts, bills of lading, etc., and embraces all such items taken for either deposit or collection), it is agreed that this bank acts only as depositor's collecting agent when receiving such items, and does not assume responsibility for and the exercise of due care in such items for credit subject to final payment in cash or its equivalent. The right is reserved to any such item or items to any bank, including the paper bank, and to accept drafts or checks on such bank, the only subject to final payment) as condition of payment in lieu of cash, this bank reserving the right to charge for any one or any time above final payment, whether returned or not, and also any item drawn on this bank not paid at close of business on day deposited.</small></p>	
<p><small>This bank is authorized to select a correspondent or correspondent banks to assist in collecting such items, and this bank shall not be liable for default or negligence of any correspondent so selected, nor for loss in transit. Each correspondent so selected shall only be liable for its own negligence. In collecting such items this bank is authorized to handle them in the customary way adopted by banks for collecting similar items, and may use as many correspondent banks</small></p>	
CONTINUED—OVER	

(Back side)

In such collection as is necessary in accordance with the custom of banks. All banks participating in the handling of such items shall have the same rights with reference thereto as are hereby given this bank. This bank, and all banks participating in the handling of such items, shall have the right to bunch and handle such items with other items, and may present such items to the bank on which drawn, separately or with other items on same bank, and may surrender such items in exchange for the draft or check of the paper bank, which draft or check may be for an amount including other items then received by this bank from depositor. This bank shall not be liable for the amounts of such items received until it has received final returns thereon, either in cash or its equivalent, or by final credit for such items to the correspondent bank to which this bank sends such items for collection and credit. The surrender of such items to this bank or any correspondent bank assisting in the collection of such items, so as to render themselves unable to return such items to depositor, shall not render this bank or any correspondent bank liable for the amount thereof, even though such items may be surrendered to drawers thereof and their liability thereon discharged, the only liability on this bank or any correspondent being that it shall execute to depositor an assignment covering depositor's interest in any dishonored check or draft given by the paper bank or any correspondent bank for such items, and other items. It is understood that this bank shall not be held liable because of receiving these items, for credit or collection, except and until such returns have been received by it for such items, or except and until final credit has been given this bank for these items by the correspondent to which they are sent by this bank for collection and credit.

It is agreed on order for "Stop Payment" of any check drawn on this bank by depositor shall be valid unless the notice be in writing. Depositor agrees to all "Service Charges" now in effect, or hereafter installed by this bank.

This agreement supersedes and nullifies all other agreements between the depositor and this bank that are in conflict with this agreement, including therein deposit ticket, pass book and signature card agreements.

**JOINT ACCOUNT—PAYABLE TO EITHER OR SURVIVOR**

The undersigned agree and declare that all funds now, or hereafter deposited in this account are, and shall be, our joint property and owned by us as joint tenants with the right of survivorship, and not as tenants in common; and upon the death of either of us any balance in said account shall become the absolute property of the survivor. The entire account or any part thereof may be withdrawn by, or upon the order of, either of us or the survivor. It is especially agreed that withdrawals of funds by the survivor shall be binding upon our heirs, next of kin, legatees, assigns, and personal representatives.

\_\_\_\_\_

\_\_\_\_\_



BANK CHECKS

NO \_\_\_\_\_ \$ \_\_\_\_\_  
DATE \_\_\_\_\_ 19\_\_\_\_  
TO \_\_\_\_\_  
FOR \_\_\_\_\_

No. \_\_\_\_\_ 19\_\_\_\_

OCCUPATIONAL ORIENTATION BANK  
Opportunity, MS

	DOLLARS	CENTS
BAL. BROT. FORD		
AMT. DEPOSITED		
" "		
TOTAL		
AMT. THIS CHECK		
BAL. CARD. FORD		

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ DOLLARS

FOR \_\_\_\_\_

NON-NEGOTIABLE

NO \_\_\_\_\_ \$ \_\_\_\_\_  
DATE \_\_\_\_\_ 19\_\_\_\_  
TO \_\_\_\_\_  
FOR \_\_\_\_\_

No. \_\_\_\_\_ 19\_\_\_\_

OCCUPATIONAL ORIENTATION BANK  
Opportunity, MS

	DOLLARS	CENTS
BAL. BROT. FORD		
AMT. DEPOSITED		
" "		
TOTAL		
AMT. THIS CHECK		
BAL. CARD. FORD		

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ DOLLARS

FOR \_\_\_\_\_

NON-NEGOTIABLE

NO \_\_\_\_\_ \$ \_\_\_\_\_  
DATE \_\_\_\_\_ 19\_\_\_\_  
TO \_\_\_\_\_  
FOR \_\_\_\_\_

No. \_\_\_\_\_ 19\_\_\_\_

OCCUPATIONAL ORIENTATION BANK  
Opportunity, MS

	DOLLARS	CENTS
BAL. BROT. FORD		
AMT. DEPOSITED		
" "		
TOTAL		
AMT. THIS CHECK		
BAL. CARD. FORD		

PAY TO THE ORDER OF \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ DOLLARS

FOR \_\_\_\_\_

NON-NEGOTIABLE



**PROMISSORY NOTE**

\_\_\_\_\_ Midtown, Mississippi, \_\_\_\_\_, 19\_\_\_\_\$\_\_\_\_\_

For value received, I, we, or either of us, promise to pay to Southern Bank  
Midtown, Mississippi, or Bearer, the sum of

\_\_\_\_\_ Dollars

at the Southern Bank of Midtown, \_\_\_\_\_ Mississippi, with interest thereon at the  
rate of \_\_\_\_\_ per cent per annum from date until paid, the principal and interest on this note to be paid at  
the rate of \$\_\_\_\_\_ per month, the first payment to become due and payable on\_\_\_\_\_,  
and a like sum on the \_\_\_\_\_ day of each month thereafter until the sum of \$\_\_\_\_\_, with  
all interest thereon, shall have been paid.

In the event of default in the payment of any installment under this note when due, the entire principal sum  
and accrued interest shall at once become due and payable without notice, at the option of the holder of this  
note. Failure to exercise this option shall not constitute a waiver of the right to exercise the same in the event of  
any subsequent default.

The drawers and endorsers severally waive presentation for payment, protest and notice of protest for non-  
payment of this note, and I, we, or either of us, hereby further agree that if this note is not paid at maturity and  
said note be collected by an attorney, that I, we, or either of us, will pay a reasonable attorney's fee for collecting  
same

Witness \_\_\_\_\_ signature\_\_\_\_\_ this the \_\_\_\_\_ day of \_\_\_\_\_ A. D., 19\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

**AUDIO-VISUAL AID QUESTIONNAIRE**

**Title:** \_\_\_\_\_

**Type of Visual Aid:** \_\_\_\_\_

**Source:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Information Gained:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Title:** \_\_\_\_\_

**Type of Visual Aid:** \_\_\_\_\_

**Source:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Information Gained:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Title:** \_\_\_\_\_

**Type of Visual Aid:** \_\_\_\_\_

**Source:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Information Gained:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FILM SURVEY SHEET

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Name of Film \_\_\_\_\_

List jobs covered by the film: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List three related jobs not covered by the film:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Summarize what you learned from this film:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**OCCUPATION QUESTIONNAIRE**

List the occupations in this unit with which you are most familiar:

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How did you acquire information about these occupations?

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List the usual duties and work roles performed by employees in these occupations:

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Which occupations in this unit are of greatest interest to you?

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Why do these occupations interest you?

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List some of your personal qualities that you believe would be helpful for employment in these occupations:

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What educational and training requirements do you think are needed for new employees entering these occupations?

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FIELD TRIP - SURVEY SHEET

Name of business: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

1. Name two or more blue collar jobs you saw.  
\_\_\_\_\_  
\_\_\_\_\_
2. Name two or more white collar jobs you saw.  
\_\_\_\_\_  
\_\_\_\_\_
3. Kinds of products? \_\_\_\_\_
4. Types of jobs available? \_\_\_\_\_
5. Entry level educational requirements? \_\_\_\_\_
6. Union or nonunion? \_\_\_\_\_
7. Is the business operation seasonal? \_\_\_\_\_
8. Describe the job that you saw which interested you most.  
\_\_\_\_\_  
\_\_\_\_\_
9. Did you see unsafe practices? (if so, what?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What interested you most about this trip and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Give some suggestions that you think would have improved this trip.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**JOB OBSERVATION SHEET**

Observation site \_\_\_\_\_

Job title of person in charge \_\_\_\_\_

Number of jobs being performed \_\_\_\_\_

Do these jobs require "teamwork"? \_\_\_\_\_

Wearing apparel \_\_\_\_\_

Equipment in use \_\_\_\_\_

Sanitation \_\_\_\_\_

Do you see a job you could do? \_\_\_\_\_

Name it \_\_\_\_\_

Describe the duties of this job \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which job would you like most? \_\_\_\_\_

Why? \_\_\_\_\_

Which job would you like least? \_\_\_\_\_

Why? \_\_\_\_\_

Student's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**JOB INTERVIEW NOTES**

**Job Title** \_\_\_\_\_

**Name of Person Interviewed** \_\_\_\_\_

**Place of Employment** \_\_\_\_\_

**What are your specific job duties?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What special abilities or characteristics are required for your job?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are the educational or technical training requirements for your job?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What school subjects would you suggest that a person take who is interested in a job similar to yours?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What is the pay range for jobs like yours? How are people on these jobs generally paid? (hourly, weekly, monthly, etc.)**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are the fringe benefits of this job? (Insurance, vacation, etc.)**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are the opportunities for advancement of this job?**

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**What are some of the things that influenced your career choice?**

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**What are some of the things you dislike about your job, if any?**

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**What are the things you like most about your job?**

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**Student evaluation of job:**

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## JOB ANALYSIS

Name \_\_\_\_\_ Date \_\_\_\_\_

Job Title \_\_\_\_\_

Did you like the atmosphere of this job?

Would you like the hours you would have to work?

Does this job require you to stand all day?

Does this job require you to work under pressure?

What skills do you need to have for this job?

Can you follow instructions exactly as they are given?

Do you mind being told how to do a certain task?

Do you like doing a task the same way every time?

Are there any promotional advantages in this job?

Are there any fringe benefits on this job?

Is this job handled by male or female employees?

Do you feel that you could perform this job better than the employee?

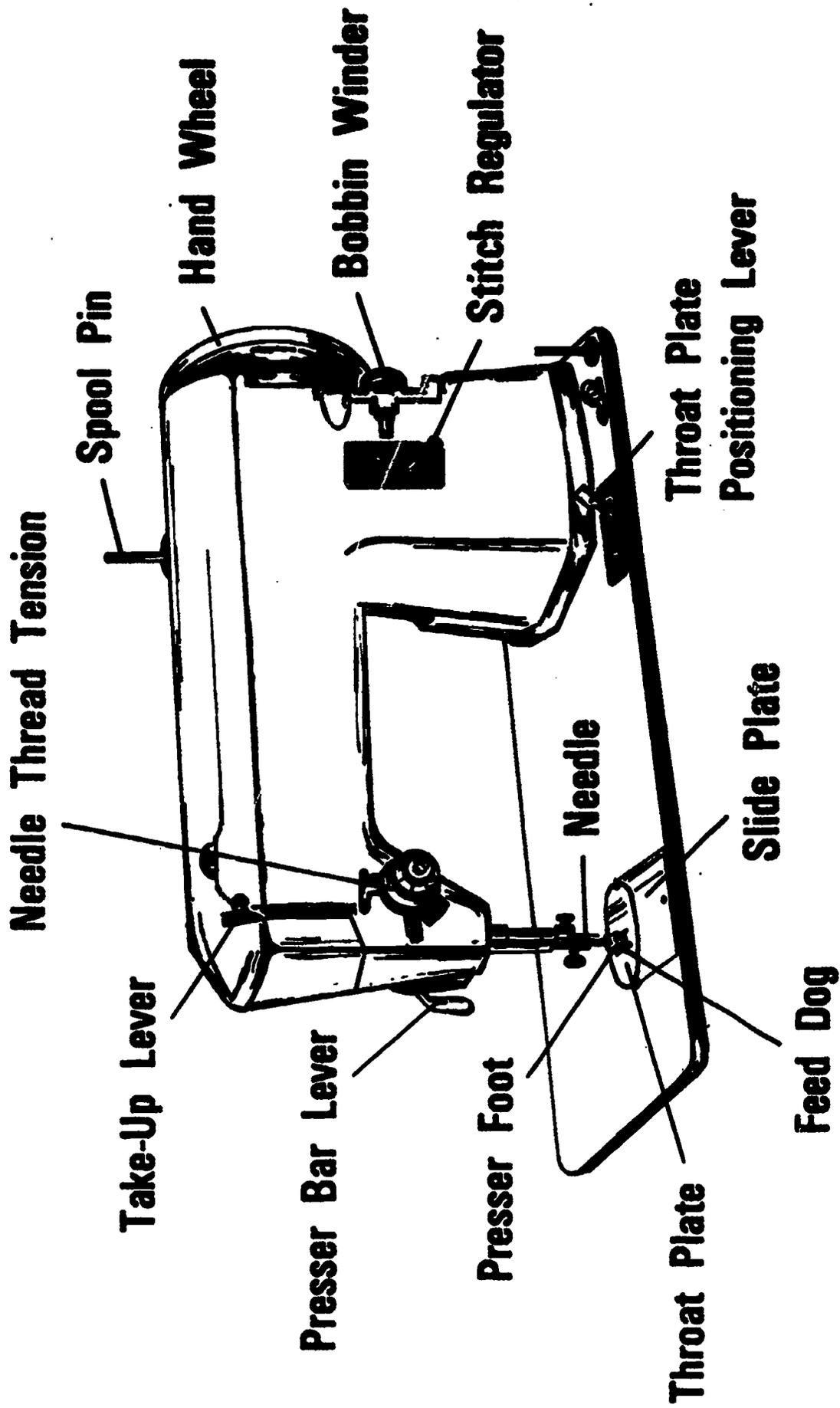
Do you think that good grooming is important for this job?

Does this employee have a good attitude?

Are there any health standards required for this job?

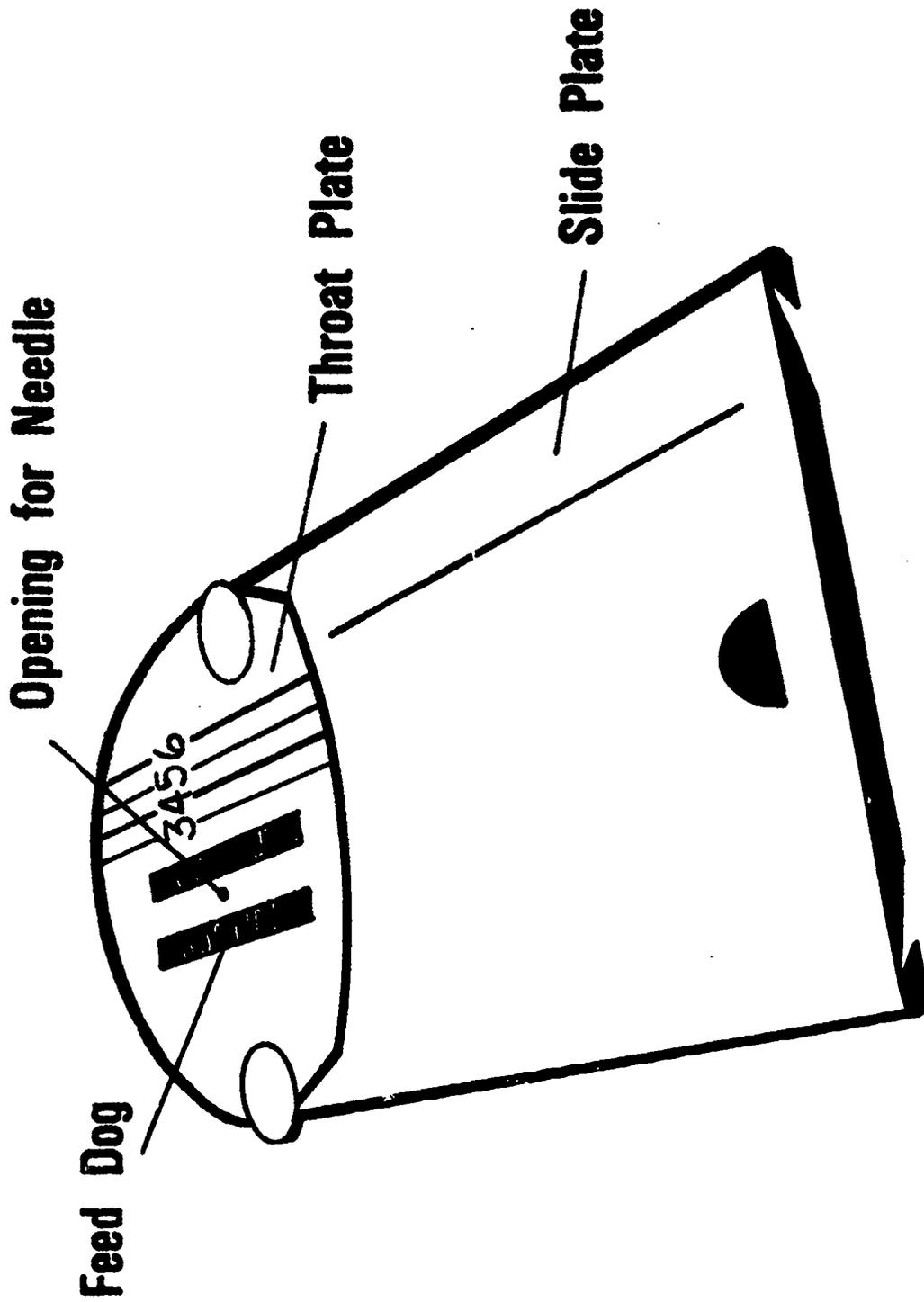
Do you think you could be happy performing this job for your entire life?

# Getting to Know Your Machine



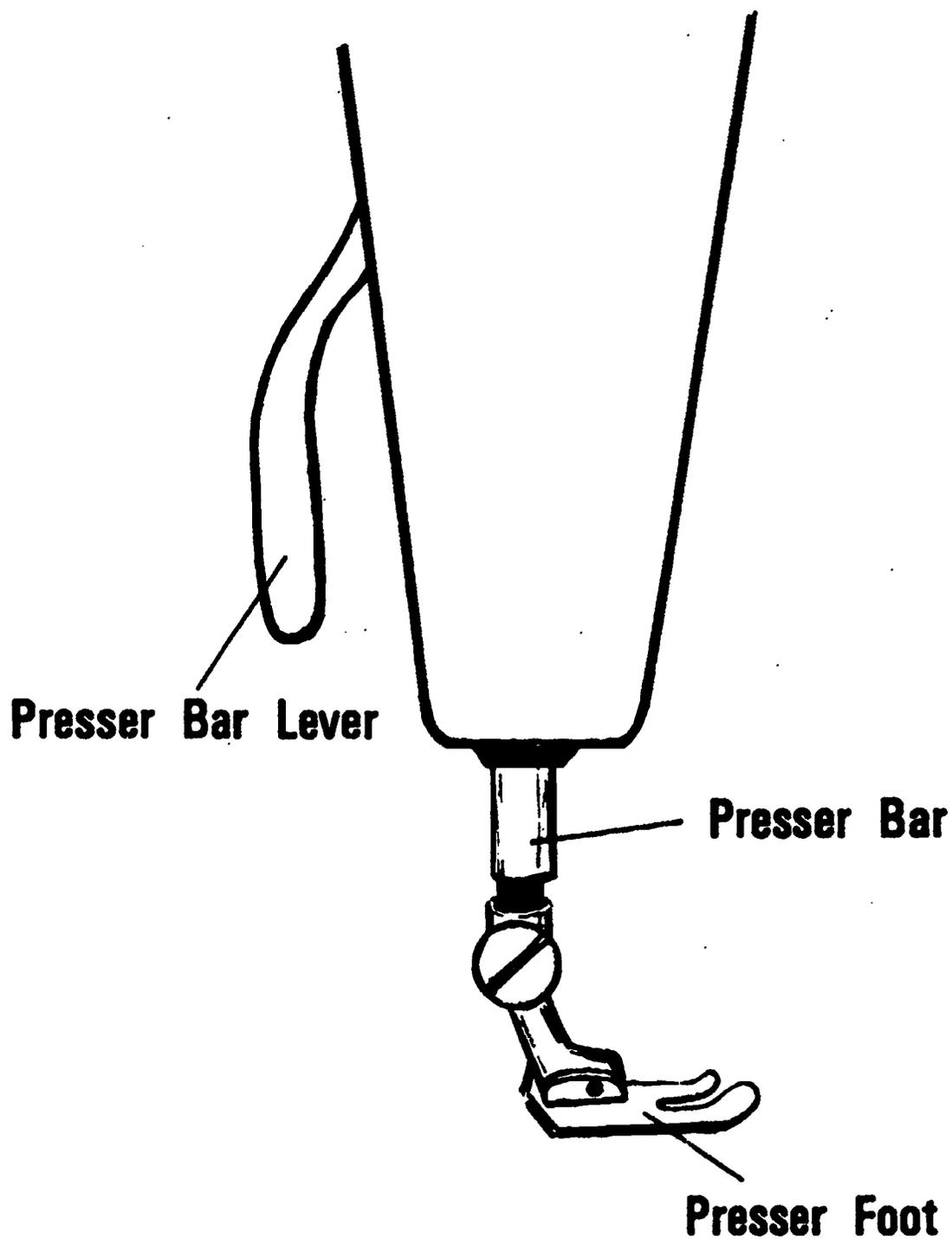
Courtesy of:  
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

# Getting to Know Your Machine



Courtesy of:  
Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

# Getting to Know Your Machine



Courtesy of:  
Curriculum and Instructional Materials Center, State Department of Vocational and Technical  
Education, Stillwater, Oklahoma 74074.

SEWING MACHINE OPERATOR'S LICENSE

Name \_\_\_\_\_

Date \_\_\_\_\_

This is to certify that \_\_\_\_\_  
has successfully accomplished the following tasks:

- \_\_\_ 1. Name and identify the parts of the sewing machine.
- \_\_\_ 2. Thread the machine properly.
- \_\_\_ 3. Thread the bobbin properly
- \_\_\_ 4. Insert the bobbin in the bobbin case.
- \_\_\_ 5. Replace the needle properly.
- \_\_\_ 6. Remove and replace the foot control properly.
- \_\_\_ 7. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.
- \_\_\_ 8. Reverse the stitches at the beginning and the end of a seam.
- \_\_\_ 9. Regulate speed to a smooth, steady rhythm.
- \_\_\_ 10. Regulate stitch length.
- \_\_\_ 11. Join bobbin thread with needle thread.

Signed \_\_\_\_\_  
Home Economics Teacher

\_\_\_\_\_  
School

To insert needle - The long groove of the needle goes in the direction of the last thread guide.

