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## ABSTRACT

The secondary home economics activities materials developed by the North Dakota Exemplary Project represent information that will be helpful to teachers in achieving the goals of a career education program. The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes, and skills essential to productive living integrated into the existing curriculum. A brief explanation is offered of career education--its definition, philosophy for the secondary level, specific secondary objectives, summary of career education objectives, and the need for career education. The needs of the students, involvement in the world of work, and classroom facilities should set the stage for the selection of resource units to be used. Activities are suggested for use within the home economics areas of child care service, clothing and textiles, dual role of homemaker and wage earner, food service, home and family service, interior design, job aspects, and self awareness. Each broad objective includes specific behavioral objectives, a suggested subject area and grade level, learning activities, suggested teaching techniques, resource materials, and worksheets. Supplemental materials are appended. (Author/BP)

ED105092

EMPLOYABILITY  
SKILLS

SELF-AWARENESS

WORK ATTITUDES

# HOME ECONOMICS

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

GRADES 7-12

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DECISION MAKING

GOALS - VALUES

OCCUPATIONAL  
INFORMATION

Home Economics Guideline  
of the  
Exemplary Project in Career Education  
Conducted Under  
Section 142(c), Part D  
Public Law 90-576

Project No. 0-361-0047  
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June 30, 1973

\*BUY NORTH DAKOTA PRODUCTS\*

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## PREFACE

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck Public School District, and others have initiated a developmental program in Career Education. This program has been developed and field tested in the Bismarck District and other schools that have asked to become involved during 1970 - 1973.

The following materials have been compiled by the staff of North Dakota's Exemplary Career Education Program with the assistance of many individuals and groups. The contents are designed as ideas that could be used to develop various Career Education concepts and objectives.

The activities are to be integrated into your existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school.

## ACKNOWLEDGMENTS

The members of the State Exemplary staff gratefully acknowledge the help of the following persons in developing the compilation of

Career Education Classroom Activities related to Home Economics:

Bismarck Home Economics teachers for their writing and testing the suggested activities; Mrs. Doris Zielsdorf, Dickinson, for further development of the working papers of the publication; Mrs. Thordis Danielson, New Rockford; Mrs. LaDonna Elhardt, Minot; Mrs. Audrey Erickson, Bowman; Mrs. Muriel Hyden, Jamestown for reviewing and evaluating the publication from the viewpoint of the home economics teacher; Mrs. Vernice Kruckenberg for her development of Home Economics Instructional materials related to Career Education.

Special thanks are due Majore Lovering and Karen Botine, State Supervisors of Home Economics Education for their input and cooperation throughout the development of the program.

## PURPOSE OF THIS GUIDELINE

The Career Education reference material included in this guideline represents information that will be helpful to teachers in achieving the goals of a Career Education program.

The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes and skills essential to productive living. Within this flexibility, there is no planned sequence of study in this guide.

The needs of the students, the involvement in the world of work and the classroom facilities should set the stage for the selection of resource units to be utilized.

This guide does not provide a framework for a separate unit on careers. Rather, it is expected that learning experiences from the guide will be incorporated into existing units of instruction.

This guide is organized around 16 major objectives. To achieve these objectives the activities include expected student behavior and suggested learning experiences. Teachers are encouraged to add other goals and learning experiences which they have found successful.

The Career Education activities in this guide have been organized in the Table of Contents as they relate to the major areas of the Home Economics curriculum. With this structure, the teacher has a ready reference for the selection of an activity appropriate for that area of the curriculum. In using the activities, the classroom teacher should make special note of the format as it applies to the student and teacher needs. Provisions have been made for a broad objective and supportive techniques. Also, suggested resources have been listed to help the teacher and student work out a plan of study. It is not intended that the teacher be limited to the activity as presented. Rather, it is to be thought of as a point of departure in accomplishing the desired objectives.



## DEFINITION OF CAREER EDUCATION

"Career Education represents the total effort of public education and the community to help all individuals become familiar with the value of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual."

Dr. Kenneth Hoyt

Career Education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career Education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision-making relative to additional education, preparation for employment, and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaningfully taught experiences which contribute to self-development as it relates to various career patterns. Career Education calls for a total effort of the home, school and community to help all individuals become familiar with the values of a work oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying.

## CAREER EDUCATION PHILOSOPHY

### Secondary

Career Education is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social, emotional, intellectual and general personal development. All facets of individual development are integrated with each other in a life-long continuing process.

Career Education in the secondary school provides for broad based occupational exploration including classroom, shop, laboratory and field experiences in a variety of occupational areas.

It is designed to assist secondary students, through an interdisciplinary approach, develop a more realistic plan for their own careers. The activities provide for further development of self-concept, self-appraisal of abilities, interests and aptitudes; understanding of education avenues; appreciation of economic and social values of work and an awareness of the decision-making process.

The decision-making process is an important facet of career development at the secondary level. The student relies heavily on pre-high school experiences relating to awareness and exploration experiences of the individual in the career education activities on the elementary level.

The decision-making process is not a "one shot" deal but rather an end result of many experiences throughout the lifetime of an individual. Whether or not the decision will be a realistic one for the individual depends on how he sees himself in relation to the total picture. Therefore, career education necessarily becomes a lifetime process since decisions are constantly being made by the individual.

Educational curriculums and other experiences usually consider the physical, emotional, intellectual, and general educational development but, unless coincidental, fail to consider the other aspect of career education in the overall educational process. In light of this void in the curriculum, activities or experiences must be provided each student by the classroom teacher. No one individual or department in the school system can achieve the desired goals alone.

Many of the activities provide an opportunity for the students to visit the business community and observe workers on the job at all levels, including semi-skilled, skilled, technical, and professional occupations. Students will interview workers to learn their respective feelings about their occupation, the educational requirements, work settings, benefits, work hours, and job characteristics relative to self-characteristics.

The secondary student must be cognizant of the options before him and, through classroom or subject matter related experience be reminded of the resources, both intellectual and materialistic, from which he can draw in making a realistic decision; he must be equipped to deal with the decision as it affects his future; be prepared to make necessary adjustments demanded by his environment; in general begin planning and preparing for adult living.

### SPECIFIC SECONDARY OBJECTIVES

1. To create self-awareness of students' interests, abilities and aptitudes.
2. To help students set realistic goals in light of knowledge about themselves.
3. To relate that technology affects the number and types of careers and to illustrate the interdependency of workers.
4. To acquaint students with the various aspects of community job resources, job hunting, applying, interviewing and securing employment.
5. To show a relationship between school subjects and opportunities that exist throughout life.
6. To familiarize students with sources and uses of occupational materials in the library and/or counselor's office.
7. To become aware of employment trends and outlooks, employer-employee relationships and the distribution and mobility of employed persons.
8. To investigate projected needs for various workers and the career patterns involved with these workers.
9. To acquaint students with the basic economics, budgeting, and the importance of fringe benefits when considering employment.
10. To acquaint students with labor unions, apprenticeship programs, and journeyman programs.
11. To expose students to a full range of occupational opportunities.
12. To understand goals, values, and aspirations and how they relate to the choice of a career.
13. To develop basic problem-solving techniques.
14. To acquaint students with the need for continuing education.
15. To help students make a realistic choice of post-secondary plans.
16. To help students make the necessary adjustments for adult living.

## SUMMARY OF CAREER EDUCATION OBJECTIVES

### I. PREPARE FOR MAKING CAREER DECISIONS

- A. Know own characteristics relevant to career decisions.
- B. Know the characteristics and requirement of different careers and occupations.
- C. Relate own personal characteristics to occupational requirements.
- D. Plan for career education or change.

### II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

### III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

- A. Have generally useful numerical skills.
- B. Have generally useful communication skills.
- C. Have generally useful manual-processing and decision-making skills.
- D. Have generally useful interpersonal skills.
- E. Have employment-seeking skills.

### IV. PRACTICE EFFECTIVE WORK HABITS

- A. Assume responsibility for own behavior.
- B. Plan work.
- C. Use initiative and ingenuity to fulfill responsibilities.
- D. Adapt to varied conditions.
- E. Maintain good health and grooming.

### V. HAVE POSITIVE ATTITUDES TOWARD WORK

- A. Recognize the basis of various attitudes toward work.
- B. Hold competence and excellence in high regard.
- C. Seek personal fulfillment through own achievements.
- D. Value work in terms of societal goals.
- E. Pride in work improves quality.

CAREER EDUCATION

ACTIVITIES

For

Home Economics



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint high school home economics classes with occupational information concerning the large variety of jobs available to students with home economics training.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will acquire information on the large variety of jobs available to those with home economics training; then prepare a summary of the types of jobs that are of special interest to him to share in an exchange of information with other students.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Each student will listen to 6 or more Home Economics Career Development tapes.

Each student view two or more films and filmstrips.

Each student read three or more references.

A student committee make a career bulletin board.

A student committee set up a career reading table with accumulated information on careers available.

Have three or more experienced home economists present a panel on Interesting Careers of Home Economists I Have Known.

Each student have a copy of Home Economics Career Development Chart to study.

Each student be made aware of specialized training courses such as the Interior Design Program offered by UND at Williston, North Dakota.