CULINARY CUBS

Hospital Menu

Regular Diet

Breakfast	Dinner	Supper
Orange juice Apple juice	Baked chicken Roast	Pork chop Baked ham
Oatmeal Cornflakes	Rice Mashed potatoes	Asparagus casserole Stuffed celery
Scrambled eggs Soft boiled eggs	Butter beans String beans	Sliced tomatoes Head lettuce
Bacon Ham	Green salad Fruit salad	Biscuit White bread
Toast Sweet roll	Corn bread Rolls	Milk Tea
Hot chocolate Coffee Milk	Peach cobbler Chocolate cake	
	Tea Milk	

### DAILY MENU CHART

Choose three meals for a patient on a regular diet by choosing food from the Hospital Menu on the previous page. List your chosen food on the chart below. Place each food under the food group to which it belongs.

Meal	Milk & Milk Products	Fish, Eggs Meat	Fruit and Vegetables	Breads and Cereals
Breakfast				
Lunch				
Dinner				

HOW WILL I RATE AS A CULINARY CLUB?

	Most of the Time	Sometimes	Not Usually
1. Do I enjoy working with people? I must see people and be with people every day.			
2. Am I <u>really</u> interested in the way other people feel? I must be sincere or the patient may feel worse, not better.			
3. Am I always clean, neat and well-groomed? This shows others that I respect and like myself.			
4. Am I dependable? If I am not on time and if I do not follow instructions, I may make an error that will cause unhappiness and harm.			
5. Do I work well with others? If I am a troublemaker, the entire hospital or nursing home will be disturbed.			
6. Can I take instructions without fussing? Instructions are necessary if I learn to perform my tasks. I cannot <u>know</u> everything. Everyone can learn <u>something</u> .			
7. Am I in good health? Good health is very important to everyone. I can work better when I feel my best. To feel my best, I must be in good physical and mental health.			
8. Am I willing to work? If I am willing to work, I will not stop when my task is finished. I will help others who are behind, or I will search for new tasks to help make our team a better team.			
9. <u>An assignment</u> - Select one or two items that you checked in the "sometimes" or "not usually" column and work out a plan for improving yourself.			

EVALUATION QUESTIONNAIRE

SECTION I EVALUATION OF UNIT

Did you enjoy studying occupations in the \_\_\_\_\_  
\_\_\_\_\_ Unit?

What occupations interested you most?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What occupations interested you least?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Select an occupational group. List your special interest and abilities that would help in meeting requirements for success in occupations of this group.

Group: \_\_\_\_\_

Interest	Abilities
_____	_____
_____	_____
_____	_____
_____	_____

What are some of your personal characteristics that might hinder success or satisfaction in these occupations?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION II EVALUATION OF INDIVIDUAL OR GROUP ACTIVITIES**

**Occupations Explored:**

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**What personal requirements (skills, interests, abilities) did the simulated or role playing activities reveal about the occupations you investigated?**

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**What doubts did the simulated or role playing activities raise in regard to your self-estimate of this occupation as a possible career choice?**

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## OUTLINE FOR RESOURCE PERSON

The overall objective of Occupational Orientation is to develop in the students an awareness of the unlimited job opportunities available to them in the world of work and to provide information related to these jobs that will aid the students in making wise career decisions.

The role of the resource person in the Occupational Orientation program is to bring to the students current information about on-the-job experiences and requirements that will benefit them in preparing for successful employment. It is suggested that the following outline be followed as closely as possible in preparing a 30 to 40 minute class presentation.

- I. Identify job and give brief summary of the factors and experiences that influenced your career choice
- II. Nature of Business Where Employed and Job
  - A. Type of business
  - B. Job duties and responsibilities
  - C. Working conditions
- III. Educational Requirements
  - A. Specific job
    1. High school
    2. Technical or vocational
    3. College
    4. On-the-job
  - B. Other jobs or positions in the business
- IV. Personal Qualities Needed for Job Success  
(Attitude, initiative, responsibility, etc.)
- V. Opportunities for Advancement
  - A. Job promotions
  - B. Salary increases, etc.
- VI. Career Opportunities in Your Field
  - A. Local
  - B. State-wide
  - C. Regional or National
- VII. Identify Some Advantages and Disadvantages of Your Job
- VIII. What advice would you offer to students who plan to enter your field of work
- IX. Include any related information you feel is important
- X. Ten minute question and answer session with students

**RESOURCE PERSON GUIDE  
FOR  
EMPLOYER-EMPLOYEE RELATIONS**

Since most employees lose their jobs because of poor work attitudes and their inability to get along with their employer and fellow employees, please stress employer-employee relations by emphasizing the following points in your presentation.

- I. Procedure for filing complaints (Employer and Employee)
- II. Company policy on grievances
- III. Rewards or recognition for outstanding performance
- IV. Employee's role in management
- V. Termination procedures
- VI. Employee fringe benefits
- VII. Procedures for employee promotion
- VIII. Employer's human relations program
- IX. Importance of good relationships between employer and employee
- X. Importance of good relationships among employees

**MY TENTATIVE HIGH SCHOOL PROGRAM**

**NAME:** \_\_\_\_\_ **ADDRESS:** \_\_\_\_\_

**MAJOR COURSES:** \_\_\_\_\_

**MINOR COURSES:** \_\_\_\_\_

**SPECIAL COURSES:** \_\_\_\_\_

<b>Year</b>	<b>First Semester</b>	<b>Second Semester</b>

<b>Year</b>	<b>First Semester</b>	<b>Second Semester</b>

<b>Year</b>	<b>First Semester</b>	<b>Second Semester</b>

<b>Year</b>	<b>First Semester</b>	<b>Second Semester</b>

OUTLINE  
FOR  
PERSONAL RESUME

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

ADDRESS: \_\_\_\_\_ WEIGHT: \_\_\_\_\_

TELEPHONE NO.: \_\_\_\_\_ HEIGHT: \_\_\_\_\_

MARITAL STATUS: \_\_\_\_\_ HEALTH: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ AGE: \_\_\_\_\_

PARENT OR GUARDIAN'S NAME: \_\_\_\_\_

PARENT OR GUARDIAN'S ADDRESS: \_\_\_\_\_

EDUCATION:

	<u>Name of School</u>	<u>Grades Completed and Date</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

WORK EXPERIENCE: (Include name of employer and dates worked.)

	<u>Date</u>	<u>Name</u>	<u>Address</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

SCHOOL ACTIVITIES, HONORS AND/OR AWARDS:

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

HOBBIES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PERSONAL REFERENCES: (Name and address of three persons not related to you)

	<u>Name</u>	<u>Address</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____

## **SUGGESTIONS FOR WRITING**

### **BUSINESS LETTERS**

1. Use good quality 8 1/2 by 11 inch white, unruled paper.
2. Type the letter, if possible, using a black ribbon. Although if a typed letter is preferred, a letter written in longhand in black or blue-black ink is permitted.
3. Be neat. Do not leave strike-overs or visible erasures in your letter.
4. Be brief. Include only the necessary information.
5. Be complete. Include all the information the receiver needs to know.
6. Be clear. Statements should be simple and direct.
7. Be accurate. Check your spelling, grammar, punctuation and letter form.
8. Be positive. Do not include negative statements concerning yourself.
9. Avoid abbreviations, with the exceptions of such titles as Mr., Mrs., and Dr.
10. Fold the letter properly.
11. Insert the letter in the envelope correctly.
12. Be sure that you have the prospective employer's name and title correct.

**SAMPLE**

**LETTER OF APPLICATION**

1234 First Avenue  
Laurel, Mississippi  
May 14, 1972

Mr. John Doe, Manager  
Best Buy Auto Sales  
Ellisville, Mississippi 39437

Dear Mr. Doe:

I read your advertisement in today's Laurel Leader Call about a job opening for a salesman in your Sales Department with on-the-job training. I have always wanted to be a salesman, and I would like to apply for this job.

On May 25, I shall be graduated from George Washington High School. In addition to the general high school requirements, I have completed courses in Distributive Education, Bookkeeping, and Business Math. Although I have had no experience as a salesman, I am anxious and willing to learn.

I shall be ready to start to work on Monday, June 1. May I come to your office for an interview? You can reach me by telephone at 123-4567 or by mail at 1234 First Avenue, Laurel, Mississippi.

Sincerely yours,

Tom Smith

## THE FOLLOW-UP LETTER

If your letter of application succeeds in getting you an interview with the prospective employer, there is another letter that you need to write. This is the follow-up letter. The purpose of the follow-up letter is to acknowledge your receipt of the employer's request that you come for an interview.

Include in the follow-up letter the date, time, and place of the interview. You should also respond to any request that might be made by the prospective employer.

(SAMPLE)

1234 First Avenue  
Laurel, Mississippi  
August 14, 1972

Mr. John Doe, Personnel Manager  
Mississippi Automation, Inc.  
1001 Capitol Street  
Jackson, MS 39205

Dear Mr. Doe:

I shall be happy to come to your office for an interview on August 25, 1972, at 10:00 a.m. I will bring my Certificate of Proficiency from the Jones County Vocational-Technical School that you requested on that date.

Sincerely yours,

Jane Smith

EMPLOYMENT APPLICATION SHEET

Date \_\_\_\_\_

(please print)

Name: \_\_\_\_\_  
(Last) (First) (Middle)

Address: \_\_\_\_\_  
(Street, P.O. Box, or Route) (City) (State) (Zip)

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
(Month) (Day) (Year)

Place of Birth: \_\_\_\_\_  
(City) (State) (County)

Social Security Number: \_\_\_\_\_ Draft \_\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Marital Status: \_\_\_\_\_ No. Children: \_\_\_\_\_

Citizen? \_\_\_\_\_ (Yes) \_\_\_\_\_ (No) Religion \_\_\_\_\_

In Case of Emergency Notify: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Father's Name \_\_\_\_\_ Living ( ) Deceased ( )

Mother's Name \_\_\_\_\_ Living ( ) Deceased ( )

EDUCATION

	Name of School	Years Completed	Degree
Elementary:	_____	_____	_____
High School:	_____	_____	_____
College:	_____	_____	_____
Technical:	_____	_____	_____
Best Liked Subjects: _____			

Abilities and Skills: \_\_\_\_\_

Type Work You Like Best: \_\_\_\_\_

Type Work You Do Best: \_\_\_\_\_

Machinery You Can Operate: \_\_\_\_\_

Other Special Abilities: \_\_\_\_\_

Organizations: \_\_\_\_\_

**WORK EXPERIENCE**

List jobs in order, last job first

Company or Employer	Address	Nature of Work	Dates
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

REFERENCES: (Do not give names of relatives.)

Name	Address	Occupation	Telephone
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Applicant's Signature)

**SAMPLE**

**LETTER OF RESIGNATION**

1234 First Avenue  
Laurel, Mississippi  
August 15, 1972

Mr. John Doe, Manager  
Best Buy Auto Sales  
Ellisville, Mississippi 39437

Dear Mr. Doe:

Please consider this letter as my formal notice of resignation effective two weeks from this date, September 1, 1972.

Because of my ambition to work in a management position, it is necessary for me to continue my formal education in college. I know that my employment with Best Buy Auto Sales as a salesman has given me valuable experience that will benefit me in my future plans.

I appreciate the opportunity of working with your company. I shall miss my work and my fellow employees.

Sincerely yours,

Tom Smith

**EMPLOYER CHECK SHEET  
FOR  
EMPLOYEE EVALUATION**

Name \_\_\_\_\_ Job \_\_\_\_\_

Rating Scale: 10 - Superior; 8 - Above Average; 6 - Average; 4 - Below Average; or 2 - Poor.

Rating Factors	10	8	6	4	2	Comments
<b>ABILITY TO GET ALONG WITH OTHERS:</b> Tact, friendliness, cooperation, respect for others, adaptability, willingness to be counseled, sense of humor.						
<b>SOCIAL HABITS:</b> Attitude, honesty, self-control.						
<b>DEPENDABILITY:</b> Following of instructions, promptness, sincerity, consistency, ability to work without supervision.						
<b>CULTURAL REFINEMENT:</b> Courtesy, respect, manners, consideration, appreciation.						
<b>PERSONAL APPEARANCE:</b> Cleanliness, orderliness, proper dress, poise.						
<b>THOROUGHNESS:</b> Accuracy, carefulness, sustained interest, completion of work.						

Rating Factors	10	8	6	4	2	Comments
<b>INDUSTRIOUSNESS:</b> Persistence, efficient use of time, work habits.						
<b>MENTAL ALERTNESS:</b> Eagerness to learn, interest, attentiveness, memory.						
<b>LEADERSHIP:</b> Initiative, imagination, judgment, resourcefulness, ability to inspire others.						
<b>EDUCATION AND SKILLS:</b> College, technical, high school, less than high school.						
<b>TOTAL FOR EACH RATING FACTOR:</b>						

COMBINED TOTAL \_\_\_\_\_

**EMPLOYABILITY EVALUATION:**

Can this student favorably represent the school on the job? \_\_\_\_\_

If you were an employer, would you want this student working for you? \_\_\_\_\_

**OTHER COMMENTS OR RECOMMENDATIONS:**

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GIFT BOUTIQUE  
CLOTHING, PRODUCTION, AND HOME FURNISHINGS

1. All of the top part of the sewing machine that works to make stitches is called the \_\_\_\_\_ of the machine.
2. The sewing machine may be started by pushing the \_\_\_\_\_ lever or the \_\_\_\_\_ pedal.
3. When sewing on a machine, light should shine over the \_\_\_\_\_ shoulder.
4. \_\_\_\_\_ keeps one from tiring easily when sewing on the machine.
5. The \_\_\_\_\_ holds the spool of thread.
6. The \_\_\_\_\_ are metal hooks that guide the thread toward the needle.
7. The \_\_\_\_\_ moves the fabric under the needle.
8. The \_\_\_\_\_ holds the fabric smooth for stitching.
9. The \_\_\_\_\_ raises and lowers the presser foot.
10. The lower thread on the sewing machine is wound on a \_\_\_\_\_.
11. You must bring the \_\_\_\_\_ thread to the top of the machine before you begin to sew.
12. The \_\_\_\_\_ changes the size of the stitch.
13. Time is wasted when you thread a sewing machine \_\_\_\_\_.
14. A \_\_\_\_\_ is a row of stitching that holds two pieces of fabric together.
15. The handwheel should be turned \_\_\_\_\_ you to set the needle down when you begin to sew.

**MINI-NURSERY  
CHILD CARE, GUIDANCE AND SERVICES**

**Directions:** Place a T or F in the blank before the number.

- \_\_\_ 1. A baby-sitter should interview the parents before sitting with a child.
- \_\_\_ 2. A baby-sitter's parents should know where the baby-sitter will be working.
- \_\_\_ 3. A written list of instructions for the baby-sitter from the parents is not needed.
- \_\_\_ 4. A baby-sitter should learn where the light switches are before the parents leave the house.
- \_\_\_ 5. If a child will not cooperate, the baby-sitter should threaten or frighten him.
- \_\_\_ 6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.
- \_\_\_ 7. A baby-sitter should entertain herself on the telephone while she baby-sits.
- \_\_\_ 8. A baby-sitter should know where the parents can be reached by phone.
- \_\_\_ 9. The telephone number of the family doctor should be left with the baby-sitter.
- \_\_\_ 10. A baby-sitter should have her boyfriend visit her often when she baby-sits.
- \_\_\_ 11. A baby-sitter should not prepare any food for children.
- \_\_\_ 12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.
- \_\_\_ 13. A baby-sitter should not "tell the family secrets" after she leaves the job.
- \_\_\_ 14. Safety of children should come first with baby-sitters.
- \_\_\_ 15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.
- \_\_\_ 16. Children should not be allowed to watch television with a baby-sitter.
- \_\_\_ 17. When reading to a group of children, the children should be seated in a semicircle.
- \_\_\_ 18. Skates are play materials to be used in active play.
- \_\_\_ 19. Children learn by playing.
- \_\_\_ 20. Play dough and finger paint must be bought.

POLKA DOTS  
HOME AND INSTITUTIONAL MANAGEMENT

1. TLC means \_\_\_\_\_.
2. Normal temperature is \_\_\_\_\_°F when taken by mouth.
3. Temperature taken under the arm is \_\_\_\_\_ to \_\_\_\_\_ degrees less than when taken by mouth.
4. Always \_\_\_\_\_ the thermometer after taking the temperature.
5. Never put a thermometer in \_\_\_\_\_.
6. The normal pulse rate for a healthy adult is \_\_\_\_\_ beats per minute.
7. When blood pressure is low, the pulse rate is \_\_\_\_\_.
8. The patient's hair should be combed and brushed \_\_\_\_\_ a day.
9. Knowing \_\_\_\_\_ to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the \_\_\_\_\_ and \_\_\_\_\_ needs which may be of great importance to the patient.
11. Flowers that are received in a \_\_\_\_\_ should be placed immediately in cold water.
12. Careless \_\_\_\_\_ is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be \_\_\_\_\_.
14. Metal furniture may be cared for by frequent washing with \_\_\_\_\_ and \_\_\_\_\_.
15. When making an empty bed, allow \_\_\_\_\_ inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a \_\_\_\_\_ sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an \_\_\_\_\_ across the bed.
18. A bed table can be made from a \_\_\_\_\_.
19. A shoulder shawl can be made from a \_\_\_\_\_.
20. A disposal bag can be made by folding a \_\_\_\_\_.

(Pretest and Post Test)

**CULINARY CUBS**  
**FOOD MANAGEMENT, PRODUCTION, AND SERVICES**

**Instructions:** Place a T or F in the blank before the number.

- \_\_\_1. The tray cover should be made of plastic.
- \_\_\_2. Serving portions of food for patients should be large.
- \_\_\_3. Food should be served to patients any time they get hungry.
- \_\_\_4. Cooked cereal may be included in a soft diet.
- \_\_\_5. Hard candy is good for a patient on a liquid diet.
- \_\_\_6. Tender meat is included in most light diets.
- \_\_\_7. Food prepared for patients should be appetizing.
- \_\_\_8. Cups used to drink from at the table should be used for measuring cups.
- \_\_\_9. A one cup measuring cup holds 14 tablespoons.
- \_\_\_10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.
- \_\_\_11. 3t = 1 tablespoon.
- \_\_\_12. Flour and milk should be measured the same way.
- \_\_\_13. A wool dress will absorb food odors and is out of place in the kitchen.
- \_\_\_14. Well written recipes give step by step directions.
- \_\_\_15. T means tablespoon.
- \_\_\_16. Tbsp means tablespoon.
- \_\_\_17. A record should be made of the food the patient eats.
- \_\_\_18. A tray card should have only a friendly note on it.
- \_\_\_19. The breakfast and dinner trays should be set the same way.
- \_\_\_20. Plain gelatin desserts are on a liquid diet.

**MINI-NURSERY  
CHILD CARE, GUIDANCE, AND SERVICES**

**Instruction Sheet 1**

**Preparing To Baby-Sit**

1. Find out how you will get to the job and how long it will take you to get there.
2. Wear clothes that are comfortable and that will not soil or damage easily.
3. Take a notebook and pencil or pen to jot down important instructions that the parents give you.
4. Take a snack in case you get hungry.
5. Take materials to keep you occupied while the child sleeps.  
(Homework, books, magazines, sewing, etc.)
6. Decide how much you will charge for your services.
7. Decide whether you will charge for your services from the time you leave your home, or after you arrive on the job.
8. Decide whether you or your employer will pay your transportation.
9. Decide whether your fees will be higher after midnight and on special occasions, such as holidays.

**MINI-NURSERY**  
**CHILD CARE, GUIDANCE, AND SERVICES**

**Instruction Sheet 2**

**Do's For Baby-Sitters**

**Find out:**

1. Where the parents may be reached by phone or by an address. (List the telephone numbers.)
2. When the parents plan to return home.
3. Where the first aid supplies are located.
4. Where a doctor, the police, and a neighbor may be reached by phone. (List the numbers.)
5. Where the children's clothes are kept.
6. If and when the children are to be fed.
7. If and how the food is to be prepared.
8. When and how long the children should be allowed to play.
9. What time is bedtime for the children.
10. What messages should be given to telephone callers.
11. Where the blankets and covers are kept.
12. Whether you are permitted to use the television.
13. Whether you may invite a girl friend to sit with you.
14. The ages of the children.
15. Whether you will be expected to do extra work while you care for the children.
16. Whether food will be made available to you.
17. The arrangements that have been made to get you home.

## MINI NURSERY

### CHILD CARE, GUIDANCE, AND SERVICES

#### Instruction Sheet 3

#### Don'ts For Baby-Sitters

1. Don't leave a young child alone. Take him with you if you have to leave the house or answer the phone.
2. Don't go to sleep. (When you go to sleep, you are not on the job.)
3. Don't entertain your date while you are baby-sitting. (Remember, this is a job, not a social engagement.)
4. Don't snoop around the house. (Opening closet doors, looking in chest and desk drawers, and reading other people's mail is snooping.)
5. Don't talk distastefully about the child, the family or the home to outsiders.
6. Don't open any outside door unless you are sure who is there. (Have them identify themselves by talking to you through the closed door or by going to a closed window so you can see them.)
7. Don't baby-sit when you have a cold or some other communicable disease.
8. Don't baby-sit with a child who has a cold or is ill, except in an emergency to help the family.
9. Don't try to play doctor. If a child has fever, has a bad fall, or becomes ill in any way, call the parents, a doctor, or a neighbor. It is better to be safe than sorry.

**MINI-NURSERY  
CHILD CARE, GUIDANCE & SERVICES**

**DIRECTIONS:** Consider each question carefully and place a check ( ) in the appropriate column You may check two columns.

	Yes	No	Would like to study
1. Do you like children and want to have them around you?			
2. Do you feel at ease with children of different ages?			
3. Do you want to baby-sit?			
4. Should a child be picked up when he cries?			
5. Are children born with fear?			
6. Do you know how much a child should eat?			
7. Do you know how to change a diaper?			
8. Do you know how to dress a baby?			
9. Can you give baby his bottle or baby food?			
10. Do you know which games and stories children like?			
11. Can you tell a story so it is meaningful to children?			
12. Do you know which toys are best for children of different ages?			
13. Do you know what to expect from children of different ages?			
14. Do you know what to do in case of fire or other accidents?			
15. Have you done baby-sitting?			
16. Do you know how to care for a child in a temper tantrum?			
17. Do you know how to direct children's play?			
18. Do you know how to be a good baby-sitter?			
19. Do you know how to select good music for children?			
20. Are some TV programs too exciting for children?			

**SCORE CARD FOR JUDGING POSTERS**

POSTER NUMBER \_\_\_\_\_

- 1. Presents an informative idea of careers 30
- 2. Attracts and holds attention of viewers 10
- 3. General Appearance 20
- 4. Quality of workmanship and materials 20
- 5. Originality or Uniqueness 20
- TOTALS**


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- TOTALS**


**DIRECTIONS:** Choose words that will pertain to Public Service Occupations. They may be chosen in any directions, vertically, horizontally, or diagonally.

**WORD-A-GRAM**

**PUBLIC SERVICES-SERVANTS**

B V E N D I N G L W B X O P A R K F B U S P  
M E D I C P O S T A L Y X O I L E R A S T U  
M A I L B O L T C T A L A W Y E R S N H C P  
G U A R D L F O S E W A G E X O M A K E L R  
C C D F G I G R O R Y G A R M Y B L E R E I  
O T A C I C L E R K E O R C A L D E R M A N  
U I F O R E S T R Y R N B U Y E R S S O N C  
N O T N A L C G R O P G A S O M Y M U T E I  
S N R S D G H S X J U D G E R O E A R E R P  
E E A E I D O C T O R X E S B Y R N V L U A  
L E I R O K O S U P E R I N T E N D E N T L  
O R N V O B L T A I L O R P Q P A R Y U E X  
R H E A L T H O N L W O R K E R V T O W A Z  
L P M T T A Q R A I R F O R C E Y S R V E X  
I H P I C X M E C H A N I C G S B L I G H T  
B O L O N I W A T C H M A N L I E H O T E L  
R N O N A T I O N A L G U A R D L M N C R O  
A E Y D C A T E R E R B A C B E L L M A N N  
R D E N T I S T O B A R B E R N M C L R B U  
I T R B O M S T D R U G G I S T A R C H L R  
A H K Z R S A L E S P E R S O N N C O O K S  
N L Y X S E R V I C E L W E L F A R E P O E

## TEACHING AID SOURCES

**Allyn and Bacon, Inc.**  
695 Miami Circle, N.E.  
Atlanta, Georgia 30324

**Advertising Services**  
c/o Stanley Works  
195 Lake Street.  
New Britain, Connecticut 06050

**American Personnel and Guidance Association**  
1607 New Hampshire Ave., N.W.  
Washington, D.C. 20005

**American Red Cross – Your Local Unit**

**American Vocational Assoc., Inc.**  
1510 H Street, N.W.  
Washington, D.C. 20005

**Barnell Loft, Inc.**  
Dexter & Westbrook, Ltd.  
958 Church St.  
Baldwin, New York 11510

**Behavioral Research Laboratories**  
Box 577  
Palo Alto, California 94302

**Benjamin Company, Inc.**  
485 Madison Avenue  
New York, New York 10022

**Briggs and Stratton Corp.**  
Milwaukee, Wisconsin 53201

**Burgess Publishing Company**  
426 South 6th Street  
Minneapolis, Minnesota 55415

**California State Polytechnic College**  
San Luis Obispo, California 93401

**Careers, Inc.**  
P. O. Box 135  
Largo, Florida 33540

**Carnation Company**  
5045 Wilshire Boulevard  
Los Angeles, California 90038

**Cathedral Films, Inc. (See Singer)**

**Charles A. Bennet Co., Inc.**  
809 W. Detreuilien Drive  
Peoria, Illinois 61614

**Chronicle Guidance Publications**  
Moravia, New York 13118

**Coronet Films**  
65 E. South Water Street  
Chicago, Illinois 60601

**Creative Visuals**  
Box 1911  
Big Springs, Texas 79720

**D. C. Heath**  
670 Miami Circle, N.E.  
Atlanta, Georgia 39324

**DCA Educational Products, Inc.**  
4865 Stenton Avenue  
Philadelphia, Pa. 19144

**Delmar Publishers**  
Mountain Avenue  
Albany, New York 12205

**Denoyer Geppert**  
Chicago, Illinois 60607

**Doubleday and Company, Inc.**  
Garden City  
Long Island, New York 11530

**Education Developmental Laboratories**  
Huntington, New York 11743

**Educational Progress Corporation (EPC)**  
8538 East 41st Street  
Tulsa, Oklahoma 74145

**Educational Resource, Inc.**  
47 W. 13th Street  
New York, New York 10011

**Educational Sensory Programming (ESP)**  
2304 E. Johnson  
Jonesboro, Arkansas 72401

**Educators Progress Service**  
Randolph, Wisconsin 53956

**Eye Gate House, Inc.**  
Jamaica, New York 11435

**Fearon Publishers**  
2185 Park Boulevard  
Palo Alto, California 94306

**F. E. Compton Company**  
P. O. Box 4757  
Chicago, Illinois 60611

**Ferguson (S.G.) Publishing Co.**  
277 Park Avenue  
New York, New York 10017

**Ferguson (S.G.) Publishing Co.**  
Chicago, Illinois 60607

**Field Educational Publications, Inc.**  
2400 Hanover Street  
Palo Alto, California 94304

**Finney Company**  
335 Gorham Avenue  
Minneapolis, Minnesota 55401

**Follett Educational Corporation**  
1010 W. Washington Boulevard  
Chicago, Illinois 60607

**Ginn and Company**  
717 Miami Circle, N.E.  
Atlanta, Georgia 30324

**Guidance Associates**  
Pleasantville, New York 10570

**Harcourt, Brace and Jovanovich**  
757 Third Avenue,  
New York, New York 10017

**Imperial International Learning**  
Box 548  
Kankakee, Illinois 60901

**Imperial Productions, Inc.**  
247 West Court Street  
Kankakee, Illinois 60901

**Institute for Research**  
610 S. Federal Street  
Chicago, Illinois 60605

**Interstate Printers and Publishers**  
Jackson At Van Buren  
Danville, Illinois 61832

**Jam Handy Organization**  
Film Distribution Department  
2821 E. Grand Boulevard  
Detroit, Michigan 48211

**Jasper Ewing Company**  
610 North State Street  
Jackson, MS 39205

**J. B. Lippincott Co.**  
E. Washington Square  
Philadelphia, Pennsylvania 19105

**J. C. Penney Co. — Local**

**J. G. Ferguson**  
6 North Michigan Avenue  
Chicago, Illinois 60602

**J. Weston Walch**  
912 Congress Street  
Portland, Main 04104

**Lane Magazine and Book Company**  
Menlo Park, California 94025

**Link Enterprise, Inc.**  
P. O. Box 25  
Hope Hull, Alabama 36043

**Lyons and Carnahan**  
407 East 25th Street  
Chicago, Illinois 60616

**Management Information Center**  
Miami, Florida 33101

**McGraw Hill,**  
Webster Division  
330 West 42nd Street  
New York, New York 10036

**McKnight & McKnight**  
Bloomington, Illinois 61701

**Mississippi State Board of Health**  
Film Library  
P. O. Box 1700  
Jackson, Mississippi 39205

**Occupational Guidance**  
c/o Finney Company  
335 Gorham Avenue  
Minneapolis, Minnesota 55401

**Popular Science Publishing Company, Inc.**  
355 Lexington Avenue  
New York, New York 10017

**Popular Science Publications**  
Denoyer Geppert  
5235 Ravenswood Avenue  
Chicago, Illinois 60640

**Prentice Hall, Inc.**  
680 Forest Road, N.E.  
Atlanta, Georgia 30312

**Q.E.D. Publications — (See Singer)**

**Richard Rosen**  
29 East 21st Street  
New York, New York 10010

**Scholastic Book Service**  
7 East 12th Street  
New York, New York 10001

**Scholastic Magazine Company, Inc.**  
(Jr. and Sr., Scholastic Search)  
50 West 44th Street  
New York, New York 10036

**Science Research Associates (SRA)**  
259 East Erie Street  
Chicago, Illinois 60611

**Science Research Associates**  
1375 Riverwood Drive  
Jackson, Mississippi 39205

**Scott Educational Division**  
Holyoke, Massachusetts 01040

**Scott Foresman & Company**  
1955 Montreal Road  
Tucker, Georgia 30084

**Sextant Systems, Inc.**  
Milwaukee, Wisconsin 53202

**Singer SVE**  
(Q.E.D. Publications)  
1345 Diversey Parkway  
Chicago, Illinois 60614

**Society for Visual Education, Inc.**  
1345 Diversey Parkway  
Chicago, Illinois 60614

**Southwestern Publishers**  
5101 Madison Road  
Cincinnati, Ohio 45227

**Stanley Tool Company**  
New Britain, Connecticut 06050

**Technical Literature Dept. Dello-Remy**  
Division of General Motors Corp.  
Anderson, Indiana 46011

**T. S. Dennison Company  
5100 West 82nd Street  
Minneapolis, Minnesota 55431**

**U. S. Government Printing Office  
Washington, D. C. 20005**

**U. S. Social Security Office – Local**

**United Transparencies  
P. O. Box 888  
Binghamton, New York 13902**

**Vocational Educational Productions  
San Luis Obispo, California 93401**

**Vocational Guidance Manuals  
235 East 45th Street  
New York, New York 10017**

**Wilson Corporation  
555 West Taft Drive  
South Holland, Illinois 60473**

**Wilson Corporation  
546 West 119th Street  
Chicago, Illinois 60628**

# ATTACHMENTS

233

A-91

**Culinary Cubs**

**Student Section**

**compiled by**

**Louie E. Kemp  
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**Published by**

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**1972**

**234**

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## Introduction

Today you will begin an adventure. This will be just as interesting and just as much fun as you choose to make it. You will explore a world of helpfulness. You will help others and you will help yourself as a result of this adventure. You will help yourself by finding out whether you are interested in becoming a dietitian. You may discover that you have other food service interests. Let's see what ideas you get about helping other people, as you become familiar with some of the duties and responsibilities of a dietitian.

## Learning Objectives

When you complete this learning package you will have a better understanding of the duties, responsibilities and tasks performed by dietitians and their helpers. You will demonstrate your understanding by successfully accomplishing the following objectives:

- A. Set up a tray, properly prepare and arrange silverware, napkins, serving dishes and glassware for a tray to be served to a patient in a hospital or nursing home.
- B. Identify in writing, meals for a hospital patient by selecting foods that are nutritious, appealing and suitable for the diet recommended for the patient.
- C. Identify kitchen equipment, tools, utensils and measurements, with 100% accuracy, that are needed to prepare a simple breakfast for hospital or nursing home patients.
- D. Prepare and serve a simple meal that is appropriate for a patient on a regular diet.

## Pretest

Instructions: Place a T or F in the blank before the number.

- \_\_\_1. The tray cover should be made of plastic.
- \_\_\_2. Serving portions of food for patients should be large.
- \_\_\_3. Food should be served to patients any time they get hungry.
- \_\_\_4. Cooked cereal may be included in a soft diet.
- \_\_\_5. Hard candy is good for a patient on a liquid diet.
- \_\_\_6. Tender meat is included in most light diets.
- \_\_\_7. Food prepared for patients should be appetizing.
- \_\_\_8. Cups used to drink from at the table should be used for measuring cups.
- \_\_\_9. A one cup measuring cup holds 14 tablespoons.
- \_\_\_10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.
- \_\_\_11. 3t = 1 tablespoon.
- \_\_\_12. Flour and milk should be measured the same way.
- \_\_\_13. A wool dress will absorb food odors and is out of place in the kitchen.
- \_\_\_14. Well written recipes give step by step directions.
- \_\_\_15. T means tablespoon.
- \_\_\_16. Tbsp means tablespoon.
- \_\_\_17. A record should be made of the food the patient eats.
- \_\_\_18. A tray card should have only a friendly note on it.
- \_\_\_19. The breakfast and dinner trays should be set the same way.
- \_\_\_20. Plain gelatin desserts are on a liquid diet.

HOW WILL I RATE AS A CULINARY CUB?

	Most of the Time	Sometimes	Not Usually
1. Do I enjoy working with people? I must see people and be with people every day.			
2. Am I <u>really</u> interested in the way other people feel? I must be sincere or the patient may feel worse, not better.			
3. Am I always clean, neat and well-groomed? This shows others that I respect and like myself.			
4. Am I dependable? If I am not on time and if I do not follow instructions, I may make an error that will cause unhappiness and harm.			
5. Do I work well with others? If I am a troublemaker the entire hospital or nursing home will be disturbed.			
6. Can I take instructions without fussing? Instructions are necessary if I learn to perform my tasks; I cannot <u>know</u> everything. Everyone can learn <u>something</u> .			
7. Am I in good health? Good health is very important to everyone. I can work better when I feel my best. To feel my best, I must be in good physical and mental health.			
8. Am I willing to work? If I am willing to work, I will not stop when my task is finished. I will help others who are behind, or I will search for new tasks to help make our team a better team.			

Assignment - Select 1 or 2 of the questions that you checked in the "sometimes" or "not usually" column. Work out a plan for improving yourself in these areas.

## Lesson I

**Component:** Setting Attractive, Useful Trays

**Objective:** As a result of the following experiences you will be able to: Properly set up a tray by preparing and arranging silverware, napkins, serving dishes, and glassware that will meet the needs of a patient in a hospital or nursing home.

**Instructions:** You must complete Learning Experience 1 or 2, and Learning Experiences 3, 4, 5, 6, and 7.

### **Learning Experiences:**

1. Read - Tray - Your Personality Is Showing
2. Listen to tape - Tray - Your Personality Is Showing

#### **Tray - Your Personality Is Showing**

The dietitian is the coach of your Culinary Cubs team. This coach wants to have a winning team, and she needs your help. You play a very important position on the team. You are the one who can make the team click, if you learn to play the game according to the rules set up by "Coach Dietitian."

The dietitian plans the diets for patients, assigns duties to the cubs and supervises the cubs as they perform their duties. One duty that the dietitian assigns to the Culinary Cubs is to arrange trays that will be attractive and appealing. Your ability to make a tray appealing to a patient, may be the part you can play in helping a patient to recover from an illness.

Observe the following rules as you arrange a tray and watch the personality of the tray begin to show.

- (1) The size of the tray should suit the size of the meal to be served.
- (2) The tray cover and the napkin should be of good quality fabric or paper, free from wrinkles and spotlessly clean.

- (3) The silver should be clean and polished. Only necessary pieces should be on the tray.
- (4) Serving dishes and glassware should be attractive, clean, and free from chips.
- (5) Attractive color combinations should be chosen when selecting tray covers, serving dishes and glassware.
- (6) Serve portions of food that should appeal to the patient's appetite.
- (7) The tray should be served on time.
- (8) Food should be served at proper temperatures.

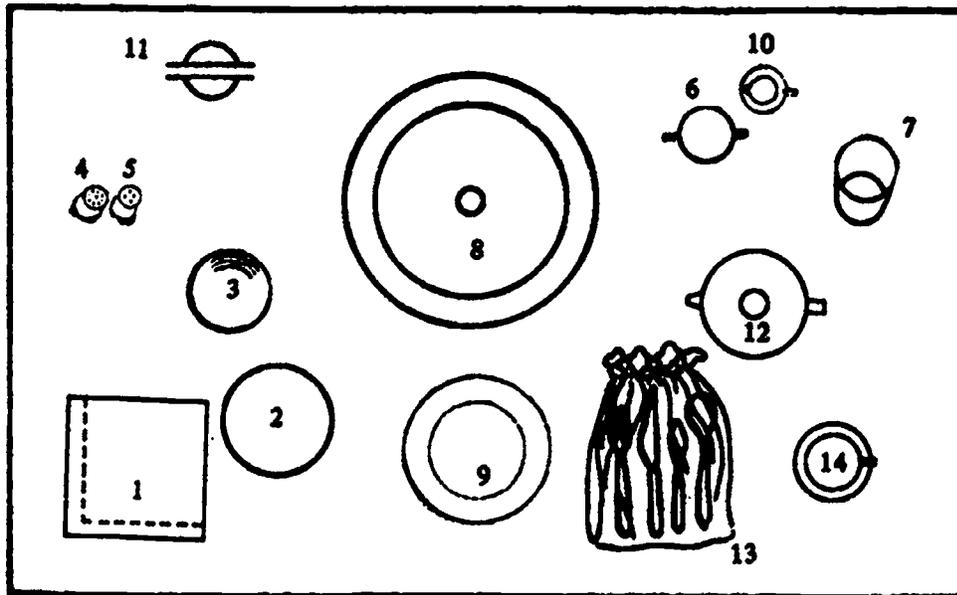
Items to be used in setting up a tray:

- (1) Tray cover
- (2) Napkin
- (3) Salt, pepper, sugar
- (4) Cup, saucer and/or glass
- (5) Silverware (may be sacked)
- (6) Bread and butter plate (if used)
- (7) Cold foods
- (8) Tray card

To make the tray more appealing, the food is usually served on the main plate. The dessert, fruit and salad plate, depending on the ones to be used, are added to the tray after the tray has been set up.

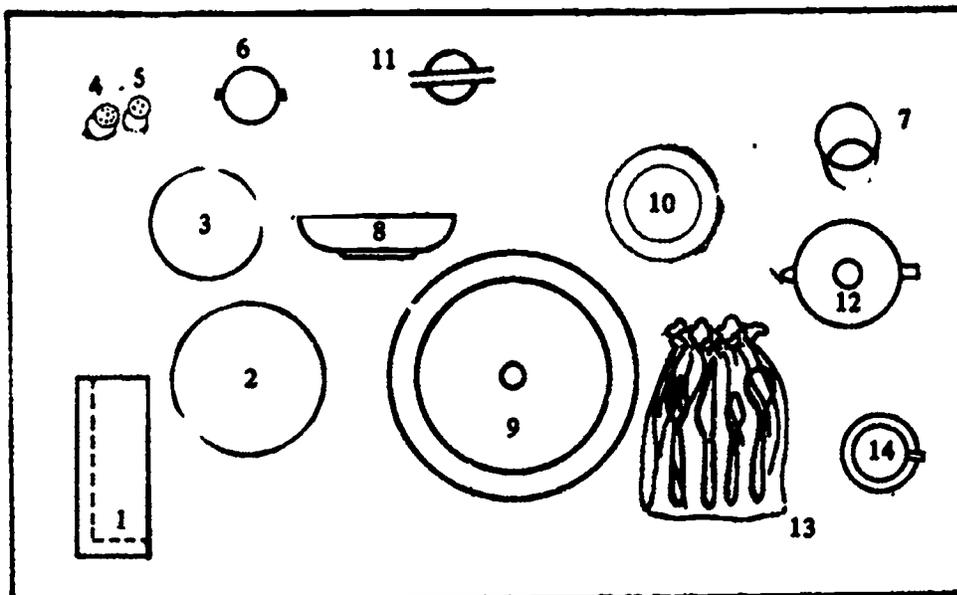
3. Study the diagrams on the next page. Identify and list in writing the serving utensils that are the same on both trays. List in writing the utensils that are different on the two trays.

The diagrams below show typical breakfast and dinner place settings for nursing home or hospital tray service.



**BREAKFAST**

- |                          |          |                         |                      |
|--------------------------|----------|-------------------------|----------------------|
| 1 Napkin                 | 4 Salt   | 8 Main Plate with Cover | 11 Tray Card Holder  |
| 2 Bread-and-Butter Plate | 5 Pepper | 9 Fruit Plate           | 12 Beverage Pot      |
| 3 Cereal Bowl            | 6 Sugar  | 10 Creamer              | 13 Sacked Silverware |
|                          | 7 Milk   |                         | 14 Cup and Saucer    |



**DINNER**

- |                          |          |                         |                      |
|--------------------------|----------|-------------------------|----------------------|
| 1 Napkin                 | 4 Salt   | 8 Vegetable Dish        | 11 Tray Card Holder  |
| 2 Salad Plate            | 5 Pepper | 9 Main Plate with Cover | 12 Beverage Pot      |
| 3 Bread-and-Butter Plate | 6 Sugar  | 10 Dessert Plate        | 13 Sacked Silverware |
|                          | 7 Milk   |                         | 14 Cup and Saucer    |

4. Read pp. 420-21, Teen Guide to Homemaking. Ask your teacher for instructions before you read the reference. View filmstrip, Feeding the Patient. Ask the teacher for instructions.
5. The tray card should contain the following information:
  - a. Patient's name
  - b. Patient's room number
  - c. Type of diet

Sylvia Boyd is in room 620 and she is on a special diet. Make a card for her tray that will include all of the necessary information. Ask your teacher for the material to work with when making the tray card. Write your name on the back of the card and put the card on the teacher's desk. She will evaluate it and return it to you.

6. Sylvia Boyd, who is seventeen, needs your help. Remember, she is on a special diet. Set up her tray for a typical breakfast. Add anything to the tray that you think will make Sylvia feel better. The teacher has a selection of trays, utensils, and articles from which you may choose to use on your tray. Ask two of your classmates and your teacher to check your tray.
7. Extended learning - Set up a tray that may be appealing to a four-year-old child, Jane Jones, who is a patient in "Children's Hospital." Jane has a broken leg, and is on a regular diet. Do your own thing!

## Lesson II

**Component:** Planning Simple Meals

**Objective:** List in writing, a selection of foods that will make nutritious, appealing and suitable meals for a hospital or nursing home patient.

**Instructions:** Complete Learning Experiences 1 and 2.

**Learning Experiences:**

1. View filmstrip, Head Start on Health, as a group in your cluster. Your teacher will explain to you the type of discussion or other class participation she expects from you following the filmstrip.
2. Choose three meals for a patient on a regular diet by choosing food from the Hospital Menu on the next page. List your chosen food on the chart below. Place each food under the food group to which it belongs. Choose one breakfast, one lunch, and one dinner.

Meal	Milk & Milk Products	Fish, Eggs Meat	Fruit and Vegetables	Breads and Cereals
Breakfast				
Lunch				
Dinner				

Hospital Menu

Regular Diet

Breakfast	Dinner	Supper
Orange juice Apple juice	Baked chicken Roast	Pork chop Baked Ham
Oatmeal Cornflakes	Rice Mashed potatoes	Asparagus Casserole Stuffed celery
Scrambled eggs Soft boiled eggs	Butter beans String beans	Sliced tomatoes Head lettuce
Bacon Ham	Green salad Fruit salad	Biscuit White bread
Toast Sweet roll	Corn bread Rolls	Milk Tea
Hot chocolate Coffee Milk	Peach Cobbler Chocolate cake  Tea Milk	

### Lesson III

**Component:** Use of kitchen utensils, equipment and measuring tools in meal preparation

**Objective:** Identify kitchen equipment, tools, utensils, and measurements, with 100% accuracy, that are needed to prepare a simple breakfast for hospital or nursing home patients.

**Instructions:** Complete Learning Experiences 1, 2, 3, and 4.

**Learning Experiences:**

1. Copy in your notebook "Measurements to know - You'll use them often," First Foods, p. 20.
2. Demonstrate your understanding of the correct use of these measurements by demonstrating to your group the first eight measurements listed.
3. Identify orally by name each piece of measuring equipment listed in "Measurements to know - You'll use them often."
4. Read pp. 250-256, Teen Guide to Homemaking. Identify kitchen tools listed on pp. 250-251 and utensils listed on p. 252 by finding these items in the cabinet and naming them orally to your group. Replace tools and utensils in cabinets after your identification.