Each student prepare a summary of the types of jobs that are of special interest to him and ditto copies or put on a transparency for the overhead and report orally in an exchange of information with other students.

### **RESOURCE MATERIALS**

State Board for Vocational Education:  
Set of 26 Career Development Tapes

"A New Look at Home Economics Careers" (fs/tape)

Educational Progress Corp.  
8538 E. 41st St., Tulsa, Okla 74145  
Career Tapes:  
Dietitian  
Fashion Model  
Stewardess  
Buyer

State Board for Vocational Education:  
"Where Do We Go From Here"  
"Food Services: A Career to Consider"

American Home Economics Assoc.  
2010 Mass. Ave. NW, Washington DC 20036 (filmstrip, record; cassette tape)  
0030 "Jobs for You: It's Happening in Home Economics"  
0026 "Home Economics Careers"  
0028 "Career Ladders and Lattices in Home Economics and Related Areas"

(continued)

**COMMENTS:**

# CAREER EDUCATION ACTIVITIES (continued)

Each student write a paper on "Looking Forward to My Career as a Professional Home Economist" and make three copies. The student will retain one copy, the original will be placed in the Home Economics Department career file, and the third will be placed in the school counselor's file under Home Economics Careers.

Educational Progress Corp.  
Career tapes: "Dietician"  
"Buyer"

Illinois Teacher, March-April, 1972 Vo. XV No. 4

"Career Ladder in Foods and Nutrition"

"Career Ladder in Family Relations and Child Development"

Illinois Teacher, 1970-71  
Vol. XIV No. 4

"Home Economics Occupations"

Guidance Assoc.

"A New Look at Home Economics Careers"

"Food Services: A Career to Consider"

American Home Economics Assoc.  
0030(r) fs/record or 0030(c) fs/cassette "Jobs for You: Its Happening in Home Economics"

0026 "Home Economics Careers"  
0028 "Career Ladders and Lattices in Home Economics and Related Areas"

Home Economics Career Education chart in Appendix D

Occupational Outlook Handbook

Instructional Media Center  
"A New Horizon: Careers in School Food Service"

Dept. of Public Instruction  
#19 Dietitian  
#34 Home Economist  
#38 Interior Design  
#27 Food Technology

Science Research Assoc.  
"Jobs in Professional Home Economics"

## RESOURCES (continued)

Home Economics Career Education Charts in Appendix D

Women's Bureau, U. S. Department of Labor Bulletin, Expanding Opportunities for Girls

Occupational Outlook Handbook

Career Section of "Forecast/CoEd" magazines

"Illinois Teacher" March-April 1972 issue, Volume XV No. 4

Career Ladder in Food and Nutrition

Career Ladder in Family Relations and Child Development

Future Homemakers of America, 2010 Massachusetts Ave. N. W., Washington DC  
A Job Career Story

Instructional Media Center, Dickinson, ND 58601

A New Horizon: Careers in School Food Service (filmstrip/record)

Gawne & Oerke, Dress, Bennett Co. 1969

Mills, Home Economists in Action, Scholastic Book Service 1968

King, Career Opportunities for Women in Business, E. P. Dutton & Co., NY 1963

Home Economics, No. 24. Institute for Research, 537 S. Dearborn St.  
Chicago, IL 60605

"Careers in Home Economics" posters. J. Weston Walch, 919 Congress St.,  
Box 658, Portland, Maine 04104

Aim for a Job in Restaurants and Food Service, Westbrook. Richard Rosen  
Press, 29 East 21st St., NY 10010

"Creative World of Interior Design", Modern Talking Picture Service

Department of Public Instruction, Division of Guidance Services, Capitol  
Building, Bismarck, ND 58501

19 Dietitian

24 Fashion Design

25 The Fashion World

34 A Home Economist

38 Interior Design

40 Journalism

84 The Bakery Industry

90 Restaurants and Food Service

7 The Restaurant Worker (filmstrips)

RESOURCES (continued)

"Illinois Teacher" 1970-71, Vol. XIV, No. 4, 'Home Economics Occupations'

Occupational Literature: Home Economist Chronicle, Guidance Publications, Moravia, NY

Lewis, Burns, and Segner, Housing and Home Management, MacMillan. 1969

Quigley, Introduction to Home Economics, MacMillan. 1969

Educational Dimension Corp., Box 146, Great Neck, NY 11023

"Careers in Fashion Design" (fs/record)

Science Research Assoc.

5-978 "Jobs in Professional Home Economics"

Modern Talking Picture Service,

"Creative World of Interior Design"

Association Sterling Films

"Home Economics - An Expanding Career"

The Fashions Group, Inc. Richard Rosens Press, Inc. NY 10010

Your Future in Fashion Design

Julian Messner, Div. of Simon Schuster, Inc. NY

Greer, Your Future in Interior Design

Doyle, Your Career in Interior Design

Harper & Row, Pub. NY

Jones, Modeling and Other Glamour Careers

Cooperative Extension Service, NDSU, Fargo, ND 58102

The Extension Home Economist in North Dakota (folder)

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint high school students with occupational information on jobs and expected satisfactions for the professional Home Economist.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will acquire information on careers for professional home economists; indicate one area of special interest; research for more information, then write a paper on "Looking Forward to My Career as a Professional Home Economist".

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Each student write three home economists and ask what satisfactions their choice of career has given them. Place return letters on a "Career Answer" bulletin board.

Students list a variety of companies hiring professional home economists; compose a letter to these companies asking for information on openings for home economists, and satisfactions that can be expected from a career in those jobs. Divide the list according to special interests and using the composed letter as a model have individuals write to the companies for information. Post answers as they return on a bulletin board.

Each student read three or more references on careers in home economics.

Each student view one or more filmstrips.

Each student listen to four or more cassette tapes.

Each student refer to Home Economics Career Development charts in appendices.

Each student inform himself on colleges offering training for professional home economists. Borrow college catalogs from school counselor or write direct to college for information. Place on reserve in library with other Home Economics career resources.

(continued)

### RESOURCES

Clark and Munford, Adventures of a Home Economist. Oregon State University Press.

Hoeflin, Careers in Home Economics. Macmillan 1970.

Humphreyville, Futures for Home Economists. Prentice Hall 1963.

Nelson, Looking Forward to a Career in Home Economics. Dillon Press 1970.

Douty, America's First Woman Chemist. Messner 1961.

Paris, Your Future as a Home Economist. Richard Rosen Press 1969.

Phillips, Home Economics Careers for You. Harper & Row 1962.

Spencer, Exciting Careers for Home Economists. Messner 1967.

J. Weston Walch, 919 Congress St., 658, Portland, Main 04.

"Careers in Home Economics" posters

Set of 26 Career Development tapes from State Board for Vocational Education

(continued)

COMMENTS:



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the variety of occupations other than those in the foods, clothing and child care that are related to Home Economics.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will choose three occupations listed in the Home Economics Career Development Chart and relate in writing the entry level, training required, future outlook, potential salary and what personal satisfactions the occupation would provide.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Have "Changing Career Plans is Easier with Home Economics Training" written on the chalk board to start students discussing.

Arrange with school librarian and public librarian to set up a reserve shelf of reading material on careers related to home economics.

Set up a reading shelf in Home Economics room of books, pamphlets, career articles from Forecast-Co Ed magazine, college or vocational school catalogs.

Secure Home Economics Career Development tapes for students listening.

Students refer to career pages in Home Economics texts.

Contact local resource people to speak to the class on the privilege of students interviewing them.

Have students give a three-minute oral report on their findings, and be able to answer questions concerning the occupation.

Small groups of students with common interests put up an informative bulletin board on their job choice.

Games suitable to play: "What's My Line? Each choose an occupation, write a brief description of duties, environment, etc. Panel members may ask 20 questions about it that can be answered yes or no.

(continued)

### RESOURCES

Spencer, Lila, Exciting Careers for Home Economists. Messmer, 1967.

Greer, Michael, Your Future in Interior Design. Richard Rosen Press, 1970.

American Dietetics Ass'n., Your Future as a Dietitian. Richard Rosen, Revised Hager, Janice. Airline Hostess. Simon & Schuster

Dept. of Public Instruction  
Div. of Guidance Services  
Your Future In....

6 Airline Stewardess

19 Dietitian

25 The Fashion World

24 Fashion Design

27 Food Technology

34 A Home Economist

38 Interior Design

40 Journalism

76 Social Work

84 The Bakery Industry

State Board for Vocational Education, Home Economics Dept. "Magazine Listings for Career Development in Home Economics"

**COMMENTS:**

# CAREER EDUCATION ACTIVITIES (continued)

Score 1 if they succeed in 20 or less, none if more than 20 questions.

Students make a cube with pictures depicting their future - display and have others identify jobs depicted.

Arrange a field trip to someplace like Trimline Manufacturing Company to explore possibilities of home economists being involved with designing and planning storage units for homes.

After research, each student will choose three occupations listed in the Home Economics Career Development chart and relate in writing the entry level, training required, future outlook, potential salary and what personal satisfactions the occupation would provide.

State Board for Vocational Education

"Home Economics Career Development Chart" (Most schools have already secured this chart)

"A New Look at Home Economics Careers" (filmstrip/record)

"Home Economics Career Development Tapes"

J. Weston Walch

"Careers in Home Economics" (posters)

Future Homemakers of America  
"A Job/Career Story"

State Extension Office,  
NDSU.

"You - The Extension Home Economist"  
(brochures and slides)

Barclay, Champion, Brinkley,  
Funderbuck, Teen Guide to  
Homemaking. McGraw-Hill

## A JOB FOR YOU?

Directions: Complete the following questions on the job of your choice.

1. Job position \_\_\_\_\_

2. Brief job description \_\_\_\_\_  
\_\_\_\_\_

3. Training required: How long \_\_\_\_\_

Where: \_\_\_\_\_

Total cost to you \_\_\_\_\_

4. Monthly salary \_\_\_\_\_

5. Hours per day \_\_\_\_\_ Shifts: Yes \_\_\_\_\_ No \_\_\_\_\_

Week-ends: Yes \_\_\_\_\_ No \_\_\_\_\_

6. Advantages of job \_\_\_\_\_  
\_\_\_\_\_

7. Disadvantages of job \_\_\_\_\_  
\_\_\_\_\_

8. Outlook for future employment \_\_\_\_\_  
\_\_\_\_\_

9. What high school courses should you take? \_\_\_\_\_  
\_\_\_\_\_

10. What activities would benefit you? \_\_\_\_\_  
\_\_\_\_\_

11. What personal satisfactions would this occupation provide you? \_\_\_\_\_  
\_\_\_\_\_

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the job opportunities related to the field of child development.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student do research on opportunities for employment in the field of child development and from knowledge gained construct a job ladder underlining in red the job sequence on each ladder step most logical for him to follow.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Choose newspaper advertisements to read that ask for someone to care for children.

Ascertain the number in class involved with baby sitting as a source of income. Alert student that some counties and states now license and train day care mothers who can care for six children in their homes.

Discuss satisfactions received other than pay.

Have a collection of magazine articles that tell of careers in the field of child development. Give students reading time.

Brainstorm on careers related to the field of child development.

If a resource person with a degree in child development is available, invite her to speak to the class.

Each student read one or more references to find other opportunities open and information on job entry levels, training required, salary ranges, working conditions, where employment can be obtained, future employment outlook and nature of the work.

Show selected films or filmstrips. Listen to selected tape recordings.

Divide the class into small groups according to special line of interest in a child development career. These groups pool the information they have collected and on a transparency outline all

### **RESOURCES**

Current newspapers

Readers Guide

Resource community people

Social Worker

Child Welfare Worker

Kindergarten teacher

Head Start Director

Pediatrician

Pediatrics Nurse

Day Care Director

Illinois Teacher, Vol. XV  
No. 4 March/April 1972

State Board for Vocational  
Education: Home Economics

Career Development Tape  
No. 20. "Child Care Aide"

No. 25 "Head Start Day  
Care Director"

Career Development Charts  
and Development in Home  
Economics

Reference books for career  
development in Home Ec.

**COMMENTS:**

~~CAREER EDUCATION ACTIVITIES (continued)~~

information pertinent to a career in child development along their chosen line of interest.

Share small group reports with the entire class.

Open the opportunity to ask questions of the reporting group.

Each student construct a job ladder on the form provided underlining in red the job sequence on each ladder step most logical for him to follow for a career in child development.



Masters & Up

Four Year Degree

High School Technical

High School or High School Equivalency

Part-time jobs during high school

JOB OPPORTUNITIES  
IN  
CHILD DEVELOPMENT

WORLD  
OF  
WORK

WORLD  
OF  
WORK

Masters & Up

Family Life  
Consultant  
Marriage Counselor  
Family Service  
Director

Guidance Counselor

Four-Year Degree

Child Care Specialist  
Grade or High School Teacher  
Director of Nursery School  
Magazine Editor  
Social Worker  
Kindergarten Teacher  
Child Welfare Worker

High School & Technical

Day School Teacher  
Homemaking Advisor  
Day Care Aide  
Licensed Day Care Mother

High School or High  
School Equivalency

Community Aide  
Peace Corp Volunteer  
Vista Worker  
Day Care Mother  
Day Care Aide  
Teachers Aide  
Housekeeper -  
widower and children

Part time jobs  
during high school

4-H Leader  
Nurses Aide - Pediatrics  
Day Care Aide

JOB OPPORTUNITIES

IN

CHILD DEVELOPMENT

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To alert students that knowledge of children's growth and development enables one to satisfy play-activity requirements better.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will demonstrate an understanding of nursery school age children's play-activity requirements by making or choosing items for one activity for a specific age child; identify its purpose and place it in the class display.

**SUGGESTED SUBJECT AREA:** Home Economics, **SUGGESTED GRADE LEVEL:** Junior High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Show filmstrip or film on toys and activities for children.

Use overhead transparencies for viewing toys and activities for pre-school children.

Each student read two or more references on children's activities suitable for three and four year old children. Class discussion of reading done.

Students set up an observation sheet to check some of the differences they read about. Each student observe a four year old and a three year old using the observation form composed by the class and note differences in development, sex, position in the family, etc. Class discussion of observation reports.

Each student be prepared to teach or lead two indoor activities for three and four year olds. Students practice this ability on the class.

Each student be prepared to lead one outdoor activity for three and four year old children. Evaluate the choice of activity and give constructive suggestions to leader when he demonstrates.

Students prepare, tell, and tape record suitable stories for three and four year old children. Students evaluate work done on tapes and retell if they choose. Having the story taped frees the girl to illustrate her story on a flannelboard or with puppets. Stories that are taped may be used later in the student's nursery school, given to a day care

### RESOURCES

Penneys Educational Aids:  
Set No. 83355, filmstrip,  
record, pretest, "Toys  
and Activities for Children"  
Originals for overhead  
transparencies

Penneys Multi Visual set  
No. 84136 "Me, Myself, and  
I: How Preschoolers See  
Themselves" Originals for  
Overhead transparencies

Government bulletins:  
3001-0045 "Children's  
Books" 1972 15¢  
1791-0069 "Your Child From  
1 to 6" 1970 20¢

Instructional Media Center,  
Dickinson, ND  
Originals for overhead  
transparencies  
P-390 "Growth and Develop-  
ment Patterns? 3M  
P-391 "Safety for Children"  
P-399 "Importance and  
Selection of Toys" 3M

Ellet, Marcella; The World  
of Children. Burgess, 1965  
Lambert & Christensen,  
What a Child Can Do. Pruett

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

or head start center or one or two students might assume a home project of "Dial A Story" service where children can call in for a story.

Each student will make or choose one toy or visual aid for use in a nursery school for a specific age child; identify its purpose and place it in the class display.

McDermott and Nicholas,  
Homemaking for Teen-Agers,  
Book I. Bennett, 1970

Jones and Burnham, Junior  
Homemaking. Lippincott

Baker & Fane, Understand-  
ing and Guiding Young  
Children. Prentice Hall 1967

Shuey, Young, and Woods,  
Learning About Children.

Lippincott 1969 3rd ed.

Smart, Mollie, Children:  
Development and Relation-  
ships. MacMillan 1967

Wallace and McCullar,  
Building Your Home Life.  
Lippincott 1966 rev.

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint the student with the responsibilities and opportunities involved in being a day care aide.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will demonstrate an understanding of childrens' developmental growth; perform routine responsibilities in caring for children and daily record important learnings to use in the final conference with the supervisor and in the class evaluation.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Each student collect data to use as a basis for planning goals. Each student will keep a daily record of important learning during the course.

Enlist at least three resource people from the community such as, day care director, head start worker or director, mother with pre-school children who works, nurse who works in pediatrics, kindergarten teacher or welfare worker to serve on a panel discussion with the topic "Like a Challenge that is Rewarding? Work With Children." Follow with a question-answer session.

Each student inform himself on career openings for those trained as child care aides.

Each student read three or more references on child growth and development.

Each student observe one day's routine at a day care center. Circle discussion of observations.

Each student do five of the following activities then pool information with other class members.

1. Collect ideas for creative activities for pre-school children.
2. Collect songs and finger plays for preschool children.
3. Collect 10 suitable stories for preschool children
4. Plan a weeks menu for preschool children
5. Collect a display of toys and identify what purpose each toy might serve for preschool children.

(continued)

### RESOURCES

"Career Ladder in Family"

"Relations and Child Development"

"Child Care Aide Job Analysis Form"

"Proposed Course of Study"

"Job and Task Analysis: Child Care Aide"

Illinois Teacher Vol. XV, No. 4 March-April 1972

"Home Economics Career Development" tapes #20, 25

State Board for Vocational Ed.