**Culinary Cubs  
Teacher Section**

compiled by

**Louie E. Kemp  
Curriculum Coordinator  
Home Economics**

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1972

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CULINARY CUBS  
TEACHER'S SECTION

I. Statement of Purpose:

A. Generalization:

By exploring the duties, responsibilities, and tasks performed by workers in Food Service occupations, students may begin to identify interests that will lead to future careers in this field.

B. Components:

1. Setting attractive, useful trays
2. Planning simple meals
3. Using kitchen utensils, equipment, and measuring tools in meal preparation
4. Learning to prepare and serve simple meals

II. Instructional Objectives:

- A. The student will set up a tray, by properly preparing and arranging silverware, napkins, serving dishes, and glassware to be served to a patient in a hospital or nursing home.
- B. The student will identify in writing, meals for a hospital patient by selecting foods that are nutritious, appealing, and suitable for the diet recommended for a patient.
- C. The student will identify, with 100% accuracy, kitchen equipment, tools, utensils, and measurements that are needed to prepare a simple breakfast for a hospital or nursing home patient.
- D. The student will prepare and serve a simple breakfast meal to a hospital or nursing home patient. This meal preparation will be limited to two foods, such as milk and cinnamon toast, orange juice and buttered toast, etc.

## INSTRUCTIONS TO THE TEACHER

### I. Instructional Approach:

The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Food Service Occupations.

### II. Identification of the Learner:

This learning package is developed for the average seventh and eighth grade student. It will be used to help students explore careers related to Food Services.

### III. Special Instructions:

#### A. Equipment Needed:

Tape Player

Filmstrip Projector

#### B. Material Needed:

##### Books:

First Foods, Crovan, Marion L., and Atwood, June C. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1971.

Teen Guide to Homemaking, Barclay, Marion S., and Champion, Frances. New York: Webster Division, McGraw-Hill Company, 1967.

##### Tray Supplies:

Trays, baking tins or some objects that will substitute for trays;

serving dishes; silverware; glassware; tray covers; napkins; tray card holders; 3" x 4" poster paper.

C. Media Needed:

Filmstrips:

Feeding the Patient, McGraw-Hill Book Co., Inc., Webster Division, Manchester Rd., Manchester, Missouri 63011.

Headstart on Health, Carnation Co., 5045 Wilshire Blvd., Los Angeles, California 90036.

Headstart on Homemaking, Carnation Co., 5045 Wilshire Blvd., Los Angeles, California 90036.

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key reading in each lesson be made available on tape. This will necessitate the taping of the material, Tray-Your Personality Is Showing, by the teacher.

IV. Instructions for Evaluation:

Two instruments for evaluation are given. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate behavioral changes resulting from the use of the learning package. Copies of the pretest and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

- A. Explain the use and care of the student section of the learning packages to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives.  
This information will identify the occupation that the student will explore, and will explain the extent to which they are expected to explore the occupation.
2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about this occupation. They will not get a grade on the pretest.
3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
4. Follow the same procedure through the remaining lessons.
5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.
6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.

7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning packages out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide

that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

- D. Identify the equipment, materials, and media that will be needed by the students and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.
- E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

### Pretest

Instructions: Place a T or F in the blank before the number.

- \_\_\_\_\_ 1. The tray cover should be made of plastic.
- \_\_\_\_\_ 2. Serving portions of food for patients should be large.
- \_\_\_\_\_ 3. Food should be served to patients any time they get hungry.
- \_\_\_\_\_ 4. Cooked cereal may be included in a soft diet.
- \_\_\_\_\_ 5. Hard candy is good for a patient on a liquid diet.
- \_\_\_\_\_ 6. Tender meat is included in most light diets.
- \_\_\_\_\_ 7. Food prepared for patients should be appetizing.
- \_\_\_\_\_ 8. Cups used to drink from at the table should be used for measuring cups.
- \_\_\_\_\_ 9. A one cup measuring cup holds 14 tablespoons.
- \_\_\_\_\_ 10. Measuring spoons come in five sizes: 1/4 teaspoon, 3/4 teaspoon, 1 teaspoon and 1 tablespoon.
- \_\_\_\_\_ 11. 3t = 1 tablespoon.
- \_\_\_\_\_ 12. Flour and milk should be measured the same way.
- \_\_\_\_\_ 13. A wool dress will absorb food odors and is out of place in the kitchen.
- \_\_\_\_\_ 14. Well written recipes give step-by-step directions.
- \_\_\_\_\_ 15. T means tablespoon.
- \_\_\_\_\_ 16. Tbsp means tablespoon.
- \_\_\_\_\_ 17. A record should be made of the food the patient eats.
- \_\_\_\_\_ 18. A tray card should have only a friendly note on it.
- \_\_\_\_\_ 19. The breakfast and dinner trays should be set the same way.
- \_\_\_\_\_ 20. Plain gelatin desserts are on a liquid diet.

KEY

Post Test  
&  
Pretest

Instructions: Place a T or F in the blank before the number.

- F 1. The tray cover should be made of plastic.
- F 2. Serving portions of food for patients should be large.
- F 3. Food should be served to patients any time they get hungry.
- T 4. Cooked cereal may be included in a soft diet.
- T 5. Hard candy is good for a patient on a liquid diet.
- T 6. Tender meat is included in most light diets.
- T 7. Food prepared for patients should be appetizing.
- F 8. Cups used to drink from at the table should be used for measuring cups.
- F 9. A one cup measuring cup holds 14 tablespoons.
- F 10. Measuring spoons come in five sizes: 1/4 teaspoon, 1/2 teaspoon, 3/4 teaspoon, 1 teaspoon, and 1 tablespoon.
- T 11. 3t = 1 tablespoon.
- F 12. Flour and milk should be measured the same way.
- T 13. A wool dress will absorb food odors and is out of place in the kitchen.
- T 14. Well written recipes give step-by-step directions.
- T 15. T means tablespoon.
- T 16. Tbsp means tablespoon.
- T 17. A record should be made of the food the patient eats.
- F 18. A tray card should have only a friendly note on it.
- F 19. The breakfast and dinner trays should be set the same way.
- T 20. Plain gelatin desserts are on a liquid diet.

## Script for Tape

### Tray-Your Personality Is Showing

The dietitian is the coach of your Culinary Cubs team. This coach wants to have a winning team, and she needs your help. You play a very important position on the team. You are the one who can make the team click, if you learn to play the game according to the rules set up by "Coach Dietitian."

The dietitian plans the diets for patients, assigns duties to the cubs and supervises the cubs as they perform their duties. One duty that the dietitian assigns to the Culinary Cubs is to arrange trays that will be attractive and appealing. Your ability to make a tray appealing to a patient, may be the part you can play in helping a patient to recover from an illness.

Observe the following rules as you arrange a tray and watch the personality of the tray begin to show.

- (1) The size of the tray should suit the size of the meal to be served.
- (2) The tray cover and the napkin should be of good quality fabric or paper, free from wrinkles and spotlessly clean.
- (3) The silver should be clean and polished. Only necessary pieces should be on the tray.
- (4) Serving dishes and glassware should be attractive, clean, and free from chips.
- (5) Attractive color combinations should be chosen when selecting tray covers, serving dishes and glassware.
- (6) Serve portions of food that should appeal to the patient's appetite.

(7) The tray should be served on time.

(8) Food should be served at proper temperatures.

Items to be used in setting up a tray:

(1) Tray cover

(2) Napkin

(3) Salt, pepper, sugar

(4) Cup, saucer and/or glass

(5) Silverware (may be sacked)

(6) Bread and butter plate (if used)

(7) Cold foods

(8) Tray card

To make the tray more appealing, the food is usually served on the main plate. The dessert, fruit and salad plate, depending on the ones to be used, are added to the tray after the tray has been set up.

**Gift Boutique  
Student Section**

**compiled by**

**Louie E. Kemp  
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## The Gift Boutique

### Introduction

There comes a time in your life when you want a little privacy. You need to be alone with your thoughts, problems, tears, laughter and any other mood that appears. A little miracle called "planning and organization" can help you attain and enjoy your own special hideaway. Believe it or not,  $1 + 1 + 1 = 3$ . Furniture + Accessories + know-how = your own private corner. There is one other ingredient that is a must if your hideaway is to be complete. The ingredient is you. Your personality will be reflected in your choice of colors, wall hangings, window treatments, and other furnishings that are in your domain. Your personality will also be reflected in the clothes you wear, the gifts you choose or make for friends, and the attitude and manners you display to others.

Understanding and skills are needed if you reflect an image that will be satisfying to you. Sewing is an easy, satisfying way to let your creativity show. About 85% of today's teenagers are learning to sew. When a sewing project enters your world, make it feel welcome by giving it your attention. Learn the skills necessary to do a top job. You may discover a talent that has been dormant until now. But don't stop here — you've only just begun to get a good thing going.

### Learning Objectives

After you complete this learning package you will have a better understanding of the information and of the sewing skills necessary

to construct clothing or room accessories. You may discover an interest in clothing or home furnishings that will lead you to a future career, after you successfully accomplish the following objectives:

- A. You will identify the parts of a sewing machine by showing and by orally stating the names of the parts of the sewing machine to the teacher.
- B. You will properly insert a needle in the sewing machine, and you will stitch, following the lines on notebook paper.
- C. You will thread the sewing machine, thread the bobbin, place the bobbin in the bobbin case, thread the bobbin case, and sew a  $5/8$ " seam.
- D. You will construct a simple article that you might find in a gift or novelty shop.

### Pretest

1. All of the top part of the sewing machine that works to make stitches is called the \_\_\_\_\_ of the machine.
2. The sewing machine may be started by pushing the \_\_\_\_\_ lever or the \_\_\_\_\_ pedal.
3. When sewing on a machine, light should shine over the \_\_\_\_\_ shoulder.
4. \_\_\_\_\_ keeps one from tiring easily when sewing on the machine.
5. The \_\_\_\_\_ holds the spool of thread.
6. The \_\_\_\_\_ are metal hooks that guide the thread toward the needle.
7. The \_\_\_\_\_ moves the fabric under the needle.
8. The \_\_\_\_\_ holds the fabric smooth for stitching.
9. The \_\_\_\_\_ raises and lowers the presser foot.
10. The lower thread on the sewing machine is wound on a \_\_\_\_\_.
11. You must bring the \_\_\_\_\_ thread to the top of the machine before you begin to sew.
12. The \_\_\_\_\_ changes the size of the stitch.
13. Time is wasted when you thread a sewing machine \_\_\_\_\_.
14. A \_\_\_\_\_ is a row of stitching that holds two pieces of fabrics together.
15. The handwheel should be turned \_\_\_\_\_ you to set the needle down when you begin to sew.

## Lesson I

Great things are happening in the sewing field. Do a little detective work on your own; you may discover an interest in clothing construction or in home decorating that has been hiding from you. "Do your own thing" is a cliché that can become a truth as you work in "The Gift Boutique," if you employ such helpers as a sewing machine, needles, pins, thread and scissors. Let's learn to stitch correctly and creatively.

### Component:

The sewing machine

### Objectives:

- A. You will identify the parts of a sewing machine by locating and by orally stating to the teacher the names of the machine parts.
- B. You will properly insert a needle in the machine. Without using thread, stitch six lines on notebook paper.

### Instructions:

Complete Learning Experiences 1 and/or 2. Then complete Learning Experiences 3 and 4.

### Learning Experiences:

1. Read pp. 242-248, Steps in Clothing Skills, or read pp. 268-269, Teen Guide to Homemaking. View transparency, Sewing Machine Head.
2. Observe the teacher as she opens the sewing machine, names, locates and explains the uses of the different parts of the sewing machine.

3. Given: A sewing machine. Locate, name and explain the uses of the different parts of the machine.
4. Given: A machine needle. You will properly insert the needle in the machine. Place a sheet of notebook paper in a horizontal position under the presser foot. Set the needle down on a blue line. Read pp. 246-247, Steps in Clothing Skills. "Controlling Your Speed" and "Stitching a Straight Line" are two very important topics on these pages. Stitch a line as straight as possible on six lines of notebook paper. Compare line one with line six. Do you need more practice? If so, continue stitching on the lines of notebook paper.

Sign your name to the practice sheet; lay it on the teacher's desk, and she will evaluate your stitching.

## Lesson II

You have become acquainted with the sewing machine, but there is still more to learn before you actually construct an article on the machine. In order for you to operate the machine correctly, you must learn to thread the sewing machine, thread the bobbin, and learn to regulate sewing speed. After these tasks have been accomplished, you may enjoy creating gifts for others or items for yourself that will bring you happiness and that may even influence your choice of a career.

### Component:

Threading and operating a sewing machine

### Objectives:

- A. After studying pictures of sewing machine heads and bobbins, and after observing demonstrations of threading machines and bobbins, you will thread a machine and bobbin with 100% accuracy.
- B. You will operate a sewing machine at an even, moderate speed by practicing the correct use of the knee and/or foot to operate the controls of the machine.
- C. You will satisfactorily complete the information required to obtain a "Sewing Machine Operator's License" by performing each task for the teacher.

### Instructions:

Complete Learning Experiences 1, 2, 3 and 4.

**Learning Experiences:**

1. Read pp. 251-256, Steps in Clothing Skills. View transparency, Threading the Sewing Machine.
2. Obtain a manual or a direction sheet that gives you visual directions for threading a machine and bobbin. Thread the machine and bobbin. Ask the teacher to check your work. The teacher will tell you whether you are ready for the next learning experience.
3. Read again pp. 246-247, "Controlling Your Speed," Steps In Clothing Skills. Go to the machine and practice controlling your speed when operating the machine. Ask the teacher to check your progress. The teacher will tell you whether you are ready for the next learning experience.
4. Given: A blank "Sewing Machine Operator's License." Complete the instructions listed on the sheet. The teacher will evaluate you in action as you complete each task. When the teacher signs your license, you are capable of operating a sewing machine in your classroom. Happy sewing!

### Lesson III

You have arrived! This is where the action is, and the time has come for you to participate. Do you feel creative? Certainly you have prepared yourself well. Be sure that you are capable of constructing whatever you choose to construct, and that you will be happy with your production. You can outgrow your task by mastering it, and you may be surprised to find that you want to try a more difficult job. You may develop a real interest in clothing production or in interior decoration.

#### Component:

Using the sewing machine to construct an article

#### Objectives:

- A. You will construct one article by applying, to the best of your ability, the knowledge and skills you acquired when learning to operate a sewing machine.
- B. You will plan and set up a "Gift Boutique." In the "Gift Boutique" you will display the article you have constructed.  
You will observe the articles constructed by your classmates.

#### Instructions:

Complete Learning Experience 1. From Learning Experience 2, choose one article from A, B, C or D to construct. Complete Learning Experiences 2, 3, 4, 5, 6 and 7.

#### Learning Experiences:

1. Read pp. 258-261, Steps In Clothing Skills. Follow directions for constructing a slipcase for glasses or shades, and scissors or shears case.

2. Request from your teacher, instruction sheets that give directions for constructing the following articles:

- A. Napkins and/or place mats
- B. Christmas tree wall hanging
- C. Fish potholder
- D. Terry cloth pillow

Read the instructions. If you do not understand the instructions, ask the teacher to help you.

3. Select one of the described articles to construct. Ask the teacher for permission to proceed with the construction, after you read p. 233, Steps In Clothing Skills, or pp. 148-149, How You Look and Dress. List in writing, the equipment and materials you will need to construct the article; then read Teen Guide to Homemaking, pp. 108-109.

4. You will find pins on the teacher's desk. Ask her permission to use them to pin your pattern on your fabric. Pin the pattern on the fabric, but do not cut until the teacher checks with you and gives you permission to cut.

5. Follow directions on your instruction sheet. Set up the machine, thread the bobbin and thread the machine. Stitch according to directions. Ask the teacher for help if you do not understand the instructions.

6. Evaluate the article you constructed. Pin your name to the article and place it on the teacher's desk. The teacher will evaluate and return your article to you.

7. Set up a "Gift Boutique." You will display the article you constructed. Invite classmates, teachers and parents to view the article.

Quests:

Do you have a sewing or decorating fever? A sew-a-rama may reduce this fever. The following suggestions may help you to decide whether or not you would like to create another article and, if so, what you would like to create.

1. Tie-dyeing - (Ask the teacher for directions)
2. Terry cloth slippers - Directions may be found on p. 316, Experiences In Homemaking by Pollard, Laitem and Miller
3. Clothesline coat hanger - (Ask the teacher for directions)
4. Oatmeal box wig rack - (Ask the teacher for directions)
5. Belt coat hanger - (Ask the teacher for directions)
6. An article of your choice

**Gift Boutique  
Teacher Section**

**compiled by**

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## GIFT BOUTIQUE

### Teacher Section

#### I. Statement of Purpose:

##### A. Generalization:

Learning to operate a sewing machine is a skill that must be learned in order to successfully construct clothing or to create many items that are used by interior decorators.

##### B. Components:

1. Identification of the parts of a sewing machine
2. Threading the sewing machine and the bobbin
3. Stitching properly on the sewing machine
4. Constructing a simple article

#### II. Instructional Objectives:

- A. The student will identify the parts of the sewing machine by showing and by orally stating the names of the parts of the sewing machine to the teacher.
- B. The student will properly insert a needle in the sewing machine and will practice stitching on the lines of notebook paper.
- C. The student will thread the sewing machine, thread the bobbin, place the bobbin in the bobbin case, thread the bobbin case, and sew a 5/8" seam.
- D. The student will construct a simple article that may be found in a gift or novelty shop.

## INSTRUCTIONS TO THE TEACHER

### I. Instructional Approach:

The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Food Service Occupations.

### II. Identification of Learners:

This learning package is designed for average seventh and eighth grade students who are exploring careers related to Home Economics.

### III. Special Instructions:

#### A. Equipment Needed:

Sewing Machines      Overhead Projector      Tape Player      Scissors      Stapler

#### B. Material Needed:

##### Books:

Teen Guide to Homemaking, Barclay, Marion S., and Champion, Frances.

New York: Webster Division, McGraw-Hill Book Company, 1967.

How You Look and Dress, Carson, Byrta. New York: Webster Division,

McGraw-Hill Book Company, 1969.

Steps In Clothing Skills, Dunn, Lucille, Bailey, Anetta, Vansickle, Wanda.

Peoria, Illinois: Chas. A. Bennett Company, Inc., 1970.

101 Things to Make For Fun or Money, Peake, Miriam M. New York,

New York: Scholastic Book Services.

Experiences In Homemaking, Pollard; Belle; Laitem, Helen H.; and Miller, Frances S., Rev. Ed., Boston, Mass.: Ginn and Company, 1968.

**C. Instruction Sheets Needed:**

1. Fringed Napkin or Place Mat
2. Fish Potholder, (including pattern)
3. Christmas Tree Wallhanging (including pattern)
4. Terry Cloth Pillow
5. Clothesline Coat Hanger
6. Wig Rack
7. Belt Coat Hanger
8. Tie-dye Tank Top

**D. Media Needed**

**1. Transparency Masters:**

The following transparency masters are included in this package:

- a. Sewing Machine Head
- b. Threading The Sewing Machine

**2. Tape:**

For those students who prefer or who will profit from learning by listening, it is suggested that the key readings in each lesson be made available on tape. These key readings will include textbook references listed in learning experiences in the student package.

**IV. Instructions for Evaluations:**

Three instruments for evaluation have been included in this package. They are the pretest, the sewing machine license, and the post

test. The sewing machine license will serve as a self-test, since each student will become aware of his knowledge of the sewing machine and his skill in the use of the sewing machine. The post test should indicate the extent to which behavioral changes have taken place as a result of participation in learning experiences since the pretest was given.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning packages to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives.  
This information will identify the occupation that the student will explore, and will explain the extent to which he is expected to explore the occupation.
2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about this occupation. They will not get a grade on the pretest.
3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.

4. Follow the same procedure through the remaining lessons.
5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.
6. If they need equipment, media, or materials; if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the

folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

- C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.

- D. Identify the equipment, materials, and media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.
- E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

## Instruction Sheet 1

### Fringed Napkin or Place Mat

- Equipment Needed:** Scissors, pins, sewing machine, bobbin, ruler or tape measure.
- Materials Needed:** 18" x 18" fabric for 1 napkin, 24" x 18" fabric for 1 place mat, thread.
- Directions:**
1. Measure and cut fabric into a square, 18" x 18" (or 24" x 18" for a place mat).
  2. Stitch on the sewing machine 1" from the edge of the fabric with thread the same color or a color that contrasts with the fabric.
  3. Ravel the outer edge of the fabric to the row of stitching. Use a pin to aid you in raveling.

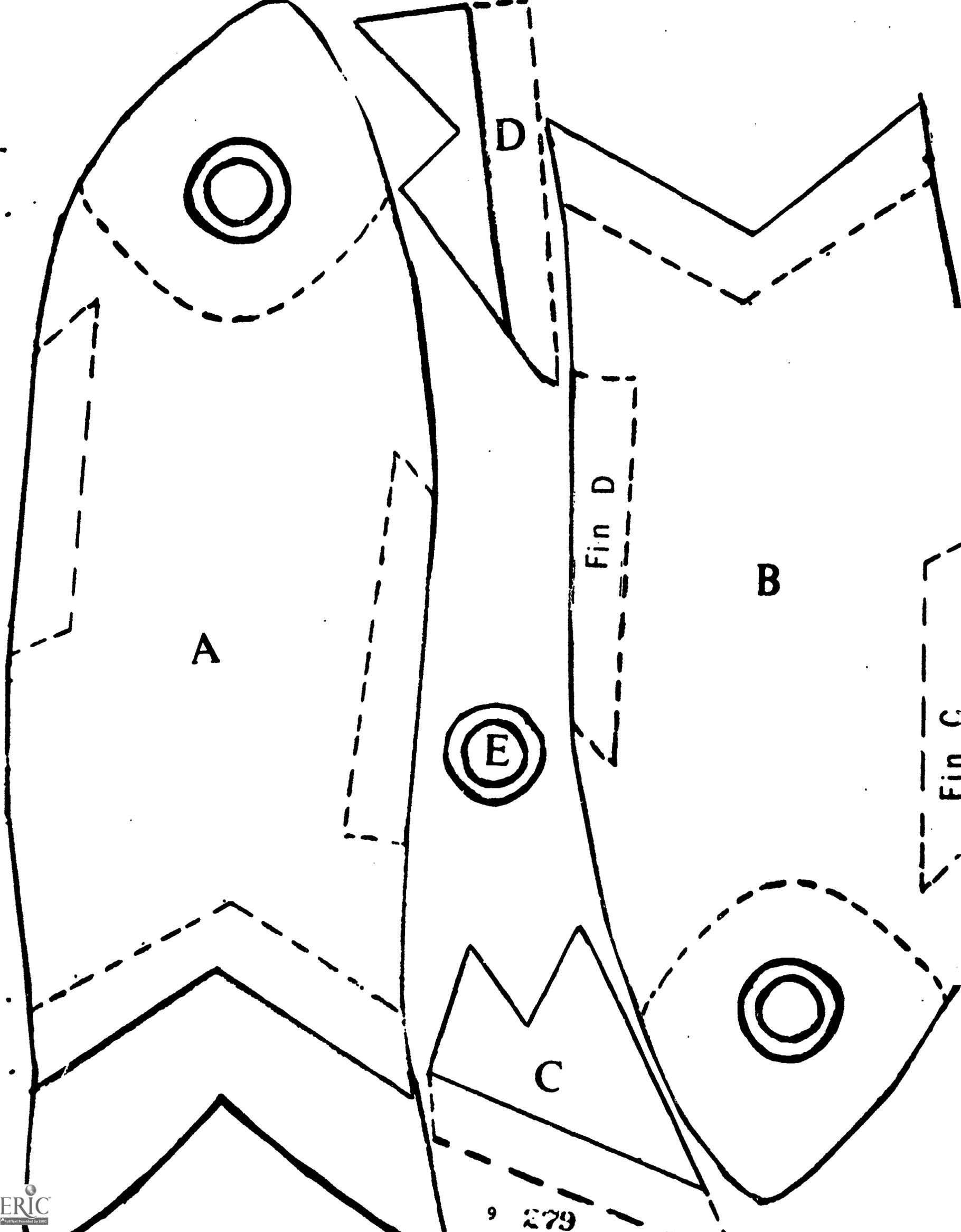
## Instruction Sheet 2

### Fish Potholder

**Equipment Needed:** Scissors, ruler or tape measure, sewing machine, pins.

**Materials Needed:** Felt scraps: black, pink, green, and blue are some suggested colors, but any colors may be used; white sewing thread; 1 white plastic ring; fish potholder pattern.