Filmstrips on Child Care:

"Getting Acquainted"

"Keeping Your Children Happy"

"Keeping Children Safe"

Infant Care:

"Bathing the Baby"

"Feeding the Baby"

"Preparing the Formula"

"Selecting Children's Clothing"

"Special Daytime Problems"

"Teaching Desirable Habits"

Instructional Media Center  
Dickinson, ND 58601

(continued)

COMMENTS:



# CAREER EDUCATION ACTIVITIES (continued)

6. Set up a display of comfortable, practical clothing for the preschool child.

Each student do two of the following activities:

1. plan for and carry out an excursion for preschoolers
2. plan for and supervise indoor play of preschoolers
3. plan for and supervise an outdoor play session for preschoolers.
4. prepare for and supervise routines to meet the physical needs of children such as nap time, toilet training or lunch time.

Each student do 18 hours of on-the-job training in a day day care center or head start program and daily record important learnings.

The student and supervisor will evaluate the student's work in a post-conference session.

Each student will participate in a group evaluation where important learnings students have recorded are shared.

## Film:

F-1600 "Preparing Meals"  
Instructional Media  
Center, Dickinson, ND

"How To Select Infants'  
and Childrens' Clothing"  
#HV321 Consumer Infor-  
mation Services, Sears  
Roebuck and Co., Dept. 703,  
Public Relations, 303 E.  
Ohio St., Chicago, IL 60611

## Books:

Child Care and Development  
Ames. Lippincott 1970  
Child Development, Hurlock  
McGraw-Hill 1970  
The World of Children  
Ellett. Burgess 1965.  
Learning About Children,  
Shuey, Young. Lippincott  
The Developing Child,  
Brisbane. Bennett 1971  
Young Living, Clayton  
Bennett 1970

Instructional Media Center,  
Dickinson, Multi-Media 494

"Babysitting: The Job -  
The Kids"

Transparency Masters:

P-42 Care of a Sick Child  
ESEA III Scholastic

P-423 Development of a Young  
Child, ESEA III Scholastic

P-390 Growth and Development  
Patterns ESEA III 3M.

P-413 Growth Patterns in  
Children ESEA III Scholastic

P-399 Importance and Selection  
of Toys ESEA III 3M

(continued)

CAREER EDUCATION RESOURCES (continued)

Medical Communications Inc., 280 Park Ave., New York, NY 10017

MM 379 Child Care Training Series (9 filmstrips, 9 records, and booklets on: accidents and poisoning, allergy, care of the sick child, immunization, intestinal disturbances, growth and development, lead poisoning in the walls, preventive and dental care, toilet training.) 1970

Sterling Films

F-1600 "Preparing Meals" 1971 13 min. color

Penneys Educational Aids

Set No. 83355 - filmstrip: record, pretest, Toys and Activities for Children. Originals for overhead transparencies

Government bulletins: \*

No. 3001-045 "Children's Books" 1972 15¢

\*No. 1730-0023 "Watch Out for Lead Poisoning" 1971 5¢

No. 1791-0069 "Your Child From 1 to 6" 1970 20¢

No. 1791-0070 "Your Child from 6 to 12" 1970 55¢

No. 1791-0140 "Infant Care" 1970 20¢

Spock and Reinhart, A Baby's First Year and Baby and Child Care  
1968 revised Pocket Books Inc.

Lambert and Christensen, What a Child Can Do, Pruett Press 1964

Smart and Smart, Children: Development and Relationships. MacMillan  
1967

Penneys Education Aids

Set No. 84136, "Me, Myself and I: How Preschoolers See Themselves"  
1973

Metropolitan Life, "Day Care: What and Why"

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To prepare students for conducting a nursery school and make them better qualified aides in a nursery school.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student must demonstrate the ability to plan for and assume two or more responsibilities in conducting a nursery school; evaluate his learnings by completing three observation forms, and then write in one hundred words or less how he feels this nursery school experience has made him a better qualified nursery school aide.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Students have a field trip to day care center, kindergarten or nursery school. Have a variety of observation forms different students will use to gather as much information as possible.

Discuss observations made in the light of what was observed that will help the class set up a nursery school.

Invite a social service worker, leader in a day care center, a qualified homemaker who cares for children in her home, and a mother of pre-school children to speak on what they feel is important in the care of three and four year old children.

Each student read two or more references on the care and development of pre-school children. Discussion of reading.

Set up a steering committee for a nursery school. Suggested members: director, dietitian, business manager, activity director, head housekeeper, publicity, evaluation chairman. Have students apply for these positions on the steering committee. Other students volunteer or be assigned to committee membership.

Business manager and teacher meet with principal to set up how finances will be handled and if children are to be required to pay a fee.

Director call a general meeting of steering committee  
(continued)

### RESOURCES

Area Social Service Workers  
Kindergarten teachers  
Day Care leader  
Head Start leader  
School principal  
Librarian

Cross, Alene, Introductory Homemaking. Lippincott 1970

Smart, Mollie, Children Development and Relationships. MacMillan 1967

Shuey, Young and Woods, Learning About Children. Lippincott, 1969 3rd ed.  
McDermott and Nicholas, Homemaking for Teen-Agers, Book I. Bennett 1970 rev.

Ellett, Marcella, The World of Children. Burgess, 1965

Lambert and Christensen, What a Child Can Do. Pruett Press, 1964

Hurlock, Elizabeth, Child Development. McGraw-Hill 1970 rev.

### CONTENTS:

## CAREER EDUCATION ACTIVITIES (continued)

for report on finance decision and to give instructions for all committees to submit a budget for expenses that will be incurred to run a nursery school for twelve children.

Publicity committee send out notices to state number to be enrolled, age only three and four year old children, cost per child and time of school. Prepare a list of supplies, type clothing desired and how it should be marked to give to parents when children are enrolled. Prepare name tags.

All committees meet separately, fortify themselves with resource reading then plan for one week activities.

General meeting for committee reports, suggestions, revisions if necessary and cooperative planning that is needed.

Committees make tentative plans for the total number of weeks the nursery school will run.

Housekeeping committee and activity director set up room arrangement for play, rest, eating, observation area, etc. Post a chart for class use.

Activity committee inventory toys previously made, decide needs, gather boxes, make easels, collect toys that are to be loaned or donated, make needed purchases of consumable supplies and permanent use items if needed.

Evaluation committee work up observation sheets and final observation forms.

Director assemble list of daily jobs; set up a schedule; and post list for students to sign up for responsibilities.

At the end of the first week evaluate all work, make adjustments if needed and post the schedule for the following weeks.

Each student has the responsibilities of the committee work of which he is a member and any other daily schedule duties he signed for. Each student is responsible for three hours of observation of different routines and completing the observation forms. Each student will write in one hundred words or less how he feels this nursery school experience has made him a better qualified nursery school aide.

Dept. of Public Instruction, Div. of Guidance Services: Filmstrips  
"Your Job Interview" #187  
"Getting and Keeping Your First Job" #183

Filmstrips: McGraw Hill series:  
"Getting Acquainted"  
"Keeping Your Children Happy"  
"Keeping Children Safe"

Community Playthings:  
Planning Your Play Equipment, Dept. 2 Refton, NY

Government Bulletins  
3001-0045 "Children's Books" 1972 15¢  
1730-0023 "Watch Out for Lead Poisoning" 5¢ 1971  
1791-0069 "Your Child from 1 to 6" 1970 20¢

Pennys Multi Visual Set  
No. 84136, "Me, Myself and I, How Preschoolers See Themselves"  
No. 83355 "Toys and Activities for Children"

### SCHEDULE

1:00 - 1:15 - Greeting Children (Name tags, take wraps) - Free play

1:15 - 1:30 - Story time, finger plays

1:30 - 1:50 - Special Activity, Art Activity

1:50 - 2:25 - Free Play

2:25 - 2:35 - Bathroom time

2:35 - 2:40 - Rest time

2:40 - 2:55 - Lunch time

2:55 - 3:05 - Music Time

3:05 - 3:20 - Directed Activity - walks, games

3:20 - 3:30 - Dismissal and cleanup.

We will try to follow this schedule as closely as possible. When the child knows what to expect, he feels more secure and control is easier to maintain.



Once upon a time there was a teeny weeny little old lady who lived in a teeny weeny little old house with her teeny weeny little old dog. One day there was a big barking noise in her teeny weeny little old yard. The teeny weeny little old lady went out of her teeny weeny little old home into her teeny weeny little old yard to look for her teeny weeny little old dog. She looked around the teeny weeny old tree, around the teeny weeny old car and under a teeny weeny old pail. There she found her teeny weeny little dog all shivering and frightened but now he was alright.

### Spider

An itsy bitsy spider crawled up the water spout (fingers crawl up spout)  
Down came the rain (fingers fall down as rain) and washed the spider out.  
Out came a sun (form sun with hands) and dried up all the rain  
And the itsy bitsy spider crawled up the spout again! (fingers crawl up spout)

## SET-UP

## CONSTRUCT/MAKE

## SNACKS

OBSERVATIONS  
Sign up 2  
people per classDIRECTED  
ACTIVITIES

Dramatic Play Area	Bean Bag	Wk. 1	M.	5th per.	MON.
1.	1.	1.	1.		Story
2.	2.	2.	2.		Music
3.		Wk. 2	1.	7th per.	Art
	Counting Book	1.	2.		
Quiet Area	1.	2.	Tues.	5th per.	Tues.
Activities			1.		Story
1.	2.	Clean - up	2.		Music
2.		Wk. 1	1.	7th per.	Art
	Play Dough	1.	2.		
	1.	2.	Wed.	5th per.	Wed.
need: books, beads		Wk. 2	1.		Story
puzzles, records,	2.	1.	2.		Music
paints, & colors,		2.	1.	7th per.	Art
	Name Tags		2.		
Large muscle area	(use something	Greeters - to			Thurs.
	permanent such	meet children,			Story
1.	as felt)	put on name tags,			Music
	1.	take coats and			Art
2.	2.	label.			
Need toys, blocks		Wk. 1	Thurs.	5th per.	Mon.
balls.	Puppets	1.	1.		Story
		2.	2.		Music
		3.	1.	7th per.	Art
	1.	Wk. 2	2.		
Bulletin Board		1.	Mon.	5th per.	Tues.
and Room	2.	2.	1.		Story
Decorations		3.	2.		Music
1.	Surprise Box		1.	7th per.	Art
	and Activities		2.		
			Tues.	5th per.	Wed.
2.	1.		1.		Story
			2.		Music
	2.		1.	7th per.	Art
			2.		
Construct/Make	Flannel Graph		Wed.	5th per.	Thurs.
Touch & Feel			1.		Story
Book	1.		2.		Music
1.	2.		1.	7th	Art
			2.		
2.	Finger Paint		Thurs.	5th per.	
			1.		
	1.		2.		
			1.	7th per.	
			2.		
Dr. Kit	2.				
1.					
2.					

1. Each student was in charge of two projects either: i.e. directed activities, home made toy, clean up, etc. and had to observe for 1 class per and write report and hand in observation form.

NURSERY SCHOOL-OBSERVATIONS

Date \_\_\_\_\_ Time \_\_\_\_\_ Child \_\_\_\_\_ Observer \_\_\_\_\_

Creativity Projects

What did the child do with the materials?

Tell what then child said about it?

What evidence of independence did the child show in the project? Example.

Evidences of creativity?

Music Time

How did child respond to music? (sing, dance, tap fingers)

What evidence did you see that he enjoyed it?

What did he do?

Story Time

What was the name of the story?

Was the child interested? How? (Did he enter in or, how could you tell)

Did he answer questions regarding the story?

Free Play or Imaginative Play

Describe the child you were watching.

Did you observe the child playing with others or interacting?  
(How many children were playing together?)

Free Play or Imaginative Play (continued)

Describe the conversation (baby talk, speech problems)

Did you see examples of cooperation? Aggression?

How was aggression handled? Did it work?

Who was the leader?

How long did they play together?

About how many children was your child occupied with.

What did you learn from your observation of play?  
Be specific - Use back of paper if necessary.

# PLANNING YOUR PLAY EQUIPMENT

Age Group	Block and Dramatic Play	Big Muscle Equipment	Housekeeping	Transportation	Creative Art and Books	Classroom Furnishings	Miscellaneous
3-year-olds	unit blocks wooden figures doll house, small dolls, furniture	walking board rocking bear doll wagon tricycle simple climbing equipment climbing steps rock & whirl hollow blocks large wooden nesting boxes	unbreakable doll simple doll clothes doll blankets dollsized bed & carriage childsize furniture such as: sink, table refrigerator, stove cupboard, pots and pans ironing board, iron wooden telephone rocking chair boom, dust pan aprons	big cars and trucks for hauling and riding cars and trains for pushing airplanes tractor and trailer	easels paints brushes large crayons books records record player	bookcase clothing lockers storage shelves block cart work and library tables and chairs play tables and chairs	soft ball wooden puzzles portable screens (room dividers) cans plans
4-year-olds	Add: puppets puppet theater	Add: planks wheelbarrow scoter swings slide shovel, pail & rake triangle set coaster wagon	Add: chest of drawers washbasin clothesline & pins basket aprons, ties, etc. childsize bed, cradle carriage, wardrobe	Add: riding train	Add: blunt scissors clay	Add: storage cart work and library tables and chairs chalk, peg and bulletin boards sand and water play tables and chairs	Add: aquarium pets
5-year-olds	Add: derrick					Add: workhorse woodworking bench tool cabinet tools	Add: giant dominoes construction set



## GUIDELINES FOR DEVELOPING LANGUAGE SKILLS

### FINGER PLAYS

Finger plays are quiet games in which short verses, rhymes, or stories are dramatized by the fingers. Children enjoy them, and they are very effectively used to attract the attention of all the children at the beginning of story or music time, or to regain their attention when it is straying. This is a useful technique and much to be preferred to repeated requests for "quiet" from the teacher. Repeating the words and copying the actions of the teacher help the children to become used to the sound of their own voices in the social situation which is a little more formal than the ordinary play activity, and, as with singing together, form a base for the development of poise later on. This kind of confidence-building is much more appropriate to the age of the children than is putting on a play or saying pieces before their parents. The latter kind of emphasis may exploit the children for the pleasure of the parents rather than contribute to the development of the children. If the teacher used finger plays at the beginning of the story time, she can usually attract the children's attention simply by starting to speak in a firm, pleasant voice, without admonitions or instructions. When the other teacher on the rug follow along, the children will follow, too. Some teachers like to use a finger play which coincides in subject matter with the story about to be read. They keep a file of finger plays listed by subject matter. A number of the best finger plays use the nursery rhymes or songs as their basis. To use them successfully, the teacher must, of course, memorize the finger plays and have a number of them, we are tempted to say, at her fingertips. Some of them involve number, space, and body concept and so, in using them, she is introducing these concepts to the children in a casual but effective way. In addition, finger plays help to increase vocabulary, teach children to watch and listen, give them confidence in using their voices in a social situation, introduce concepts of self, and are, of course, genuine fun. The teacher should remember to use only those finger plays which the children's finger coordination allows them to accomplish. Those with broader outlines will be safer. "Here is a church, and here is a steeple, for instance, is too intricate for most four-year-olds. They also are usually unable to snap their fingers and are frustrated in trying to do so. When using the terms left and right in a finger play, the teacher suits the action to the way it looks to the children. Thus if the "soldiers march to the right," her hands go to her left, since she is facing the children.

### SOME POPULAR FINGER PLAYS

Here's a ball, (fingers of one hand make circle.) And here's a ball, both hands make circle. And here's a great big ball (arms are over head, hands joined.) Now let's count the ball we've made, one, two three. Repeated actions of first verse.

### HERE'S A BUNNY

Here's a bunny (Hand forms horizontal fist.) With ears so funny, two fingers are held up and here is his hole in the ground. Hand is on hip, arm rounded. When a noise he hears, (Hand in fist again) He perks up his ears. (Hand forms fist with two fingers in air) He jumps in his hole in the ground. (Whole hand goes through the arm rounded for the hole)

### GRANDMOTHER'S GLASSES

Here are grandmother's glasses. (fingers form glasses at eyes.) Here is grandmothers hat (Hands form hat on hand.) This is the way that grandmother folds her hands in her lap. (Same for grandfather, in a deeper voice.)

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To have students investigate qualifications for and opportunities available in the field of Fashion Design.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will investigate the total picture involved in becoming a fashion designer; then summarize the information obtained, and write a newspaper article on "Why I Would (Would Not) Like To Be A Fashion Designer."

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

### RESOURCES

Each student will read three or more resource materials available on a career in fashion design.

Gracza, Looking Forward to a Career in Art.  
Dillon Press, Minneapolis

Each student view filmstrip.

Hoefflin, Careers in Home Economics, Macmillan

Each student take active part in a discussion on:

- a. educational requirements
- b. location
- c. job analysis
- d. advancement opportunities
- e. abilities and talents needed

Siegel, Looking Forward To A Fashion Career.  
Dillon

Each student prepare a poster with a sketch of an original design and, on a second sheet, list reasons why the student thinks the design would appeal to buyers.

Craig, Clothing A Comprehensive Study  
Lippincott 1968

Each student write a newspaper article entitled "Why I Would (Would Not) Like To Be A Fashion Designer."

The Fashions Group, Inc.  
Your Future in Fashion Design, Richard Rosens Press

Each student prepare a list of related professions such as fashion model, fashion coordinator, commercial model.

Tanous, Designing Dress Patterns, 1971

Brogden, Fashion Design  
Van Nostrand Reinhold Co.

Vanderhoff, Clothes Part of Your World, Ginn & Co.

SRA Information Kit  
103e Brief #142  
"Dress Designers"

(continued)

**COMMENTS:** This plan can be easily adapted to a career in Fashion Modeling.

RESOURCES (continued)

McDermott and Norris, Opportunities in Clothing, Bennett, 1968

Educational Dimensions Corp., Box 146, Great Neck, NY 11023  
(filmstrip and record) "Careers in Fashion Design"

Department of Public Instruction, Division of Guidance Services,  
Capitol Building, Bismarck, ND 58501. Book No. 24 "Fashion Design"  
Book No. 50 "A Model"

Educational Progress Corp., 8538 East 41st Street, Tulsa, OK 74145  
cassette tape "Fashion Model"

McDermott & Nicholas, Homemaking for Teen-Agers, Book I, Bennett 1970

Lewis, Bowers, & Kettunen, Clothing Construction and Wardrobe Planning,  
Macmillan Co., 1960 revised.