- Directions:**
1. Lay long fish A on a single piece of felt; pin and cut.
  2. Lay short fish B on a single piece of felt; pin and cut.
  3. Lay fin C on a double piece of felt; pin and cut.
  4. Lay fin D on a double piece of felt; pin and cut.
  5. Lay eye E on a single piece of felt; pin and cut.
  6. Stitch eye in place on fish B.
  7. Stitch curved head line with white thread.
  8. Place fishes A and B together. Pin and stitch  $\frac{5}{8}$ " from edge of fish, beginning stitching at the top tail end of fish B and stitching to the bottom tail end of fish B.
  9. Pin fins in place and stitch across fins  $\frac{5}{8}$ " from the edge of fish B, or follow the stitching line you used to stitch fishes A and B together.
  10. Leave tail end open for inserting pot handle.
  11. Sew ring to the tip of the nose.



A

D

B

E

C

Fin D

Fin C

### Instruction Sheet 3

#### Christmas Tree Wall Hanging

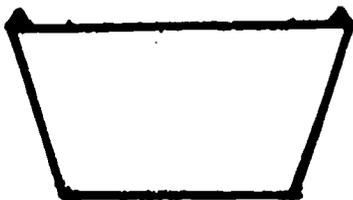
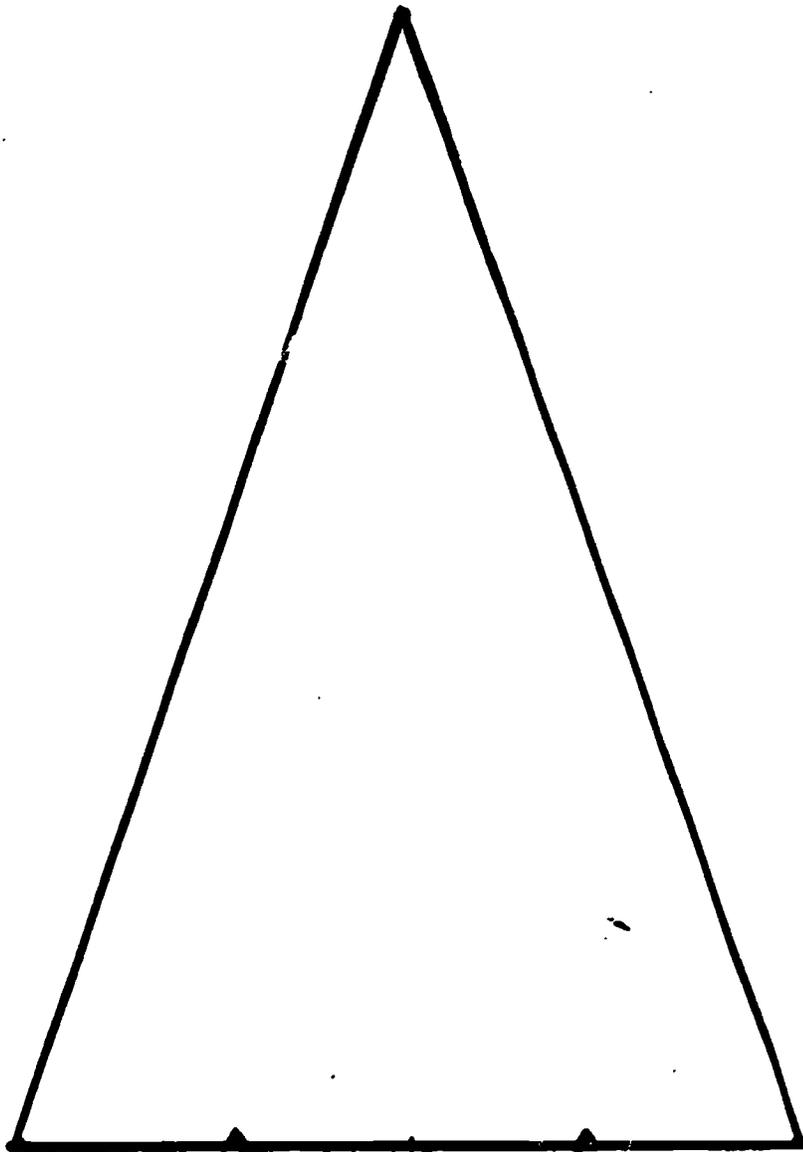
**Equipment Needed:** Scissors, ruler or tape measure, pins, stapler, sewing machine.

**Materials Needed:** 1 piece of green or red velvet, felt, or other fabric, 6" x 4"; 1 piece of gold or off-white fabric, 9" x 12"; 15" of gold braid; 24 sequins; 1 piece of green or red felt, velvet, or other fabric, 2½" x 1½"; 5 leaves (cloth or from old artificial stems); 1 piece of cardboard, 8½" x 11½"; 1, 8" cord; 1 spool of thread, Christmas tree pattern; glue.

**Directions:**

1. Lay Christmas tree pattern on fabric; pin and cut.
2. Pin the base of the tree to the tree, allowing a ½" lap. Cut. Remove pattern from fabric.
3. Stitch across the entire base of the tree ¼" from the edge of the fabric; continue stitching up the left side and down the right side of the tree.
4. Pin the gold braid on the back side of the tree, letting any desired amount of braid show on the front side.
5. Pin the tree near the 3 corners of the tree to the 9" x 12" fabric.
6. Stitch over the line of stitching made when the base of the tree was attached.
7. Remove pins.
8. Pin leaves to a 2½" piece of gold braid, and stitch on the sewing machine.
9. Pin and stitch the braid and leaves across the bottom of the tree base.
10. Cover the 8½" x 11½" cardboard with the 9" x 12" fabric.
11. Turn edges to the back and glue, keeping pressure on the glued edges until the glue dries.

12. Staple a cord to the back edges about 3" from the top.
13. Glue the sequins to the front of the tree. Space them as you would lights on a Christmas tree.



## Instruction Sheet 4

### Terry Cloth Pillow

**Equipment Needed:** Sewing machine, pins.

**Materials Needed:** 2 bath cloths, 12" x 12"; 1 piece of fringe, 48" long; 1 spool of thread; foam rubber or feathers.

- Directions:**
1. Pin edges of bath cloths together on three sides.
  2. Stitch on the sewing machine the three pinned edges 1/4" from the outside edge.
  3. Pin fringe to the three edges that have been stitched and to the top side of the edge that has not been stitched, leaving the one side open for stuffing the pillow.
  4. Stuff the pillow with foam rubber or feathers to a desired fullness.
  5. Stitch the open edges of the pillow together on the sewing machine.

## Instruction Sheet 5

### Clothesline Coat Hanger

**Equipment Needed:** Sewing machine, wire, scissors, ruler or tape measure, pins, coat hanger, clothespins.

**Materials Needed:** Bias tape, fabric, thread.

- Directions:**
1. Stitch together the edges of the 45" double fold bias tape; attach 6 snap clothespins to the tape; space the clothespins 7" apart.
  2. Cut 2 pieces of fabric the size and shape of a wire coat hanger, plus 1/2" seam allowance.
  3. Put right sides of fabric together.
  4. Stitch top, curved seam, leaving 1/2" opening to insert hanger hook.
  5. Turn under 1/2" on bottom opening.
  6. Pin tape at 7 evenly spaced places on the bottom of the fabric on the hanger
  7. Stitch bottom opening closed on the sewing machine. If the stitching does not catch the bias tape, restitch the points of the tape.

## Instruction Sheet 6

### Wig Rack

**Equipment Needed:** Scissors, ruler or tape measure.

**Materials Needed:** Oatmeal box, yarn, ribbon, wallpaper or fabric, glue, paint, crayons or water colors.

**Directions:**

1. Cover a round oatmeal box with wallpaper or fabric.
2. Glue 18 pieces of yarn,  $3\frac{1}{2}$ " long, over the top edge for bangs.
3. Cut nine strands of yarn 18" long, and braid 6" of each end.
4. Tie ends with ribbon and make bows.
5. Glue across top and over bangs.
6. Paint black closed eyes, black round dots for nose, and red lips.

## Instruction Sheet 7

### Belt Coat Hanger

**Equipment Needed:** Sewing machine, wire coat hanger, scissors, ruler or tape measure, pins, eyelets, "S" hooks.

**Materials Needed:** Fabric, thread, felt 16" long, 3" wide.

- Directions:**
1. Cut a piece of felt 16" long and 3" wide; fold in half lengthwise over the bottom of a wire coat hanger. Pin.
  2. Place the coat hanger, with the hook to the left, under the sewing machine. Stitch the length of the coat hanger, 1/2" from the cut edge of the felt.
  3. Fasten five metal eyelets, evenly spaced, across the length of the coat hanger, through the double fold.
  4. Place an "S" hook in each eyelet.

## Instruction Sheet 8

### Tie-dye Tank Top

Equipment Needed: 1 - 4 quart boiler  
1 - wooden spoon  
1 - squeeze bottle or eye dropper

Materials Needed: White stretch fabric tank top, rubber bands, three colors of fabric dye, tissues, rubber gloves, liquid soap.

- Directions:
1. Wet tank top in warm water and wring out well. Put on rubber gloves.
  2. Drip dye from squeeze bottle or eye dropper to form stripes. Drip three or five stripes of different colors and widths around the right armhole.
  3. Work dye in with fingers, and blot excess dye with tissues.
  4. Make 1/2" accordian pleats along the stripes in a vertical direction.
  5. Fold the accordian pleats horizontally into a double S shape.
  6. Cover each "hump" of the S tightly with rubber bands.
  7. Wash in cool, soapy water until the water is clear.
  8. Place tank top in a boiler that contains enough hot water to cover the tank top and 1/4 cup of dye (use the color of one of the stripes).
  9. Simmer the tank top for one hour; stir occasionally.
  10. Rinse in cold water until the water is clear. Untie. Re-rinse. Iron while damp.

### Pretest

1. All of the top part of the sewing machine that works to make stitches is called the \_\_\_\_\_ of the machine.
2. The sewing machine may be started by pushing the \_\_\_\_\_ lever or the \_\_\_\_\_ pedal.
3. When sewing on a machine, light should shine over the \_\_\_\_\_ shoulder.
4. \_\_\_\_\_ keeps one from tiring easily when sewing on the machine.
5. The \_\_\_\_\_ holds the spool of thread.
6. The \_\_\_\_\_ are metal hooks that guide the thread toward the needle.
7. The \_\_\_\_\_ moves the fabric under the needle.
8. The \_\_\_\_\_ holds the fabric smooth for stitching.
9. The \_\_\_\_\_ raises and lowers the presser foot.
10. The lower thread on the sewing machine is wound on a \_\_\_\_\_.
11. You must bring the \_\_\_\_\_ thread to the top of the machine before you begin to sew.
12. The \_\_\_\_\_ changes the size of the stitch.
13. Time is wasted when you thread a sewing machine \_\_\_\_\_.
14. A \_\_\_\_\_ is a row of stitching that holds two pieces of fabric together.
15. The handwheel should be turned \_\_\_\_\_ you to set the needle down when you begin to sew.

KEY

Pretest  
&  
Post Test

1. All of the top part of the sewing machine that works to make stitches is called the head of the machine.
2. The sewing machine may be started by pushing the knee lever or the foot pedal.
3. When sewing on a machine, light should shine over the left shoulder.
4. Good posture keeps one from tiring easily when sewing on the machine.
5. The spool pin holds the spool of thread.
6. The thread guides are metal hooks that guide the thread toward the needle.
7. The feed dog moves the fabric under the needle.
8. The presser foot holds the fabric smooth for stitching.
9. The presser bar lifter raises and lowers the presser foot.
10. The lower thread on the sewing machine is wound on a bobbin.
11. You must bring the bobbin thread to the top of the machine before you begin to sew.
12. The stitch regulator changes the size of the stitch.
13. Time is wasted when you thread a sewing machine incorrectly.
14. A seam is a row of stitching that holds two pieces of fabric together.
15. The handwheel should be turned toward you to set the needle down when you begin to sew.

## SEWING MACHINE OPERATOR'S LICENSE

Name \_\_\_\_\_

Date \_\_\_\_\_

This is to certify that \_\_\_\_\_  
has successfully accomplished the following tasks:

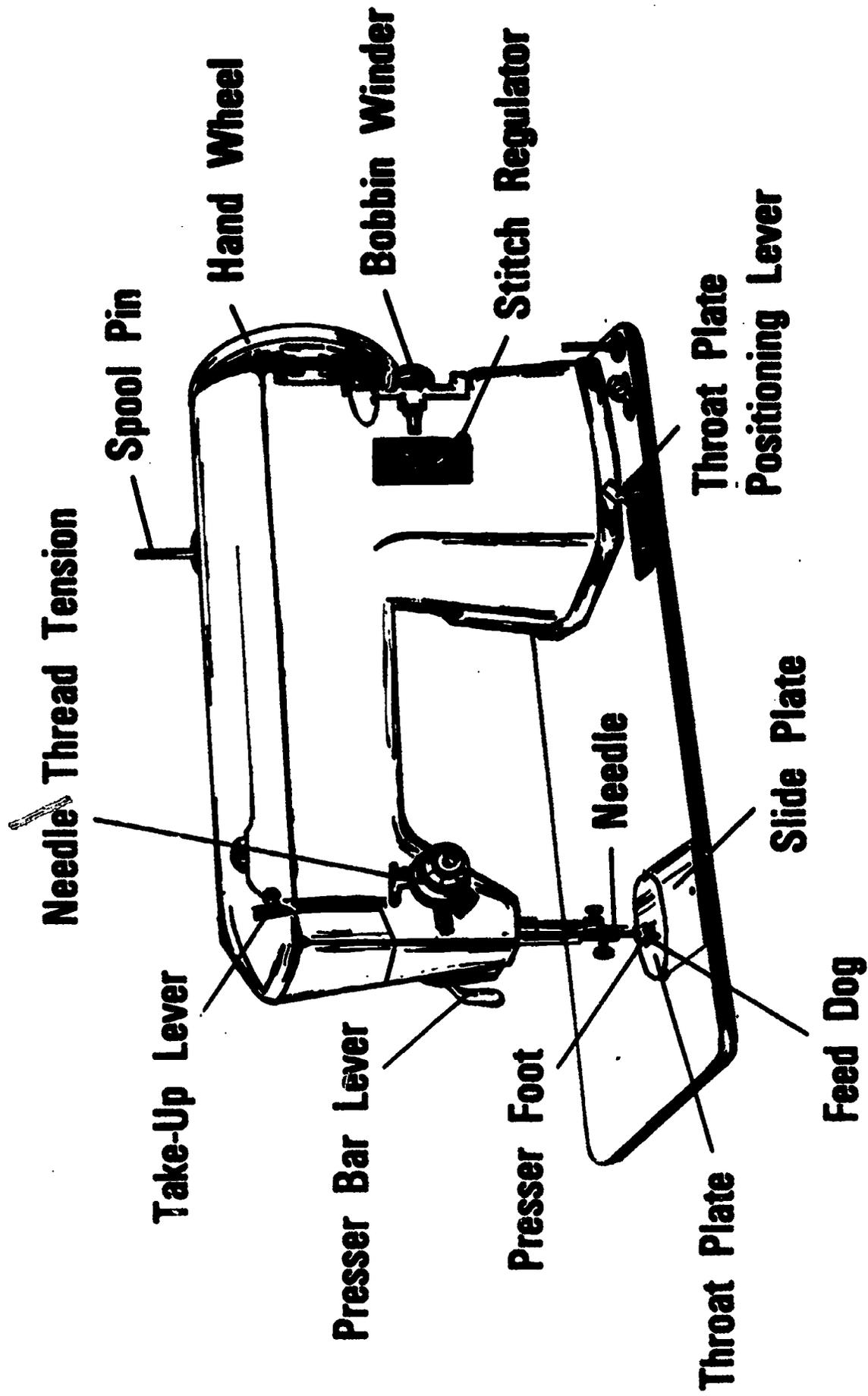
- \_\_\_\_\_ 1. Name and identify the parts of the sewing machine.
- \_\_\_\_\_ 2. Thread the machine properly.
- \_\_\_\_\_ 3. Thread the bobbin properly.
- \_\_\_\_\_ 4. Insert the bobbin in the bobbin case.
- \_\_\_\_\_ 5. Replace the needle properly.
- \_\_\_\_\_ 6. Remove and replace the presser foot properly.
- \_\_\_\_\_ 7. Remove and replace the throat plate properly.
- \_\_\_\_\_ 8. Remove and replace the foot control properly.
- \_\_\_\_\_ 9. Sew a straight seam using the 5/8 inch guide on the bed of the machine as a guide.
- \_\_\_\_\_ 10. Reverse the stitches at the beginning and the end of a seam.
- \_\_\_\_\_ 11. Regulate speed to a smooth, steady rhythm.
- \_\_\_\_\_ 12. Regulate stitch length.
- \_\_\_\_\_ 13. Join bobbin thread with needle thread.
- \_\_\_\_\_ 14. Adjust presser foot pressure.

Signed \_\_\_\_\_  
Home Economics Teacher

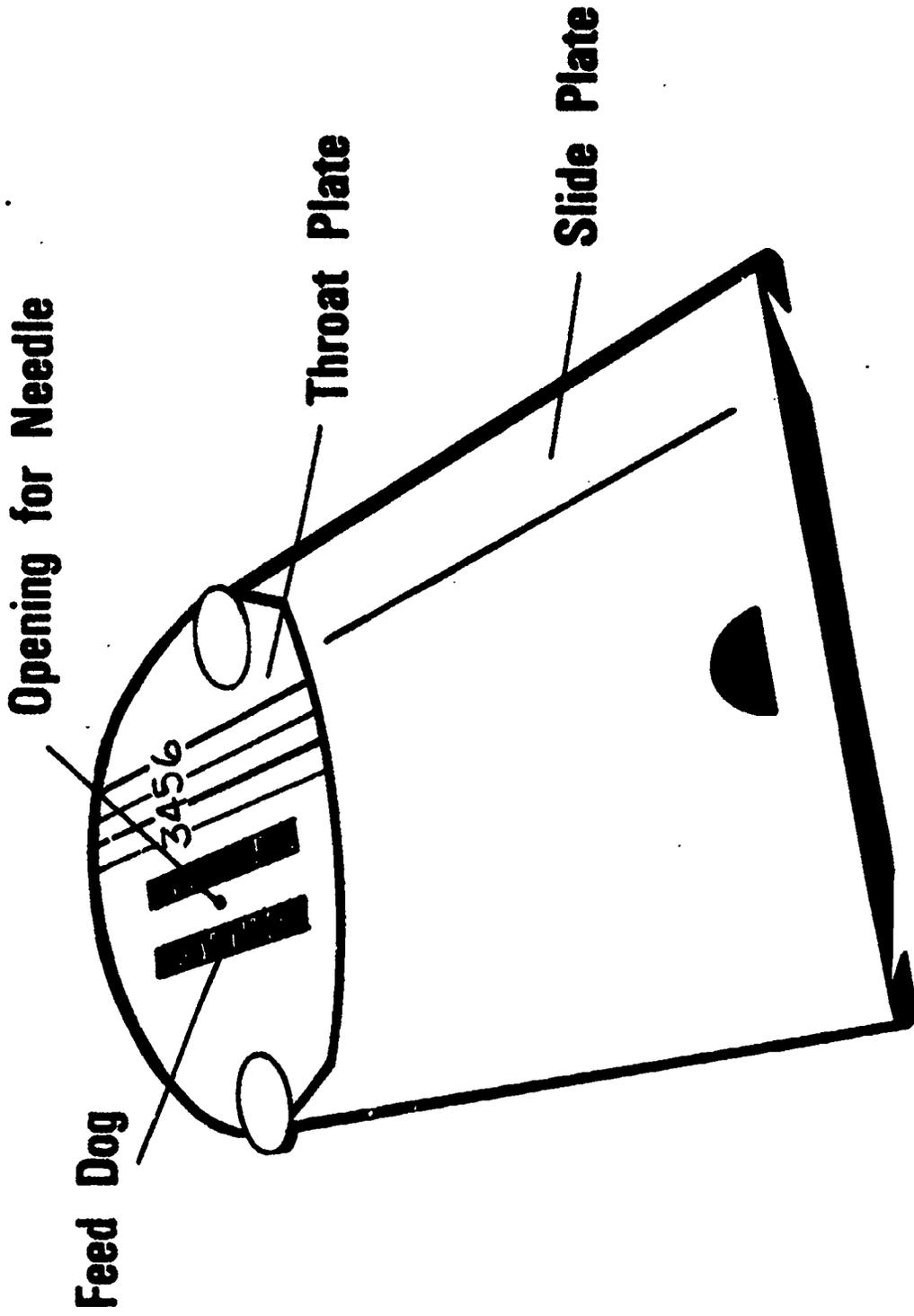
\_\_\_\_\_ School

To insert needle - The long groove of the needle goes in the direction of the last thread guide.