McDermott and Nicholas, Homemaking for Teen-Agers, Book II, Bennett, 1972

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To alert students to the vocational opportunities related to modeling and strengthen communication between the vocational training departments of the local school and the community.

**SPECIFIC BEHAVIOR OBJECTIVE:** The student will investigate specific jobs related to the production of a style show and carry out the responsibilities involved. The student will express in writing what insights into the field of modeling the experience has given him on the job evaluation form provided.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Involve students in a discussion on the production of a style show that would portray to the community the training opportunities in their local school.

Each student read one reference on the production of a style show.

Each student bring one suggestion of how to enlighten the public on other areas of training offered in the home economics department.

Students choose a suitable theme and a convenient date, subject to approval by the student activities administrator.

Students make a list of department heads or teachers they will ask to serve as consultants.

Discussion of funds needed for advertising, display purposes, programs and lunch, if served. Resolve a practical budget and how expenses will be taken care of for the show.

Set up a list of jobs in a chart form.

**Co-Directors:** Home Economics Student  
Home Economics Student  
Home Economics Teacher

**Script Writers:** Home Economics Student  
Home Economics Student  
English Teacher

### **RESOURCES**

School Activities Calendar

Consultants, department heads or teachers in:

Art

Business Education

Drama

Music

Publications

Food Service

English

Principal

Head Custodian

(continued)

**COMMENTS:** Students in other departments could fill in the job evaluation forms too. This experience could be adapted for junior or senior high school students.

# CAREER EDUCATION ACTIVITIES (continued)

Commentators: Drama Student  
Drama Student  
Drama Instructor

Music: Home Economics Student  
Music Student  
Music Director

Entertainment: Home Economics Student  
Drama Student  
Drama Instructor

Stage Background: Home Economics Student  
Drama Student  
Drama Instructor

Program Layout and Printing: Home Economics Student  
Journalism Student  
Publications Teacher

Publicity: Home Economics Student  
Journalism Student  
Publications Teacher

Ticket Sales: Home Economics Student  
Business Education Student  
Business Education Teacher

Window Displays: Home Economics Student  
Business Education Student  
Art Student  
Art Teacher

Makeup: Home Economics Student  
Drama Student  
Drama Teacher

Lighting: Home Economics Student  
Drama Student  
Drama Teacher

Proof-Reader: Home Economics Student  
Journalism Student  
Publications Teacher

Photographer: Publications Photographer  
Publications Teacher

Cleanup: Five Home Economics Students  
Home Economics Teacher



## CAREER EDUCATION ACTIVITIES (continued)

Food Service: Two Food Service Students  
Food Service Teacher

Thank-You: Two Home Economics Students

Committees may choose to have more members if needed.

Students fill out job applications and have interviews for job openings.

Each student will be responsible for writing up necessary information needed on the garment to be modeled.

Co-directors will set time goals, rehearsal, contact all school departments to have attractive display cases and bulletin boards telling of the training their departments give.

Each student will express in writing what insights into the field of modeling the experience has given him on the job evaluation form provided.

Name \_\_\_\_\_

## JOB EVALUATION

Name of student \_\_\_\_\_ Job \_\_\_\_\_

Job Description \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please attach any planning sheet that you used.  
What were your goals? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How were they completed? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What job did this prepare you for and how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What in your estimation could have been done to better the show? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What insights into the field of modeling has this experience given you?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with information that will develop a sense of judgment in choice of pattern, fabric, notions, and accessories for figure flattery as an approach to employment in a fabric shop.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will select five patterns for different figure types, appropriate fabric swatches, notions, and accessories; arrange them to create a display labeled to explain why choices were made.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Students and teacher take a field trip to a fabric center to observe: (1) variety of stock, (2) fabric clerks duties and capabilities (3) manager's expectations of clerks, (4) helps desired by customers.

Students and teacher participate in a circle discussion of field trip observations. Have a recorder or write a list of "needs to know" as a basis for study.

Each student read three or more references on fabrics - their construction and characteristics.

Each student read two or more references on fibers used today.

Each student read two or more references on lines and designs for different figure types.

Students attend a style show if opportunity presents itself; and evaluate choice of lines and fabrics used in garments modeled.

After planning an observation list each student will individually go to a retail clothing center to observe use of fabrics and notions and the cost of readymades.

Each student groom themselves for work in a fabric shop and be prepared to explain why choice of garments and grooming is important for success as a fabric shop employee.

(continued)

### **RESOURCES**

Penneys: Spring/Summer 1972  
Modern Fibers and Fabrics

Textile Newsletters

filmstrips:

82839 "How to Select  
Fabrics for Garments"

83466 "TLC for Textiles"

42069 "Understanding  
Today's Textiles" 1972

Government bulletins:

7700-071 "Fibers and Fabrics  
1970 65¢

County Extension Agent

HE309 "Creating an  
Illusion in Your Clothes"

HE307 "Figure Types and  
Tips on What to Wear"

HE303 "The Law Behind the  
Label; Textile Fiber Pro-  
ducts Identification Act"

HE325 "Fabric Finishes"

Consumer Education Dept.

Celanese Fibers Marketing

Co., 522 Fifth Ave. NY 10036

Textile Topics

Instructional Media Center,  
Dickinson, ND 58601

(continued)

COMMENTS:

# CAREER EDUCATION ACTIVITIES (continued)

Committees of students work with window dressers in local stores on a fabric, pattern, accessories display. Students may find one clothing construction class has garments done that can be used in the display.

Each student will select five patterns for different figure types, appropriate fabric swatches, notions and accessories; arrange them to create a display labeled to explain why choices were made.

## Transparency Masters:

ESEA III Scholastic

P-408 "Accessorizing the Basic Dress"

P-414 "Basic Figure Problems"

P-407 "Design Principles in Dress"

ESEAIII 3 M

P-402 "Line and Shape" I

P-403 "Line and Shape" II

P-397 "Weaves"

Gowne and Oerke, Dress

Bennett, 1969

Craig, Clothing A

Comprehensive Study,

Lippincott 1968

Vanderhoff, Clothes, Part

of Your World, Ginn 1968

McDermott, Opportunities

in Clothing, Bennett 1968

Dunn, Bailey, Van Sickle,

Steps in Clothing Skills

Bennett, 1970

American Home Economics Ass'n

Textile Handbook 3rd Ed.

Hollen & Saddler, Textiles

3rd ed.

McCalls, Step by Step Sewing

Book

Textiles for Homes and People

Ginn, 1973

## CAREER EDUCATION ACTIVITIES

**LOAD OBJECTIVE:** To acquaint students with information pertinent to estimating satisfactions you may expect in ready-made garments, and a sensitivity to customers needs and desires, when buying clothing.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will acquire necessary information on retailing clothing; do 40 hours on the job training and after each work session make a one minute tape recording of new learnings to be used in evaluating the student's abilities.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Each student will read several current references on fibers, fabrics and finishes and two or more references on the consumer of clothing.

Each student will read relevant articles in current issues of Women's Wear Daily to update her knowledge since today's knowledge may be outdated in 6 months.

Students collect an up-to-date supply of garment labels for evaluating.

Students read current information on labeling.

Borrow items from local dry cleaners and have the manager speak to the class on "They Didn't Read the Label."

Borrow student-teacher-clerk selected garments from a local store for practical experience on "What satisfactions would you expect from this garment" training.

Use the game "What do you say" in which a situation hypothesis can be set up as a way of training future clerks in giving suitable responses to customers.

Each student present himself "groomed for the job" and have reasons listed why it is important for those in clothing retailing to be becomingly dressed in current fashions.

The teacher will arrange with stores for students work session, but for the experience each student will apply for his job before starting work.

(continued)

### RESOURCES

Garrett and Metzen, You Are a Consumer, Ginn 1967  
Cragg, Clothing A Comprehensive Study, Lippincott  
Vanderhoff, Clothes-Part of Your World, Ginn 1968  
Logan and Moon, Facts About Merchandise, Prentice Hall  
Clayton, Young Living  
Bennett 1970.

Women's Wear Daily, Fairchild Publications, 7 E. 12th St. NY 10003

Consumer Information Services,  
Sears Roebuck & Co.  
HV241 "Selecting Fashions"  
HV342 "Selecting Teen Fashions"  
HV301 "How to Select Under-fashions" "Your Fashion Forecast"

Extension Bulletins  
HE303 "Laws Behind the Labels"  
HE340 "Laws Behind the Labels" (wool, furs, etc.)  
HE305 "Your Helpers, Tickets, Tags, and Labels"  
HE307 "Figure Types and Tips on What to Wear"  
HE309 "Creating an Illusion" (continued)

**COMMENTS:** It is assumed students will have had Home Economics I Clothing Construction and a basic knowledge of fibers,



# CAREER EDUCATION ACTIVITIES (continued)

Each student will work 40 hours in a store that retails clothing and after each work session the student will make a one minute tape recording of new learnings to be used in evaluating the student's abilities at the close of the 40 hour work session.