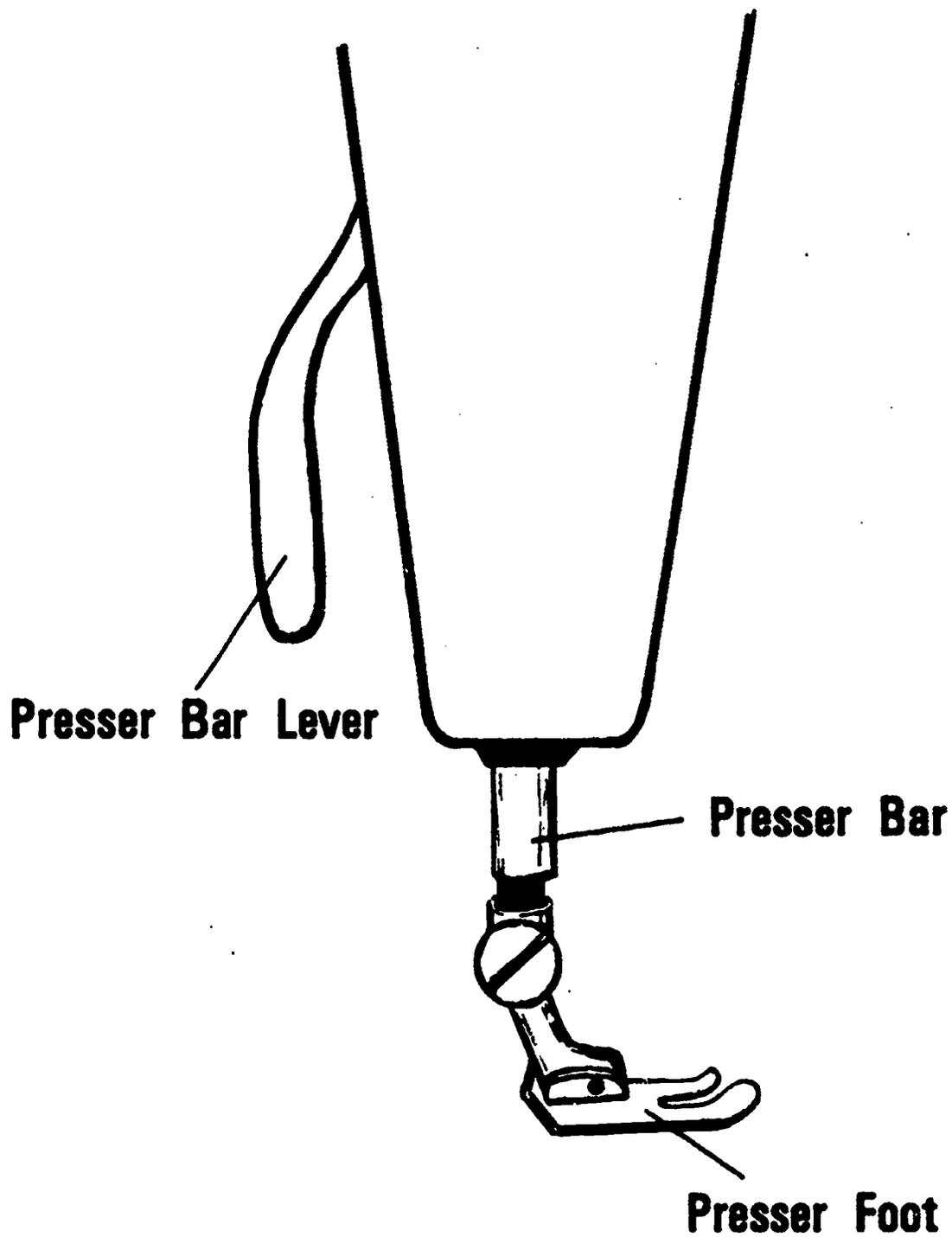
# Getting to Know Your Machine



# Getting to Know Your Machine

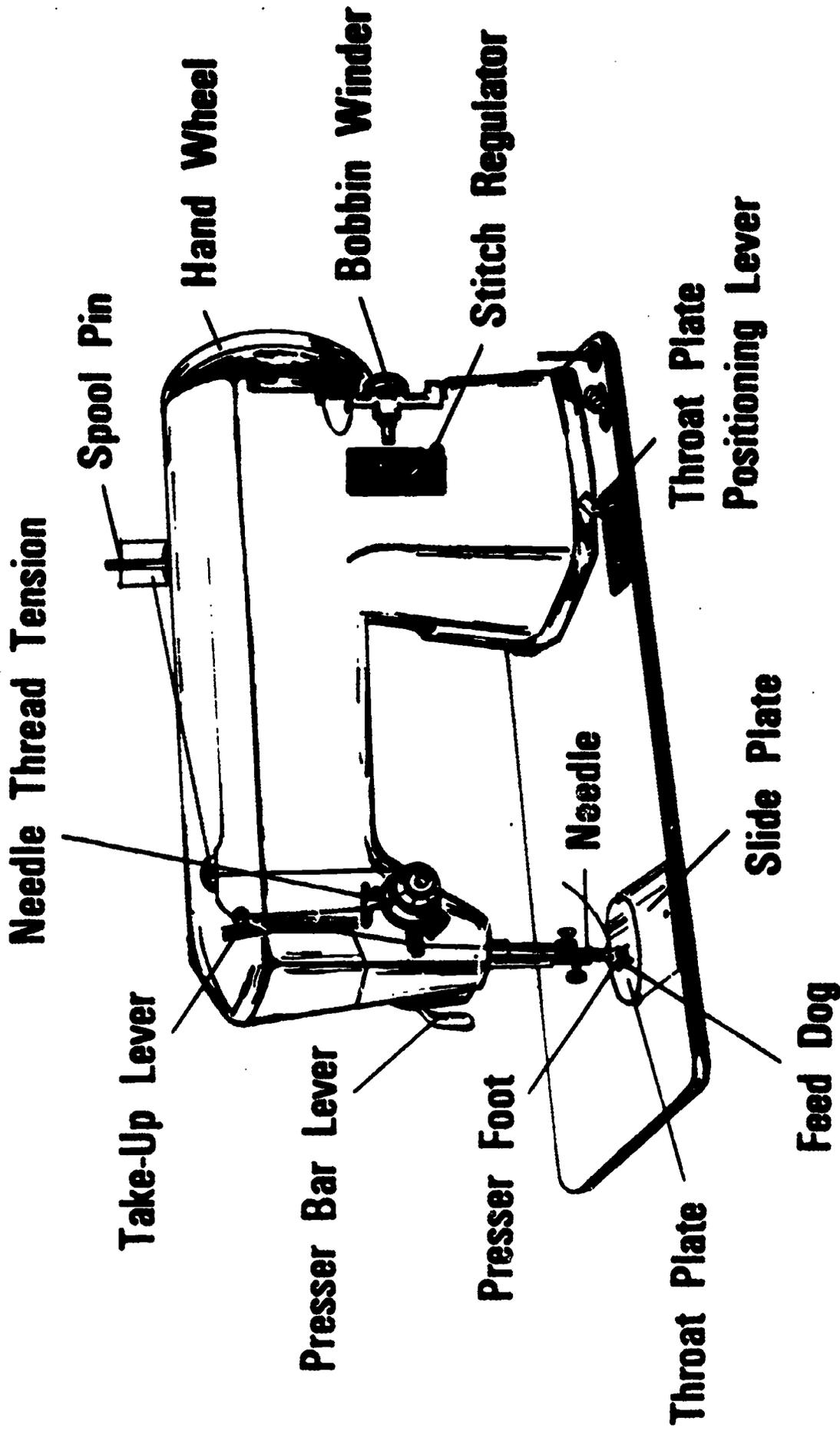


# Getting to Know Your Machine



Courtesy of:  
Curriculum and Instructional Materials Center, State Department of Vocational and Technical  
Education, Stillwater, Oklahoma 74074.

# Getting to Know Your Machine



**Mini-Nursery**

**Student Section**

**compiled by**

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## Introduction

There is a great demand for baby-sitters today. Young people are being called upon to baby-sit, and they are paid for baby-sitting. An efficient baby-sitter who can be trusted will have more job offers than he or she can handle. Teenagers usually find a need for the money they make baby-sitting, and they usually enjoy this type of job.

Have you ever considered being a mother or daddy substitute? You substitute for mother and daddy when you baby-sit. Caring for children can be rewarding in many different ways. Besides the money you will make, you may feel loved, respected and appreciated by the parents and the children. To gain the confidence and love of parents and children and to learn the basic rules of baby-sitting, takes some time, thought, and study. This is one occupation that can be called a private enterprise, because this can be your individual business. Let's learn a few things that can contribute to a successful teenage baby-sitting business.

## Learning Objectives

After you complete this learning package, you will have a better understanding of the duties and responsibilities of individuals who are desirable child care workers. You will demonstrate your understanding by successfully accomplishing the following objectives:

- A. You will list in writing or state orally the responsibilities of a good baby-sitter.
- B. You will identify one play material, one game, and one story that will help a preschool child develop physically, socially, emotionally and morally; and you will explain in writing or orally state the proper way to use the chosen play material, game, and story.
- C. You will plan, prepare and serve a nutritious and appealing snack to a group of preschool children.
- D. You will plan in writing a schedule of activities to be carried out while you are baby-sitting for three hours with two children whose ages are four and five.

## Pretest

Directions: Place a T or F in the blank before the number.

- \_\_\_ 1. A baby-sitter should interview the parents before sitting with a child.
- \_\_\_ 2. A baby-sitter's parents should know where the baby-sitter will be working.
- \_\_\_ 3. A written list of instructions for the baby-sitter from the parents is not needed.
- \_\_\_ 4. A baby-sitter should learn where the light switches are before the parents leave the house.
- \_\_\_ 5. If a child will not cooperate, the baby-sitter should threaten or frighten him.
- \_\_\_ 6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.
- \_\_\_ 7. A baby-sitter should entertain herself on the telephone while she baby-sits.
- \_\_\_ 8. A baby-sitter should know where the parents can be reached by phone.
- \_\_\_ 9. The telephone number of the family doctor should be left with the baby-sitter.
- \_\_\_ 10. A baby-sitter should have her boyfriend visit her often when she baby-sits.
- \_\_\_ 11. A baby-sitter should not prepare any food for children.
- \_\_\_ 12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.
- \_\_\_ 13. A baby-sitter should not "tell the family secrets" after she leaves the job.
- \_\_\_ 14. Safety of children should come first with baby-sitters.
- \_\_\_ 15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.
- \_\_\_ 16. Children should not be allowed to watch television with a baby-sitter.
- \_\_\_ 17. When reading to a group of children, the children should be seated in a semicircle.
- \_\_\_ 18. Skates are play materials to be used in active play.
- \_\_\_ 19. Children learn by playing.
- \_\_\_ 20. Play dough and finger paint must be bought.

## PRETEST QUESTIONNAIRE

**DIRECTIONS:** Consider each question carefully and place a check (✓) in the appropriate column. You may check 2 columns.

	Yes	No	Would like to study
1. Do you like children and want to have them around you?			
2. Do you feel at ease with children of different ages?			
3. Do you want to baby-sit?			
4. Should a child be picked up when he cries?			
5. Are children born without fear?			
6. Do you know how much a child should eat?			
7. Do you know how to change a diaper?			
8. Do you know how to dress a baby?			
9. Can you give baby his bottle or baby food?			
10. Do you know which games and stories children like?			
11. Can you tell a story so it is meaningful to children?			
12. Do you know which toys are best for children of different ages?			
13. Do you know what to expect from children of different ages?			
14. Do you know what to do in case of fire or other accidents?			
15. Have you done baby-sitting?			
16. Do you know how to care for a child in a temper tantrum?			
17. Do you know how to direct children's play?			
18. Do you know how to be a good baby-sitter?			
19. Do you know how to select good music for children?			
20. Are some TV programs too exciting for children?			

## Lesson I

The responsibility for taking care of a child or a group of children is a serious matter, but it can be fun. To be a good baby-sitter, one must love children, be patient, understanding and dependable. There are other qualifications that are needed by "sought after" baby-sitters, such as alertness, a knowledge of games and other methods of play, the ability to discipline children, and a knowledge of safety rules for children. Remember, children are the future teenagers and the future adults; so, when you care for children you are in a sense guiding and protecting a future generation. These children will never forget you; you can be a great influence on them. Baby-sitting provides an opportunity for teenagers to earn money for the many extras they want. You may find that you want to learn more about child development and may enjoy a career in some area of child care.

### Component:

#### Responsibilities of a baby-sitter

### Objectives:

- A. You will identify important information that a baby-sitter needs to know by listing the information in writing or by stating it orally to the teacher.
- B. You will demonstrate your knowledge of the responsibilities of a baby-sitter by role playing an interview with parents who want to employ you as a baby-sitter.

### Instructions:

You will complete Learning Experiences 1 or 2. You will also complete Learning Experiences 3 or 4, and 5 and 6.

### Learning Experiences:

1. Read, Important Information That a Baby-Sitter Needs. Ask the teacher for this material.
2. Listen to a tape, Important Information That a Baby-Sitter Needs. Secure the tape from the teacher.

3. Read page 414, "Reminders for Baby-Sitters" and pages 410 and 411, Teen Guide To Homemaking.
4. Read, Preparing To Baby-Sit, Do's For Baby-Sitters and Don'ts for Baby-Sitters. Secure this reading material from the teacher.
5. View film, To a Baby-Sitter.
6. Role play: The J.-Teen Baby-Sitting Service will have two of its employees interview the parents of two preschool children so that there will be a clear understanding of the responsibilities of the baby-sitter and the parents before the employees accept the baby-sitting job. Remember, this is a business type interview.

## Lesson II

Do you remember your favorite game, toy or story when you were a preschool child? More than likely you can recall one of them; perhaps you were not aware that you learned from a favorite game, toy or story because it was fun, but you did learn. If you remember that children learn through play, you will be more careful when selecting toys, games, records, and storybooks as gifts for them. You should also remember this when you are caring for young children.

### Component:

The value of play for preschool children

### Objective:

You will name one game, one story and one kind of play material that will provide helpful learning experiences for preschool children, and you will list in writing or you will state orally one reason why they are helpful learning experiences.

### Instruction:

You will perform Learning Experiences 1 and 2 or 3 and 4. Complete Learning Experiences 5, 6, and 7.

### Learning Experiences:

1. Read pages 406 - 411, Teen Guide To Homemaking.
2. Read pages 43 - 48, Your Child From One to Six.
3. Listen to tape, Play Helps Children Learn.
4. Listen to tape, Play Materials and Toys and Stories Help Children In Their Play.
5. Read, Low-Cost and No-Cost Toys, Play Materials and Media. Ask the teacher for a copy of this.

6. Prepare a baby-sitter's "Surprise Kit". Make one no-cost or low-cost toy and one play media or material to include in the kit. List in writing, one song, one record, and one story that you will put in the kit. The "Surprise Kit" should be suitable for a preschool child. (A brown paper bag may be used as a no-cost container.)
7. List in writing and/or state orally the age of the child for which you prepared the "Surprise Kit." Explain orally to a classmate, why you chose the story or the song you listed in the "Surprise Kit".

### Lesson III

Between-meal snacks have become an important part of the diet of preschool children. Children should have a mid-morning, a mid-afternoon and a before-bed snack. "Snacks" are usually eaten more quickly and with less fuss by preschoolers than the regular meals. The wrong kind of "snack" can cause mealtime problems and the development of dislike for the nutritious foods.

#### Component:

Nutritious and appealing snacks for preschoolers

#### Objective:

You will plan, prepare and serve a nutritious and appealing snack to a group of four of your classmates who will pretend to be preschoolers, or to a group of preschool children.

#### Instructions:

You will complete Learning Experiences 1, 2, and 3. If you would like, you may complete Learning Experience 4.

#### Learning Experiences:

1. Read page 48, "Watch Those Snacks," Teen Guide To Homemaking.
2. Ask the teacher for the instruction sheet, Snack Facts. After reading the sheet, plan and write a menu containing three foods from the foods listed. Sign your name to your menu. Place the menu on the teacher's desk. The teacher will evaluate it and return it to you.
3. You will draw a number from a basket. Those choosing Numbers 1 through 4 will be a group. Those choosing Numbers 5 through 8 will be a group. Follow this method of grouping for the entire class. Each group will prepare a simple snack that will consist of two foods from the foods list. Prepare and serve a snack that will appeal to preschoolers in your group.
4. Read "Sitting" Safely. Discuss new ideas you learned from this reading with a member of your class.

## Lesson IV

When you accept a job of any kind and you get paid for your work, it is a good idea to be prepared for the job, and to be businesslike when you begin the job. The first step toward being businesslike in a baby-sitting job is to find out what time you are to report for duty and to plan activities for the time you will be on duty.

### Component:

Schedule of activities while baby-sitting

### Objective:

You will plan in writing a schedule of activities to be carried out while you are baby-sitting for three hours with two preschool children who are four- and five-years old.

### Instructions:

You will complete Learning Experiences 1, 2, and 3.

### Learning Experiences:

1. Read pages 409 - 414, Teen Guide To Homemaking.
2. List in writing, the things you would do to prepare yourself for a baby-sitting job with a four-and a five-year-old child.
3. List in writing, the activities you plan for the four- and five-year-old children while you are with them for three hours. List the time that you plan to use to carry out each activity.
4. Ask your teacher for final instructions.

## Post Test

Ask your teacher for the post test. This test will help you discover how much you have learned about caring for preschool children and about baby-sitting.

### Quests:

If you want to explore other activities that are related to child care, the following suggestions may interest you.

1. Read pages 397-402, Teen Guide To Homemaking.
2. Observe a local kindergarten, nursery school or day care center.  
Ask for an interview with the teacher to find out what training is necessary to qualify for this type of work.
3. Any other idea you wish to explore.

**Mini-Nursery  
Teacher Section**

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## MINI-NURSERY

### TEACHER'S SECTION

#### I. Statement of Purpose:

##### A. Generalization:

By exploring the responsibilities, duties and tasks performed by workers in child care occupations, students may begin to identify interests that will lead to future careers in the area of child care.

##### B. Components:

1. Responsibilities of a baby-sitter
2. The value of play for preschool children
3. Nutritious and appealing snacks for preschool children
4. Schedule of activities while baby-sitting

#### II. Instructional Objectives:

- A. Students will list in writing and/or orally state the responsibilities that a baby-sitter should assume when caring for children.
- B. Students will identify play equipment, materials and media that will promote learning and afford entertainment for children from one-to-six years-old. They will construct one simple play material, one game, and one story that will be suitable for a preschool child.
- C. Students will plan, prepare and serve a simple nutritious and appealing snack suitable for preschool children.
- D. Students will plan in writing a schedule of activities to be carried out while they are baby-sitting for three hours, with two children who are four and five years of age.

## INSTRUCTIONS TO THE TEACHER

### I. Instructional Approach:

The student section of this exploratory learning package will use the quasi-discovery approach, which means that there will be factual information given to the students; but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning activities that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in child care occupations.

### II. Identification of the Learner:

This learning package is developed for the average seventh and eighth grade student. It will be used to help students explore careers related to child care.

### III. Special Instructions.

#### A. Equipment Needed:

Film Projector  
Tape Player

Measuring Cups  
Mixing Bowls

Measuring Spoons  
2 Qt. Sauce Pans  
Mixing Spoons

#### B. Material Needed:

##### Books:

Teen Guide to Homemaking, Barclay, Marion S. and Champion, Francis.  
New York: Webster Division, McGraw-Hill Book Company, 1967.

Your Child From One to Six, Social and Rehabilitation Service, U. S.  
Department of Health Education and Welfare. Washington, D. C.: U. S.  
Government Printing Office.

##### Phamplet:

"Sitting" Safely, McIntosh, Edna Mae. Fremont, Michigan: Gerber  
Products Co., 1970.

##### Supplies:

Flour  
Salt

Liquid starch  
Argo starch

Soap flakes  
Food coloring

Glycerine

**C. Instruction Sheet Needed:**

1. Preparing to Baby-Sit
2. Do's for Baby-Sitters
3. Don't's for Baby-Sitters
4. Snack Facts
5. Low-Cost and No-Cost Toys and Play Materials and Media
6. Recipes

**D. Media Needed:**

**Filmstrips:**

To a Baby-Sitter, Health Film Catalog of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

**Tape:**

For those students who prefer or who will profit from learning by listening, it is suggested that the key readings in each lesson be made available on tape. This will necessitate the taping of Important Information That A Baby-Sitter Needs, Play Helps Children Learn, and Play Materials, Toys, Music and Stories Help Children In Their Play.

**IV. Instructions for Evaluation:**

Two instruments for evaluation are given. The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate behavioral changes resulting from the use of the learning package. Copies of the pretest and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

**V. Suggested Instructional Procedure:**

- A. Explain the use and care of the student section of the learning package to the students. The following explanations to students are suggested:
  1. Read the introduction and the instructional objectives. This information will identify the occupation that the students will explore,

and will explain the extent to which they are expected to explore it.

2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and teachers know how much the students understand about this occupation. They will not get a grade on the pretest.
  3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
  4. Follow the same procedure through the remaining lessons.
  5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of this occupation.
  6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in any activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
  7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.
- B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.
  2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.
  3. When students come to class, they should get a manila folder that contains a learning package in which they are working. This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.
- C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:
- Explain to the students that this learning package will help them find out more about the occupations in child care services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or a resource person may be valuable aids.
- D. Identify the equipment, materials, and media that will be needed by the students, and point out the locations of these available supplies. Students should ask to use the supplies, and request assistance if needed.
- E. Instruct the students not to write on or in the package. Tests or any other written assignment sheet's should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the package.

**Key**  
**Post Test & Pretest**

Directions: Place a T or F in the blank before the number.

- T 1. A baby-sitter should interview the parents before sitting with a child.
- T 2. A baby-sitter's parents should know where the baby-sitter will be working.
- F 3. A written list of instructions for the baby-sitter from the parents is not needed.
- T 4. A baby-sitter should learn where the light switches are before the parents leave the house.
- F 5. If a child will not cooperate, the baby-sitter should threaten or frighten him.
- T 6. The salary of a baby-sitter should be settled before the baby-sitter takes the job.
- F 7. The baby-sitter should entertain herself on the telephone while she baby-sits.
- T 8. A baby-sitter should know where the parents can be reached by phone.
- T 9. The telephone number of the family doctor should be left with the baby-sitter.
- F 10. A baby-sitter should have her boyfriend visit her often when she baby-sits.
- F 11. A baby-sitter should not prepare any food for children.
- T 12. If a baby-sitting engagement should have to be broken, the employer should be notified immediately.
- T 13. A baby-sitter should not "tell the family secrets" after she leaves the job.
- T 14. Safety of children should come first with baby-sitters.
- T 15. Snacks may be prepared by baby-sitters, with the permission of the parents of the children.
- F 16. Children should not be allowed to watch television with a baby-sitter.
- T 17. When reading to a group of children, the children should be seated in a semicircle.
- T 18. Skates are play materials to be used in active play.
- T 19. Children learn by playing.
- F 20. Play dough and finger paint must be bought.