Penny's Modern Fibers and Fabrics, Spring & Summer 1972

Government Bulletins:  
7700-071 "Look for That Label"  
0303-0680 "Fibers & Fabrics"

Instructional Media Center  
Kits for making transparencies:

ESEA Scholastic  
P-414 "Basic Figure Problems"  
P-408 "Accessorizing the Basic Dress"  
P-407 "Design Principles in Dress"

ESEA 3M

P-385 "Effective Human Relations"

P-402 "Line and Shape" I  
P-403 "Line and Shape" II  
P-137 "Trimmings"  
P-397 "Weaves"

Dunn, Bailey, Van Sickle,  
Steps in Clothing Skills,  
Bennett 1970

Andrews, About Her 1968  
Gregg Division, McGraw-Hill

Cassettes Unlimited

"World of Work - Getting a Job  
Volume 2"

"What You Need to Know to Fill  
Out an Application Form"

"Job Interview Skills:  
Making a Good Impression"  
Selling Yourself"

The Positive Approach"

Handling Difficult Questions"  
The Wrap Up"

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with job opportunities related to the field of clothing.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will do research on job opportunities on clothing and complete the career ladder activity sheet provided. The student will underline preferred jobs, then write a paragraph on the personal qualities he has that will contribute to success on his preferred job and a second paragraph on the personal satisfactions he anticipates.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Use pictorial technique with a collection of pictures that show jobs related to the field of clothing. Have students identify jobs then think of more clothing related jobs to add to their list.

Each student will be given an activity sheet entitled "Job Opportunities in Clothing." Using the list of jobs he has started and through research he will fill in the activity sheet and underline in red the jobs he is most interested in holding.

General class discussion of students' completed charts paying particular attention to any openings in the immediate area and the expected salary range.

Each student will write a paragraph on the personal qualities he has that will contribute to success on his preferred job and a second paragraph on the personal satisfactions he anticipates.

### **RESOURCES**

State Board for Vocational Education: List of reference books for Career Education and magazine listings for Career Development. Career Development Tape #21, "Clothing Alterations" #24, "Home Economics Researcher" Interview Tape #V6729 "Retail Saleswoman" "Home Economics Career Development" charts

Dept. of Public Instruction, Division of Guidance Services  
Books:

#24 "Your Future in Fashion Design"  
#25 "Your Future in the Fashion World"  
#50 "Your Future as a Model"

Educational Dimensions Corp.  
"Careers in Fashion Design" (filmstrip/record)

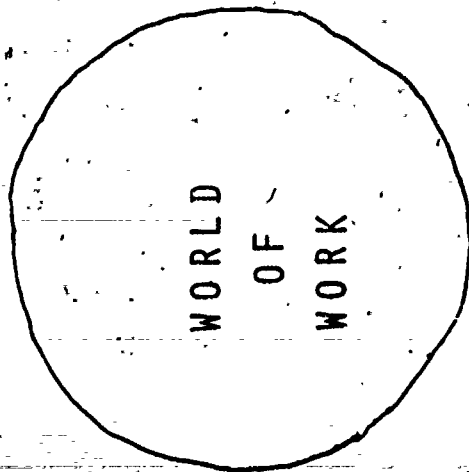
Penneys Filmtrip:  
83731 "A Career in Retail Buying"

(continued)

**COMMENTS:**

CAREER EDUCATION ACTIVITIES (continued)

Siegel, Looking Forward to a Career in Fashions.  
Feingold, Occupations and Careers. McGraw-Hill  
Nelson, Jo, Looking Forward to a Career - Home Economics. Dillon Press  
Hoefflin, Ruth, Careers in Home Economics. MacMillan  
Paris, Jeanne, Your Future as a Home Economist:  
Richard Rosen Press, 1970  
McDermott, Norris &  
Nicholas, Homemaking for Teen-Agers, Book I.  
Bennett, 1970 rev.  
Barclay, Champion,  
Brinkley, Funderbuck,  
Teen Guide to Homemaking.  
McGraw-Hill, 1972 rev.



Less than High School

High School

High School & Technical

Four Year Degree

Masters &

Job?  
What? Where?  
Salary? Ability?  
Demand? Location?  
Training? When?  
Working Conditions?  
Education?

JOB OPPORTUNITIES  
IN  
CLOTHING

# WORLD OF WORK

Masters & Up

Fibers Promotion  
Specialist  
Instructor-College  
level  
Dept. Head-College  
Researcher

Four Year Degree

Home Examiner Expert  
Clothing Teacher  
Consultant-Home Furnishings  
Journalist  
Fashion Designer  
Buyer  
Merchandiser

High School & Technical

Fashion Model  
Window Decorator  
Custom Drapery Maker  
Fashion Illustrator  
Fashion Photographer  
Charm School Instructor  
Sewing Machine Company Inspector  
Apparel Shop Manager  
Dry Cleaning Specialist  
(furs and Suedes)

High School

Display Artist  
Dressmaker  
Clothing Alterations  
Factory Worker  
Delivery "Boy"

Part time jobs  
during high school

Stock clerk  
Clerk-Fashions  
Laundry Worker  
Garment Cutter

Job?  
What? Where?  
Salary? Ability?  
Demand? Location?  
Training? When?  
Working Conditions?  
Education?

## JOB OPPORTUNITIES

## IN CLOTHING

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To assist students in deciding upon the dual career of home-maker-job holder.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will select a job choice; compute the pay, benefits, deductions, and intangibles, and prepare a chart that will justify the student's final decision on dual or single career.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Each student will select a job choice and after research, estimate expected gross earnings. Each student will acquaint herself with basic required deductions, federal tax, and social security.

Each student make a list of possible optional deductions such as pension, savings plans, bonds and insurance of all types.

Each student itemize other benefits she may receive such as health insurance, medical facilities, and health tests, pensions, profit sharing plans, discount privileges, unemployment compensation, worker's clothing, paid vacations, sick leave with pay and accumulative sick leave.

Each student estimate what it will cost to work at her job choice such as: extra clothing, grooming care, eating out, transportation, child care, office collections, home maintenance.

Each student make a list of what is important to her in a job: security, advancement, recognition, opportunity for learning, interesting work, good salary, pleasant working conditions, friendly co-workers, etc.

Each student will prepare a chart showing selected job choice, computed pay, benefits, deductions and intangibles that will justify the student's final decision on dual or single career.

(continued)

Arnold Arnold, Career Choices for the '70s  
Macmillan Co. 1971

Westlake, Relationships, A Study on Human Behavior,  
Ginn & Co. 1972

Feingold, Occupations and Careers, McGraw-Hill

AVA Journal, December 1970  
Hedges, Janice Neipert, Skilled Trades for Girls  
Koontz, Women and Jobs in a Changing World

Kohlman, Smith, Christman, Problems of the Young Working Girl

Simpson, Women's Lib Is Here to Stay  
Burzynski, The Promised Land of Paraprofessional Careers

Occupational Outlook Handbook

Local Employers in the community

Penney's Forum, Spring/Summer 1972

(continued)

COMMENTS:



CAREER EDUCATION ACTIVITIES (continued)

Copies of the charts could be filed for other students reference.

State Employment Service  
"N. Dak. Workmen's Compensation Act and Rules"  
"Unemployment Insurance, What It Means To You"

Dept. of Labor, State Capitol  
"Compiled Minimum Wage and Hour Laws and Child Labor Laws for N. Dak."

American Federation of Labor and Congress of Industrial Organization  
"Why Unions" and "This is the AFL-CIO"

Brochures from Social Security office.

Income tax information from Internal Revenue Service, H & R Block or private income tax concerns  
"Paid Not To Work" No. 49

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To have students become aware of the relation of home economics training, life styles and being employed.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will identify in writing the factors that affect his vocational plans, produce a list of problems that being employed involves, then write two generalizations on the relation of home economics training to future life style and job satisfaction.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Distribute a list of home economics courses offered in the junior and senior high schools. Allow students time to review the list and ask questions on the course contents.

Each student write the present factors that affect his vocation plans. Combine the individual lists into a complete list for all students to have.

Divide the class into groups and have them research one of the following topics:

1. motivations for working
2. present and possible future changes affected by employment of women.
3. characteristics of men and women in the labor force.
4. family adjustments necessitated by employment of the homemaker
5. contributions of home economics courses in preparing women and men for varied roles.
6. it is not as important to be successful in life as to be successful at life

Each group present research to the class in two forms, a dittoed outline and verbally in role play, opposing panel, or case problems.

Allow time for questions by other groups.

Have someone with home economics training speak to the class.

Each student will take his list of factors that affect

### **RESOURCES**

Local school registration brochures.

Cross, Introductory Home-making. Lippincott, 1970  
Lewis, Burns & Segner, Housing and Home Management. MacMillan, 1969

Bratton, Home Management Is... Ginn, 1971  
Davis/Peeler, Lessons in Living. Ginn, 1970

Clayton, Young Living. Bennett, 1970 rev.