## Pretest

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- \_\_\_ 19. Children learn by playing.
- \_\_\_ 20. Play dough and finger paint must be bought.

## Instruction Sheet 1

### Preparing To Baby-Sit

1. Find out how you will get to the job and how long it will take you to get there.
2. Wear clothes that are comfortable and that will not soil or damage easily.
3. Take a notebook and pencil or pen to jot down important instructions that the parents give you.
4. Take a snack in case you get hungry.
5. Take materials to keep you occupied while the child sleeps. (Homework, books, magazines, sewing, etc.)
6. Decide how much you will charge for your services.
7. Decide whether you will charge for your services from the time you leave your home, or after you arrive on the job.
8. Decide whether you or your employer will pay your transportation.
9. Decide whether your fees will be higher after midnight and on special occasions, such as holidays.

## Instruction Sheet 2

### Do's For Baby-Sitters

Find out:

1. Where the parents may be reached by phone or by an address. (List the telephone numbers.)
2. When the parents plan to return home.
3. Where the first-aid supplies are located.
4. Where a doctor, the police and a neighbor may be reached by phone. (List the numbers.)
5. Where the children's clothes are kept.
6. If and when the children are to be fed.
7. If and how the food is to be prepared.
8. When and how long the children should be allowed to play.
9. What time is bedtime for the children.
10. What messages should be given to telephone callers.
11. Where the blankets and covers are kept.
12. Whether you are permitted to use the television.
13. Whether you may invite a girl friend to sit with you.
14. The ages of the children.
15. Whether you will be expected to do extra work while you care for the children.
16. Whether food will be made available to you.
17. The arrangements that have been made to get you home.

### Instruction Sheet 3

#### Don'ts For Baby-Sitters

1. Don't leave a young child alone. Take him with you if you have to leave the house or answer the phone.
2. Don't go to sleep. (When you go to sleep you are not on the job.)
3. Don't entertain your date while you are baby-sitting. (Remember this is a job, not a social engagement.)
4. Don't snoop around the house. (Opening closet doors, looking in chest and desk drawers, and reading other people's mail is snooping.)
5. Don't talk distastefully about the child, the family or the home to outsiders.
6. Don't open any outside door unless you are sure who is there. (Have them identify themselves by talking to you through the closed door or by going to a closed window so you can see them.)
7. Don't baby-sit when you have a cold or some other communicable disease.
8. Don't baby-sit with a child who has a cold or is ill, except in an emergency to help the family.
9. Don't try to play doctor. If a child has fever, has a bad fall or becomes ill in any way, call the parents, a doctor or a neighbor. It is better to be safe than sorry.

## Instruction Sheet 4

### Snack Facts

Young children need a lift between meals, but they do not need to spoil their appetite for the next meal.

### Suggested Snack Foods List

1. Apple wedges
2. Peanut butter and crackers
3. Vegetable juices
4. Fruit juices
5. Simple cookies (without icing)
6. Carrot sticks
7. Celery sticks
8. Simple sandwiches
9. Soups (such as tomato, vegetable, and chicken noodle)
10. Cheese sticks
11. Milk
12. Toast

### Fun Ways To Serve Snacks

1. "Finger" foods:  
Carrot, celery, cheese sticks, crackers, toast, sandwiches.
2. "Wacky" sandwiches  
(Use only one slice of bread)
  - a. Pimento cheese with vegetable face
  - b. Peanut butter with raisin face
  - c. Meat spread with pickle face
  - d. Cookie cutter sandwiches

## Instruction Sheet 5

### Low-cost and No-cost Toys and Play Materials and Media

1. Pictures from old magazines to tell stories about or use to make puzzles
2. Cardboard boxes for making play trains
3. Paper hats from newspapers and grocery bags
4. Play clothes (from Mother's old clothes, heels, hats, bags.)
5. Empty boxes and cans for playing store
6. Play dough (ask the teacher for directions )
7. Finger paints (ask the teacher for directions )
8. Storybooks
9. Blocks made from scrap lumber (sandpaper the edges )
10. Macaroni or spools to string
11. Stuffed animals or dolls
12. Aluminum foil and pipe cleaners to make toys
13. Finger or hand puppets

## Instruction Sheet 6

### Recipes

#### Play Dough

1/2 cup flour

1/4 cup salt

1/8 cup water or enough to make a dough that you can handle

Food coloring

Mix together the flour, salt and water. If necessary, add more water, one teaspoonful at a time. Add a few drops of food coloring. Continue mixing by kneading the dough with your hands.

#### Finger Paint

1/2 cup starch

1 and 1/2 cup soap flakes

1 tablespoon glycerine

Food coloring

Small jars with lids

Mix starch with enough water (about 2 tablespoons) to make a smooth paste. Add 1/4 cup of boiling water and cook until it looks glossy (about 1 minute.) Stir constantly. Stir in soap flakes while mixture is warm. Add 1 tablespoon of glycerine. Pour mixture into jars. Add food coloring to each jar. (You may wish to use more than one color.)

## Paste

1 teaspoon flour

2 teaspoons cornstarch

1/4 teaspoon alum

3 ounces water

Mix flour, cornstarch and alum. Slowly add water. Cook over low heat.

Stir constantly. Remove from heat when mixture thickens. Pour into a small jar and cover tightly.

PLAY MATERIALS, TOYS, STORIES AND MUSIC

AID CHILDREN IN THEIR PLAY

It has been decided that play is essential for children. Play materials, toys, stories, music, and games can add to the fun and aid a child in learning, if they are selected wisely. What things would you look for if you were selecting a toy for a preschool child? The following are characteristics of a good toy: attractive in shape and color; sturdy and well-made; constructed to help a child learn shapes, colors, and sounds; safe; easily cleaned; reasonable in cost.

A good story is enjoyed by everyone. Children's stories need to be a bit different from those enjoyed by teenagers. The following are characteristics of a good story: contains familiar places, people or animals; allows a child to use his imagination; does not frighten or upset a child; has lots of action; has a simple theme built around a child.

Play materials should stimulate a child to take part in an activity. An example of a good play material is play dough. When a preschool child feels play dough, he begins to create some object. There are many other good play materials, such as finger paint, paste, pictures and puzzles.

Music that is simple and has a definite rhythm appeals to preschool children. Children usually begin to keep time and sing with music. They like to hear a favorite song or a favorite story repeated many times.

Another great aid to play is a playmate. A playmate offers a chance for social contact, even though young children actually play very little with others. They watch their playmates. They like to know that there are other children close and that they are playing.

Teenagers can also aid in a child's play. The following are ways teenagers can help children in their play.

1. Let them play on their own as much as possible.
2. Find time to help a child when he needs or asks for help.
3. Keep in mind that a child does not play very long with one toy or in one activity.
4. Provide play materials and experiences that are suitable to a child's age, size and capabilities.
5. Encourage a child to be creative in play.
6. Remember to keep a child safe and if possible, to keep him happy.

PLAY HELPS CHILDREN LEARN

How many children do you know who do not like to play? All normal, healthy children like to play. Some children seem to have a built-in bundle of energy always ready to explode; others are quiet. Children, like adults, are individuals with different likes and dislikes. Since children are individuals with individual differences, a variety of play experiences may be necessary in order to meet their needs.

Play is an activity that is enjoyed by a child. A child really works and learns through play. The difference in work and play is determined by the attitude the child takes when participating in an activity. If a mother is cleaning and dusting and a child gets out his own mop, broom and vacuum cleaner to help, he is playing. If a child is assigned the job of cleaning his room, the play becomes work.

Play is the main business of childhood. Through play a child develops an alert mind that is full of imagination, and a strong body. Play also lays the foundation for a child to develop into a well-adjusted adult. Play is valuable to children for many reasons. The following are examples: play serves as an outlet for energy, jealousy, and fear; it provides exercises that help develop the body; and it promotes good appetites and sound sleep. It also helps to develop many skills that will be useful forever. Play helps children to cooperate, share, get along with others, and conform to certain rules. In other words, play provides opportunities to develop physically, emotionally, socially and morally.

IMPORTANT INFORMATION THAT A BABY-SITTER NEEDS

Baby-sitting is one of the most responsible and one of the most rewarding jobs that anyone can perform. Young people who make the best baby-sitters are ones who have stable personalities and who are able to accept responsibilities. It is a good idea for a baby-sitter to learn, ahead of time, as much as possible about the child or children, the home, what to do in case of emergencies, where supplies are kept and the general routine of the daily schedule of the family. Try to gain an understanding of the way the mother handles the children, and what she expects the baby-sitter to allow them to do. If the children are old enough to understand, it will prove helpful for the parents to give the baby-sitter instructions about duties and responsibilities in the presence of the children.

To prepare to become a good baby-sitter, read books and pamphlets about children of different ages; help with young children at home; observe and do volunteer work in a play school, nursery school or day-care center; take a course in first aid at the local Red Cross Center.

A well-prepared, responsible baby-sitter will always be in demand, but a baby-sitter must realize that parents will not know that their services are available unless the baby-sitter makes it known to them by applying for a job. Learn as much as possible about job application, and job acceptance. Demonstrate an ability to be a responsible, and sincere baby-sitter; also, show a genuine understanding of and fondness for children. Remember the two most important things that a baby-sitter should keep in mind are to keep the children safe and to keep the children happy.

**Polka Dots  
Student Section**

**compiled by**

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## The Polka Dots

### Introduction

The initials TLC have a special meaning. What do they mean to you? TLC stands for "Tender Loving Care." Very often this is an aid to recovery that cannot be replaced by any other treatment. Can you go to the drugstore and get a prescription filled that will provide TLC? No, but you can fill the prescription if you learn as much as you can about simple nursing techniques and love for other people. This type of love means unselfishness and sincere consideration for others.

There are many things that you can learn to do to help calm the worries that sick people have. As you learn to bring happiness and comfort to patients, you help the hospital staff, the families of patients, and you may help yourself decide whether you will choose some health occupation as a career! Exploration can be exciting! Let's explore the entrance halls, the nursing stand and maybe a patient's room in "Home Economics Hospital." Questions are in order. What can you learn to do? What will the policies of the institution allow you to do?

Maybe you can learn to take temperature and read a thermometer, count pulse, deliver papers and snacks to patients, make useful gadgets like paper waste bags, backrests, etc., roll patients in a wheel chair, entertain children that are too young to visit hospital rooms, run errands for nurses, assist nurses' aides, and assist volunteer workers at the information desk. Sounds like learning can be fun!

### Learning Objectives

After you complete this learning package, you will have a better understanding of the purposes, activities, responsibilities, concern for

patients, and close working relationships among members of the hospital staff. You will have demonstrated this by successfully accomplishing the following objectives:

- A. You will demonstrate your concern for others by arranging flowers for entrance halls and patients' rooms, delivering packages and papers, reading to patients, rolling patients in wheel chairs, and playing games with patients.
- B. Given: Two kinds of clinical thermometers. You will identify each according to appearance, and function. You will demonstrate the proper procedure to use when preparing, using, reading and caring for the oral thermometer.
- C. You will demonstrate your understanding of the equipment and procedure to use when counting and recording a person's pulse and respiration.
- D. Given: A doll bed mattress or couch cushion. Demonstrate and explain orally the proper procedure to use when making an empty bed for a patient in the hospital, nursing home or home. List in writing the equipment necessary to make a bed.
- E. Given: Pictures of nursing care equipment. You will identify nursing care equipment that can be improvised. From the following list choose one piece of equipment to make and display: 1. Bed table, 2. Blanket bathrobe, 3. Shoulder shawl, 4. Newspaper waste container, 5. Accessory bag.

### Pretest

1. TLC means \_\_\_\_\_.
2. Normal temperature is \_\_\_\_\_°F when taken by mouth.
3. Temperature taken under the arm is \_\_\_\_\_ to \_\_\_\_\_ degree less than when taken by mouth.
4. Always \_\_\_\_\_ the thermometer after taking the temperature.
5. Never put a thermometer in \_\_\_\_\_.
6. The normal pulse rate for the healthy adult is \_\_\_\_\_ beats per minute.
7. When blood pressure is low the pulse rate is \_\_\_\_\_.
8. The patient's hair should be combed and brushed \_\_\_\_\_ a day.
9. Knowing \_\_\_\_\_ to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the \_\_\_\_\_ and \_\_\_\_\_ needs which may be of great importance to the patient.
11. Flowers that are received in a \_\_\_\_\_ should be placed immediately in cold water.
12. Careless \_\_\_\_\_ is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be \_\_\_\_\_.
14. Metal furniture may be cared for by frequent washing with \_\_\_\_\_ and \_\_\_\_\_.
15. When making an empty bed, allow \_\_\_\_\_ inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a \_\_\_\_\_ sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an \_\_\_\_\_ across the bed.
18. A bed table can be made from a \_\_\_\_\_.
19. A shoulder shawl can be made from a \_\_\_\_\_.
20. A disposal bag can be made by folding a \_\_\_\_\_.

## Lesson I

Love and consideration for others can mean happiness and health. You, a teenager, can give happiness and can aid in improving the physical and mental health of patients of all ages in hospitals, and of older patients in nursing homes.

Listen to that "little voice" that lives inside you. That "little voice," your conscience, will talk "happy talk" and will make you feel 10 feet tall when you do nice, helpful things for others. You might even begin to like yourself.

### Component:

Concern for others

### Objectives:

- A. You will demonstrate your concern for others by making a flower arrangement and placing it in a patient's room or in the entrance of a hospital.
- B. You will choose a game that will be a source of entertainment to an elderly patient. You will state in writing, two reasons for selecting this game. You will play this game with a student in your group to prove the wisdom of your selection.

### Instructions:

You must complete Learning Experience 1 or 2. You must complete Learning Experience 3 or 4, after which you must complete Learning Experience 5. Complete Learning Experience 6, if you choose to do so.

### Learning Experiences:

1. Read pp. 223-229, Homes With Character.

2. Listen to tape, Flower Arrangements. The tape is on the teacher's desk; ask her permission to hear it.
3. Given: Flower containers, frogs, floral clay, flowers, and other equipment necessary to make a flower arrangement. Make a flower arrangement. Explain to a classmate or the teacher the procedure you used to construct the flower arrangement. Display the arrangement, and ask for comments from your group.
4. Given: A selection of games. Choose a game that will be enjoyed by an elderly person in a hospital or nursing home. Role play, with the aid of a classmate, the proper way to play the game and explain your reasons for choosing this particular game.
5. Explain in writing how you would be able to help in the following situation. Mrs. Bennett is in the hospital and will be there for at least two weeks. Her husband has come to visit her, and has brought their two-year-old son with him. The policies of the hospital prohibit children under 12 years of age from visiting in hospital rooms. You are helping at the information desk at the hospital. What would you do to help the Bennett family? Place your written explanation on the teacher's desk, or ask the teacher's permission to role play your answer.
6. Ask your teacher for the transparency set. View transparencies, Attitude and Manner: Their Influence on Accomplishment. Discuss each transparency with your group.

## Lesson II

Do you feel "On top of the world" today? This feeling may be telling you that your temperature is normal; your physical condition is great! Have you ever felt "washed-out," "faded," "out of it?" Possibly your temperature was below normal. How can you find out whether your temperature is normal? Why is it important that you know whether you have temperature?

### Component:

The function, use, and care of thermometers

### Objective:

Given: Two clinical thermometers. You will identify each thermometer, demonstrate the proper use, explain the function, and demonstrate the proper care of the oral thermometer.

### Instructions:

You will perform Learning Experience 1 or 2; then you must complete Learning Experiences 3 and 4.

### Learning Experiences:

1. Read pp.186-191, American Red Cross Home Nursing Textbook.
2. Listen to tape, Care and Use of the Clinical Thermometer. Get the tape from the teacher's desk.
3. Ask your teacher for the thermometer kit. Explore the kit.  
Identify the oral clinical thermometer. Write a description of the appearance of the thermometer. Which shape thermometer can be used for all purposes?
4. Role play. Choose a classmate to be a patient. Demonstrate to your group the proper procedure to go through when taking a

patient's temperature, when reading a thermometer, and when cleaning and storing the thermometer.

5. Write one reason why you think it is important to know how to use a thermometer correctly. Write one thing that a temperature of  $102^{\circ}$  may indicate. Explain your reason.

### Lesson III

You have probably noticed a pulsing movement at your wrist, at your ankle, and possibly at your temple. Do you ever wonder about this? How many times a minute does this beat occur? Why? Let's explore these questions.

#### Component:

Counting pulse and respiration

#### Objectives:

- A. You will identify the reasons for differences in pulse counts and respiration counts.
- B. You will identify and demonstrate the equipment and the proper procedure to use when counting pulse and respiration.

#### Instructions:

You will complete Learning Experiences 1, 2, and 3. When you complete Experience 3, check with your teacher to see whether you are ready for Lesson IV.

#### Learning Experiences:

1. Read pp. 193-194, "Counting Pulse and Respiration" in American Red Cross Home Nursing Textbook.
2. Discuss, after reading pp. 193-194, the information you learned with a classmate or with your teacher. Write at least a paragraph to explain why the pulse and respiration counts vary with different people. Also, state one condition that the pulse count and the respiration count may indicate.
3. Use one of your group as a patient to demonstrate the proper

way to count pulse and respiration. Ask your teacher to observe and evaluate the demonstration. If your teacher approves this demonstration, you are ready for Lesson IV.

## Lesson IV

Is there anything more uncomfortable than a wrinkled, unmade bed? An uncomfortable bed can be about as harmful to a patient as the wrong kind of medicine. If you learn to make a bed properly, you will help a patient rest better, and you can help yourself to a good night's rest in your own bed.

### Component:

Making an empty bed

### Objectives:

Given: A doll bed and mattress, a cushion from a couch or a real mattress. You will demonstrate the steps to take when you properly make an empty bed.

### Instructions:

Complete Learning Experiences 1, 2, and 3.

### Learning Experiences:

1. Read pp. 226-229, American Red Cross Nursing Textbook.
2. View transparency, Steps in Putting on the Bottom Sheet. Ask your teacher for the transparency.
3. Demonstrate for the teacher or a classmate, after practicing, the proper way to make an empty bed.

Proceed to Lesson V.

## Lesson V

Tender loving care that means so much to everyone, especially to individuals who are sick, can be given in many ways. Concern for others, personal attention, or even showing that you care by helping to make a patient comfortable can be ways of demonstrating TLC. Improvised equipment for the sick is easy to make, and it is fun to make. This will give you an opportunity to be creative, to do your own thing. You may have an idea that has never been thought of before. Let's go into action and learn to help others.

### Component:

Improvise nursing care equipment

### Objectives:

- A. You will identify nursing care equipment and state in writing reasons why this equipment should or should not be improvised.
- B. You will construct at least one piece of nursing care equipment that you have identified.

### Instructions:

You must complete Learning Experiences 1, 2, and 3.

### Learning Experiences:

1. Read pp. 318-324, American Red Cross Home Nursing Textbook.
2. Read pp. 422-427, Teen Guide to Homemaking.
3. List in writing, materials and directions needed for constructing three different kinds of nursing care equipment that can be improvised.
4. Construct at least one of the pieces of nursing care equipment you listed, after you have discussed your choice with your

teacher. Display your equipment so the class may view it.

5. Ask your teacher for final instructions.

#### Post Test

Ask your teacher for the post test. This test will help you discover how much you have learned about the activities, functions and responsibilities in which hospital workers are involved.

#### Quests

If you want to explore other activities that are a part of daily hospital routine, the following suggestions may interest you.

1. Baby Care - Read pp. 298-311, American Red Cross Home Nursing Book.
2. View film - Nurses' Aides Role in Physical Therapy and Psychological Rehabilitation for the Aged.
3. Any other idea that you want to explore.

**Polka Dots  
Teacher Section**

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## POLKA DOTS

### TEACHER'S SECTION

#### I. Statement of Purpose

##### A. Generalization:

By exploring the duties, responsibilities and tasks performed by workers in Institutional Management occupations, students may begin to identify interests that will lead to future careers in this field.

##### B. Components

1. Concern for others
2. Function, use and care of thermometers
3. Pulse and respiration count
4. Bed making
5. Improve nursing care equipment

#### II. Instructional Objectives:

- A. Students will demonstrate their concern for others by arranging flowers for entrance halls and patients' rooms, delivering packages and papers, reading to patients, rolling patients in wheel chairs, and playing games with patients.
- B. Students will identify two kinds of clinical thermometers according to appearance and function. They will also demonstrate the proper procedure for preparing, using, reading and caring for the oral thermometer.
- C. Students will demonstrate their understanding of the equipment and procedure necessary to count pulse and respiration by counting and recording an individual's pulse and respiration.

- D. Students will demonstrate and explain orally the proper procedure for making an empty bed.
- E. Students will identify nursing equipment that can be improvised. Each student will construct one piece of such equipment.

### INSTRUCTIONS TO THE TEACHER

#### I. Instructional Approach: Quasi-Discovery

The student section of this exploratory learning package will use the quasi-discovery approach which means that there will be factual information given to the students, but there will also be provisions made for students to explore and discover information. By presenting educational materials and suggested learning experiences that are directly related to the instructional objectives and criteria for evaluation, the student will hopefully gain some understanding of the duties, responsibilities and tasks performed by workers in Institutional Management Occupations.

#### II. Identification of Learners:

This learning package is designed for average seventh and eighth grade students for the purpose of exploring and evaluating information and interests regarding Institutional and Home Management and Supportive Services.

#### III. Special Instructions:

##### A. Equipment needed:

Film Projector

Filmstrip Projector

Overhead Projector

##### B. Material needed:

Books:

Teen Guide to Homemaking, Barclay, Marion S., and Champion, Frances. New York: Webster Division, McGraw-Hill Book Company, 1967.

American Red Cross Home Nursing Book, Nursing Services, American Red Cross. New York: Doubleday and Co., Inc., 1963.

Thermometer Kit:

Two clinical thermometers (one oral and one rectal)

One container of wipes (absorbent cotton, paper tissues, or pieces of clean gauze or cloth)

One container of cool, clean water

One bar of soap

One waste container (paper bag)

Games:

Checkers, Rook cards, Bridge cards, and other games of your choice.

C. Media needed:

Films:

The following films may be ordered from: Health Film Catalogue of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Helping Hands for Julie

Helping Hands

Aides in Daily Living

Patient Is A Person, The

Filmstrips:

The following filmstrips may be ordered from: Health Film Catalogue of the State Board of Health, Film Library, P. O. Box 1700, Jackson, MS 39205.

Simple Nursing Series - Patient's Bed

Care of the Hospital Bed

General Principles of Practical Nursing

Transparency Set:

The following transparency set may be ordered from: Film Library,  
Drawer DX, State College, MS 39762.

Attitude and Manner: Their Influence on Accomplishment

Tape:

For those students who prefer or who will profit from learning by listening, it is suggested that the key reading in each lesson be made available on tape. This will necessitate the taping of Flower Arrangements and Care and Use of the Clinical Thermometer.

IV. Instructions for Evaluations:

Two instruments for evaluation have been included in this package.

The pretest is planned as a learning experience as well as a diagnostic device. The post test is the same as the pretest and should indicate the behavioral changes resulting from the use of the learning package. Copies of the pretest, and post test with answer keys are included in the teacher section only. A sample pretest will be found in the student section.

V. Suggested Instructional Procedure:

A. Explain the use and care of the student section of the learning package to the students. The following explanations to students are suggested:

1. Read the introduction and the instructional objectives. This information will identify the occupation that the student will

- explore, and will explain the extent to which they are expected to explore the occupation.
2. A pretest will be passed to students. It will be on a separate sheet of paper. Read the pretest, but do not write on the sample pretest in the learning package. The pretest will be given to let students and the teachers know how much the students understand about the occupation. They will not get a grade on the pretest.
  3. Following the pretest, the students will begin Lesson I. The component and the objectives explain what they will learn. The instructions direct them to the learning experiences, and explain the number of learning experiences they must successfully complete before attempting Lesson II.
  4. Follow the same procedure through the remaining lessons.
  5. When they have completed their last lesson and feel that they are ready, they should ask the teacher for a post or final test. A grade should be given on the post test. This will mean that they have completed their exploration of the occupation.
  6. If they need equipment, media, or materials, if they do not understand a direction given, or if they need help in an activity they are undertaking, they should ask the teacher for help and she will be glad to assist them.
  7. Students will not write their names or anything else on or in the learning packages. These will be used by students in other classes this year and in years to come. All written assignment sheets will be given to them.

B. Show and explain to the students the location and the method of filing the learning packages.

1. Each learning package will be kept in a manila folder. Each folder will have the name of the learning package written on it.

2. The folders containing the learning packages will be kept in a file drawer or a box on a table beside the teacher's desk.

3. When students come to class, they should get a manila folder that contains a learning package in which they are working.

This folder will be taken from the file drawer or box. At the end of the period, they will replace the folder and the learning package in the same file drawer or box. They will not take the learning package out of the classroom.

C. Introduce the subject matter area that the learning package is designed to explore. The following is a suggested approach:

Explain to the students that this learning package will help them find out more about the occupations in Food Services. They may become interested enough in these occupations to want to know the training they must have in order to qualify for these occupations. They may decide that this is not exactly "their cup of tea," but they may wonder if there is another occupation similar to this that would appeal to them. Build an interest approach that will cause the students to become enthusiastic about the occupation. An attractive bulletin board, a film, or resource person may be valuable aids.

D. Identify the equipment, materials, and the media that will be needed by the students, and point out the locations of these available

supplies. Students should ask to use the supplies, and request assistance if needed.

- E. Instruct the students not to write on or in the package. Tests or any other written assignment sheets should be made available to the students upon request. An adequate supply of work sheets should be available when students begin the packages.

### Pretest

1. TLC means \_\_\_\_\_.
2. Normal temperature is \_\_\_\_\_ F° when taken by mouth.
3. Temperature taken under the arm is \_\_\_\_\_ to \_\_\_\_\_ degree less than when taken by mouth.
4. Always \_\_\_\_\_ the thermometer after taking the temperature.
5. Never put a thermometer in \_\_\_\_\_.
6. The normal pulse rate for the healthy adult is \_\_\_\_\_ beats per minute.
7. When blood pressure is low the pulse rate is \_\_\_\_\_.
8. The patient's hair should be combed and brushed \_\_\_\_\_ a day.
9. Knowing \_\_\_\_\_ to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the \_\_\_\_\_ and \_\_\_\_\_ needs which may be of great importance to the patient.
11. Flowers that are received in a \_\_\_\_\_ should be placed immediately in cold water.
12. Careless \_\_\_\_\_ is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be \_\_\_\_\_.
14. Metal furniture may be cared for by frequent washing with \_\_\_\_\_ and \_\_\_\_\_.
15. When making an empty bed, allow \_\_\_\_\_ inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a \_\_\_\_\_ sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an \_\_\_\_\_ across the bed.
18. A bed table can be made from a \_\_\_\_\_.
19. A shoulder shawl can be made from a \_\_\_\_\_.
20. A disposal bag can be made by folding a \_\_\_\_\_.

## KEY

### Pretest & Post Test

1. TLC means Tender Loving Care.
2. Normal temperature is 98.6°F when taken by mouth
3. Temperature taken under the arm is 1/2 to 1 degree less than when taken by mouth.
4. Always clean the thermometer after taking the temperature.
5. Never put a thermometer in hot water.
6. The normal pulse rate for the healthy adult is 72-80 beats per minute.
7. When blood pressure is low the pulse rate is slow.
8. The patient's hair should be combed and brushed once a day.
9. Knowing where to place flowers in the room is just as important as knowing how to arrange them.
10. Flowers help to satisfy the love and beauty needs which may be of great importance to the patient.
11. Flowers that are received in a box should be placed immediately in cold water.
12. Careless smoking is one of the most frequent causes of hospital fires.
13. When an accident occurs to a patient, it should be reported.
14. Metal furniture may be cared for by frequent washing with soap and water.
15. When making an empty bed, allow 18 inches of bottom sheet for tucking under the head of the mattress.
16. A rubber or plastic sheet and a draw sheet are sometimes used for protection.
17. A bed table can be improvised by placing the free end of an open ironing board across the bed.
18. A bed table can be made from a cardboard carton.
19. A shoulder shawl can be made from a bath towel.
20. A disposal bag can be made by folding a newspaper.

## Script for Tape

### Care and Use of the Clinical Thermometer

A clinical thermometer is one used to take body temperature. A clinical thermometer is made of glass, and it must be handled with care. When not in use, the thermometer should be kept in a safe, cool place. The bulb end of the thermometer should be kept clean at all times.

There are two kinds of clinical thermometers, oral and rectal. The oral thermometer has a long, slender bulb; and the rectal thermometer has a short, stubby bulb. If only one thermometer can be bought, buy one with a stubby bulb; because it can be used to take the temperature by mouth, rectum or armpit.

You have probably noticed your mother, a nurse or someone else "shake down" a thermometer. Have you ever wondered why they did this? The construction of the thermometer is the reason why it must be shaken down. The glass tube that holds the mercury narrows at the bulb end of the tube to keep the mercury from returning to the bulb; so, the only way to return the mercury to the bulb is to force it back with pressure caused by shaking.

To shake the thermometer down, use a loose wrist movement, as though you were shaking water off the hand. Be sure and shake the thermometer down to 95°F or below before taking the temperature.

The patient should lie or sit down when the temperature is being taken. The thermometer should always be held by the top, or the end opposite the bulb. The bulb of the thermometer should be placed under the tongue and left in the mouth at least three minutes to assure an accurate reading. The thermometer should be read with the bulb pointing to the left of the person holding it. Make sure the light is adequate for reading the thermometer. Locate the clear or silver bubble and streak and turn the thermometer back and forth slowly. The clear or silver streak will stop at or near a degree mark on the thermometer. The temperature that is considered normal for most people is 98.6°F.

The thermometer should be cleaned immediately after it has been read. To clean the thermometer, moisten a wipe (piece of gauze or cloth) and soap it well. Begin at the top and wipe down the thermometer with firm strokes. Moisten another wipe with cool water and rinse the thermometer. Dry the thermometer and put it in its case, bulb end first.

Pictures illustrating the correct way to shake down a thermometer, place a thermometer under the tongue and read and clean a thermometer are shown on page 190, American Red Cross Home Nursing Textbook. Also, on page 187 in American Red Cross Home Nursing Textbook is shown a magnified diagram of the 98.6° mark which is considered average normal temperature.

One important reminder -- record the temperature as soon as you read the thermometer. You might forget and give the wrong report to your mother, a nurse, or a doctor.

Ask your teacher if she has a thermometer that you may examine. She will probably give you some suggestions for activities that will allow you to put into practice some of the things you have learned about the care and use of the thermometer.

## Script for Tape

### Flower Arrangements

Patients in hospitals or at home need love; and they need beautiful, interesting surroundings that will help to cheer them. Flowers can help greatly in meeting these needs. The art of flower arranging is not new. From early paintings and tapestries there is evidence that flowers have an important place in the lives of people everywhere. Nature has provided us with flowers of different colors, textures, sizes and shapes. Many people, without any training, can plunge right in and become a success at arranging flowers; other people may need to study the basic principles or basic rules used in making attractive flower arrangements. The next time you are out for a walk, look around you with a "seeing eye" and attempt to discover the center of an interesting arrangement, such as a beautifully curved pine branch, a dried seed pod, or a pear or peach limb. Materials for an arrangement do not have to be florist-grown or expensive to be attractive.

Flower arranging is such a wonderful way to express yourself. You can do your individual thing by using the basic principles of art and by staying away from "hidebound rules."

There are at least five questions that we need to ask ourselves if we are sincere in wanting to learn to make flower arrangements that will be beautiful enough to be admired by others, and beautiful enough to bring happiness to others. These questions are: (1) What equipment is needed for making flower arrangements? (2) What flower containers are needed to make attractive flower arrangements? (3) What are some rules that should apply to flower arrangements? (4) What accessories should be used in making flower arrangements? (5) Where should flower arrangements be placed?

Let's find some answers to question Number One. What equipment is needed for making flower arrangements? Basic equipment that is needed for most arrangements is: needle point flower holders, modeling or florist clay, meshed chicken wire, fine wire with green covering, transparent tape, pipe cleaners or twistems, sharp knife, wire cutters, or heavy shears. Have you ever seen these pieces of equipment? Your teacher will show you each piece, and she will explain the use of each piece of equipment.

Question Number Two. What flower containers are needed when making flower arrangements? The question may be hard to answer, because there are so many containers that can be used for so many arrangements. You can "do your own thing" when choosing, but remember that off-whites, soft greens and earth colors make good color backgrounds for flowers. You may find an ideal container among dishes or pots and pans. Often bowls, oblong vegetable dishes, trays, or even tea kettles are used as flower containers.

Question Number Three: What are some rules that apply to flower arrangements? This question may be answered simply, or it may be answered by quoting complicated rules. We will choose the simple route. Here are some simple steps to follow. 1. Be individual. 2. Be aware of pleasing color combinations, flowers, containers and surroundings. 3. Establish a focal point or center of interest. 4. Strive for good proportion; generally, flowers or branches should be one and one-half to twice the width of a low container. 5. Strive to attain good balance. Prevent a top-heavy look by keeping larger and darker flowers toward the center and bottom of the arrangement. 6. The flowers and the container should be suitable to each other in color, texture, and size. 7. Use flowers that have different forms and shapes to add interest to an arrangement. One shape may form the line of the arrangement, and the other shape may serve as a filler. These few rules of good design can make the difference between just putting flowers in a vase, and actually making an arrangement. Learn to apply these rules, and you will gain confidence in your ability to arrange flowers.

Question Number Four concerning accessories is often puzzling. Just remember that accessories should improve the attractiveness of the arrangement; so, accessories must be in harmony with the arrangement.

Question Five: Where should flower arrangements be placed? This question reminds us to consider the size, shape, color, and texture of the arrangement, the room in which it will be placed, and the vertical and horizontal space in which the arrangement will be placed.

Look in magazines or books; look at pictures; look at flower arrangements in homes and in florist shops. You may prefer fruit arrangements, or a combination of fruit and flowers. You may choose to try to make a miniature arrangement to use on a tray. Just think of the small bottles, plastic containers, bottle tops, off shaped rocks, and many other items that you might use as containers. Ask your classmates and your teacher for ideas; then exchange ideas. Don't stop now; try making a flower arrangement! This could be the beginning of something big in your life. You may decide to own your own florist shop some day.

POLKA DOTS WORK WITH

HOSPITAL  
ADMINISTRATORS

REGISTERED  
NURSES

DOCTORS

EXECUTIVE  
HOUSEKEEPERS

LICENSED  
PRACTICAL  
NURSES

MEDICAL  
TECHNICIANS

PERSONNEL  
DIRECTORS

NURSES'  
AIDES

PATIENTS

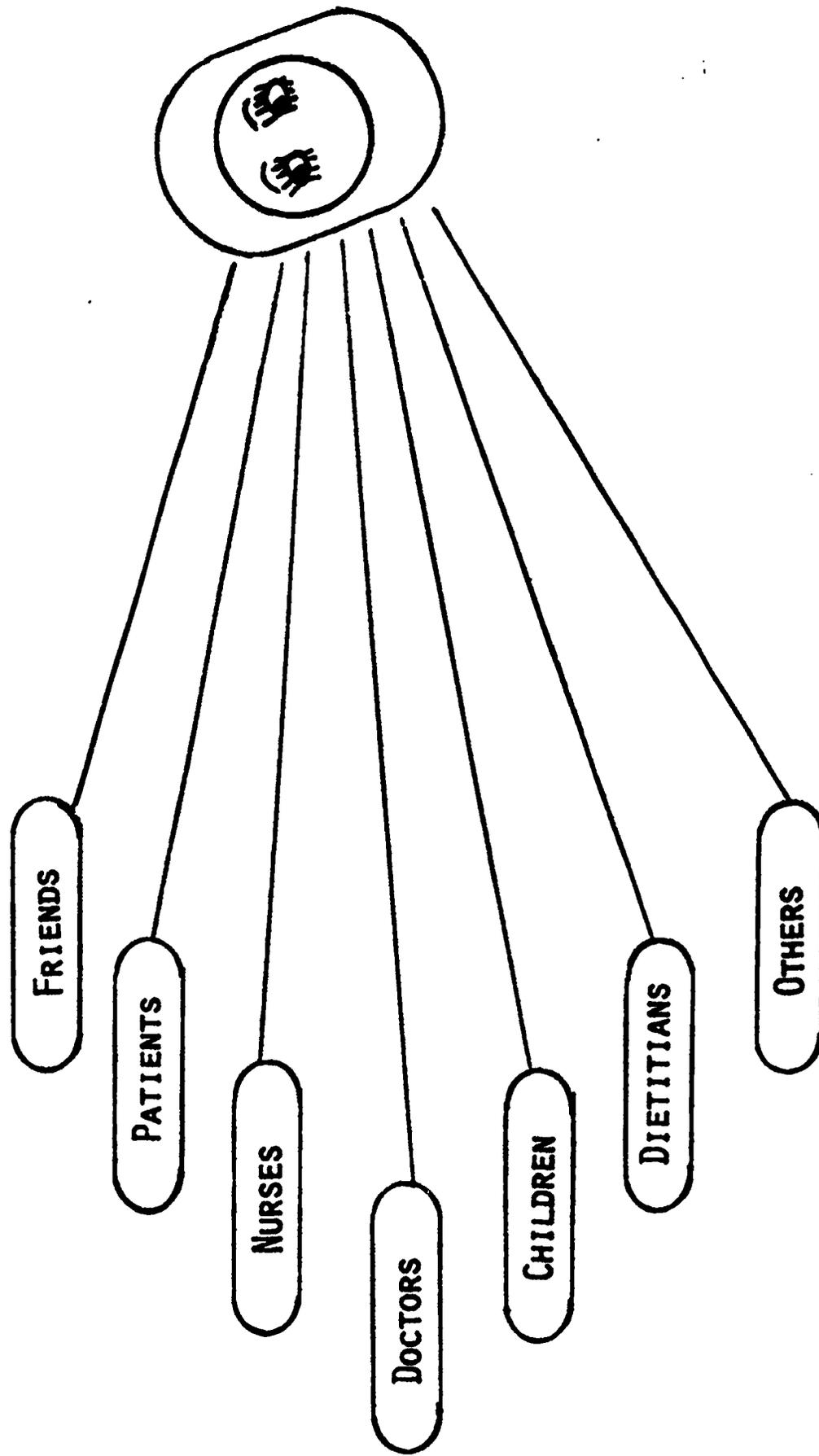
DIETICIANS

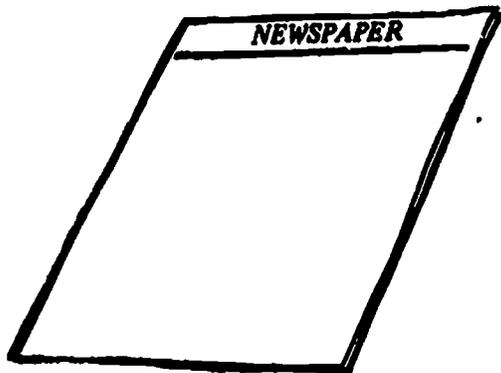
ORDERLIES

FAMILIES  
AND  
FRIENDS

IS IT FUN TO HELP OTHERS?

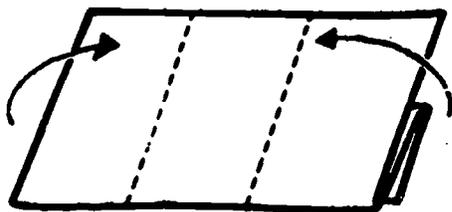
IT'S ALL IN THE WAY YOU ~~LOOK~~ AT IT





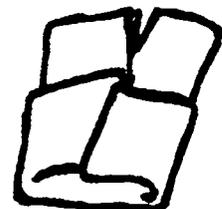
1. A DOUBLE SHEET OF NEWSPAPER,

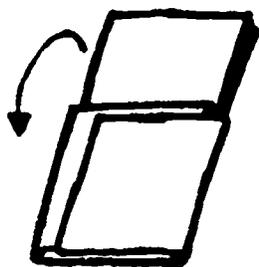
2. FOLD A DOUBLE SHEET OF NEWSPAPER, HORIZONTALLY INTO HALF; THEN FOLD THE BOTTOM HALF AGAIN AS SHOWN,



3. FOLD THE NEWSPAPER VERTICALLY INTO THIRDS, AND CREASE,

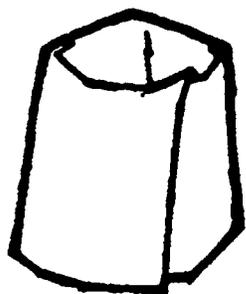
4. TUCK ONE SIDE OF THE CUFF OF THE PAPER INTO THE OPPOSITE SIDE OF THE CUFF.





5. FOLD **BACK** THE FLAP THAT STANDS UP OVER THE TUCKED-IN SIDE OF THE CUFF. (THIS FLAP WILL ACT AS A BRACE WHEN THE BAG IS STANDING AND IT MAY BE USED TO FASTEN THE BAG TO THE BED.)

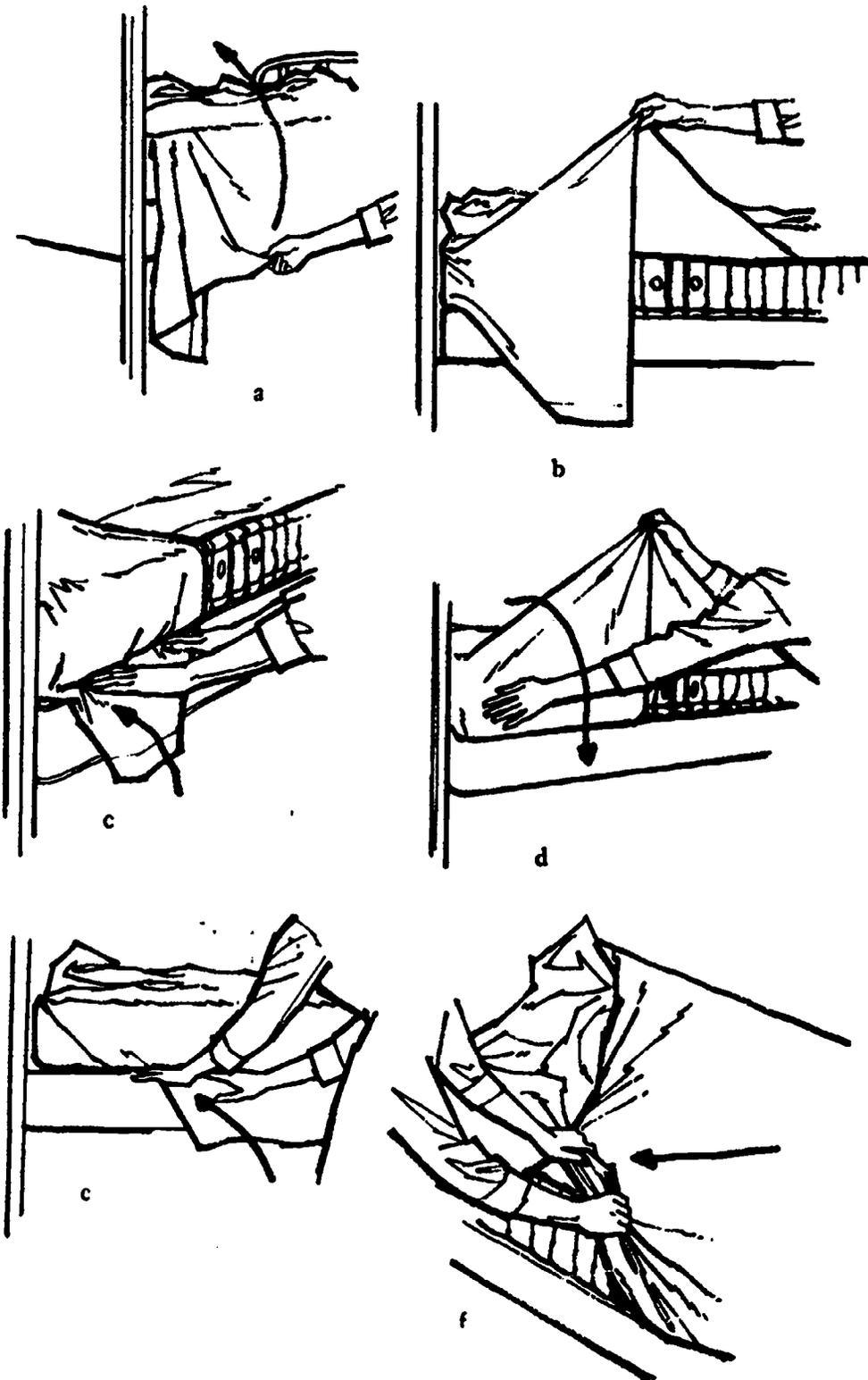
6. PLACE HANDS INSIDE THE OPENING AND PULL THE SIDES OF THE BAG APART.



7. OPEN BAG, STANDING WITH THE AID OF THE FLAP.

8. OPEN BAG, FLAP EXTENDED UPWARD, READY TO FASTEN TO A BED.





Steps in putting on the bottom sheet.

BEST COPY AVAILABLE