Barclay, Champion, Brinkley, Funderbuck, Teen Guide to Homemaking. McGraw-Hill  
McDermott & Nicholas, Homemaking for Teen-Agers, Book I. Bennett, 1970

Raines, Managing Living-time. Bennett, 1966

Penney's Forum F/W 1970

State Board for Vocational Education, Home Economics Instructional Materials Project, "Reference List for Dual Role" (books & magazines)

**COMMENTS:**

CAREER EDUCATION ACTIVITIES (continued)

his vocational plans; produce a list of problems that being employed involves, then write two generalizations on the relation of home economics training to future life style and job satisfaction.

Instructional Media  
Center, Dickinson, ND  
MM-474 "Why Work At All?"  
(filmstrip/record)

Illinois Teacher  
Vol. XV, No. 3 Jan./Feb.  
1972

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To encourage students to keep surroundings attractive, safe, and sanitary and possessions readily accessible.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will collect a file of aids for quality housekeeping and write a one page report on how establishing efficient housekeeping habits will make him more employable in his chosen job area.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

### RESOURCES

Show a selected film on attractive room arrangements. Question what makes these rooms attractive.

Each student read two or more references on making rooms livable and attractive. Student-teacher demonstrations on how to achieve harmony in arrangements.

Students define and illustrate the principles of balance, emphasis, proportion, rhythm. Use the overhead projector to illustrate art principles.

Divide class into groups of three and have each group responsible for arranging one center of interest in the department.

Each student report on one home practice using the principles learned.

Students formulate several generalizations on learning to use art principles and making homes or rooms more attractive.

Invite the school custodian to speak to the class on what procedures he uses to make the school a safer place to be. Students list areas in the department that could be hazardous.

Invite shop teacher or utilities service agent to speak to the class on "Safety and the Use of Appliances." Each student read one or more instruction pamphlets that come with their home appliances. and write down safety quotes to report to the class.

(continued)

Community resource people  
School custodian  
Shop teacher  
Industrial Arts teacher  
Business Education teacher

Raines, Margaret, Managing Livingtime. Bennett, 1966  
Bratton, Home Management Is..... Ginn 1971

Barclay, Champion, Brinkley, Funderbuck, Teen Guide to Homemaking. McGraw Hill 1972 revised

Moore, How to Clean Everything. Simon & Schuster  
McDermott and Nicholas, Homemaking for Teen-Agers. Book I. Bennett 1970 Rev.

Craig and Rush, Homes With Character. Heath 1970

Cornell Extension Bulletin 1136 "Housecleaning Handbook for Young Homemakers."

County Extension Office:  
A440 "Flower Arrangements"  
HE201 "Shampooing Rugs and Carpets"  
HE202 "Hard Surface Floors"  
273 "The Care and Simple Repair of Household Equipment"

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

Each student chart the floor plan of one or more rooms at home then study the traffic lanes, electrical outlets, fireplaces, stairways, etc. and be able to orally report on how safety features could be improved.

Each student bring a current newspaper article on falls in the home or children being poisoned and be prepared to suggest the way this accident could have been prevented.

Have a student committee set up a display of household cleaning reagents, cosmetics, and potent medicines that should be stored out of the reach of children and used with respect to specific directions.

Student committee set up a chart of common cleaning problems in the home, school room or office and each student volunteer to demonstrate one successful, efficient method of cleaning. This chart could include:

1. floors, hard surfaced, and carpeted
2. furniture case, and upholstered
3. bathroom tile and fixtures
4. kitchen range, refrigerator, countertops, walls, windows

Student committee report on habits needed for sanitary use of shared or public facilities.

Student committee report on how household linens and linens used in public washrooms help spread disease.

Invite several Business Education students to present a ten minute skit on "Good Housekeeping, the Office Worker, and the Contract."

Students evaluate storage areas in the department and make improvements.

Each student will complete his le-of aids for quality housekeeping and write a one page report on how establishing efficient housekeeping habits will make him more employable in his chosen job area.

### HE209 "Care of Household Surfaces"

Consumer Education Center,  
Johnson Wax "Furniture Care"

N. Dak. State Extension  
Office: Smith, Georgia,  
"Selecting and Using  
Household Care Products"  
(Lesson plus 30 slides)

Instructional Media Center,  
Dickinson, ND 58601  
F-1599 Sterling film  
"Kitchen Management  
Principles" 13 min. color  
P-446 Transparency Masters:  
3M "Organizing Possessions  
to Achieve Goals"

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To have students recognize the process of management as a means of achieving the combined goals of parent, homemaker, and wage earner.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will apply the principle of work simplification in task situations; integrate family members in an organized family project and prescribe in a written plan how to minimize problems in the dual or triple role of marriage and career.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Have some case studies dittoed for students' reading then ask the question, "To which family would you like to belong? Why?"

Each student read two or more references on time and energy management. Each student interview someone who seems to get many things done with a minimum of effort.

Trade secrets session on managing.

Each student read one or more references on values and decision-making. Panel of three students discuss what relationship is there between values and management decisions. Audience participate after panel is finished.

Use in basket technique on time and energy problems produced by teacher or two students for a few minutes each day.

Each student analyze a task they dislike then help them plan a way to do it more efficiently, faster, or in a manner that will be more pleasant.

Small groups of students such as FHA officers or class committees plan for an organized effort over a longer period of time and be prepared to report on results.

Each student plan and carry out one home activity involving management and report to class if planning involving others and simplifying procedures had any

(continued)

### RESOURCES

Management in Family Living,  
Nickell; John Wiley & Sons

Managing Livingtime, Raines;  
Bennett Co. 1966 revised

"Values for Teenagers: The  
Choice is Yours" (filmstrip)  
Guidance Associates

Film: "Kitchen Management,  
Principles" F-1599 Sterling  
Films; Can be borrowed  
from Instructional Media  
Center, Dickinson, ND 58601

Transparency masters for Thermo  
copies ESEA 3M

P-460 Management in Relation  
to Values and Goals

P-461 Organizing Time to  
Achieve Goals

P-445 Organizing Activities  
to Achieve Goals

P-444 The Rational Decision-  
Making Process

P-450 Energy Management

P-464 The Effect of Motiva-  
tion on Energy

(continued)

**COMMENTS:** Teacher reference - Spitze, Hazel Taylor: Choosing Techniques for Teaching and Learning, Home Economics Education Association, National Education Association, 1201 Sixteenth St., N. W., Washington, DC 20036 Copyright 1970



# CAREER EDUCATION ACTIVITIES (continued)

effects on results. Have a circle discussion of reports during which a recorder writes important learnings.

Divide students into groups that will plan for, then role play families involved in a management situation where:

1. a newly married couple and both partners work
2. a family with two preschool children and both partners work
3. a family with two grade school children and one high school student and both partners work
4. a family whose children are grown and live away from home and both partners work

A summarizing panel would review important points put across, then students formulate generalizations.

Each student will write a proposed plan to ease or minimize the problems encountered in the dual or triple role of marriage and career.

Comments: Definition of management used: Management is a means for bringing desired results. Management is decision-making.

P-463 The Intangibles of Management

P-459 The Role of Habits in Management

P-462 Systematizing

Fitzsimmons & White, "Management for You." Lippincott

Starr, Management for Better Living, Heath & Co. 1968

Bratton, Home Management Is... Ginn 1971

Lewis, Burns, & Senger, Housing and Home Management Macmillan 1969

Clayton, Young Living Bennett 1970

Fane & Fane, Behind Every Face a Changing Person, Ginn

Fane & Fane, Behind Every Face a Challenge of Success Ginn 1970

Craig, Thresholds to Adult Living. Bennett 1969

Riker & Brisbane, Married Life. Bennett 1970

Smart & Smart, Living in Families, Houghton Mifflin

Barclay & Champion, Teen Guide to Homemaking. McGraw-Hill

Penneys Forum, Fall/Winter 1968

Penneys Forum, Fall/Winter 1969

Penneys Forum, Spring/Summer 1972

State Board for Vocational Education, Home Economics Dept. "Reference List for Dual Role"

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To improve management skills.

**SPECIFIC BEHAVIOR OBJECTIVE:** After general study each student will assess his management skills in writing; choose one area that he needs to improve, then plan for and carry out a four week improvement project. At the close of the project the student will write a summary of learnings and state why improved management skills make him more employable.

**SUGGESTED SUBJECT AREA:** Home Economics    **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Students volunteer definitions of management. Students use texts and references to find definitions of management. Decide on the definition they think is most meaningful to them.

Pose the question, "What are some choices you've made during the past year?" Students list choices in a column. Allow time for students to write beside each choice whether it was satisfactory or not and why. Student recorder write reasons given why these choices were made.

After studying these reasons have students decide if there are any definite steps in choice making that enable a person to make desirable choices. Have students volunteer to try steps suggested in their individual improvement plans.

Each student chart time and energy used for study outside work if any; play and family activities for an ordinary school day. Have a committee of students figure the average time used by students for these activities. Students compare the average time schedule with their own schedule and attempt to analyze why, if there are differences.

To assist students in evaluating time and energy requirements for various activities ask questions such as: 1) Which person do you want to be your committee chairman, the busy one or the one who has plenty of time on his hands? Why? 2) Have you ever heard that one of the valuable trainings music lessons give us is the importance of managing time

(continued)

### **RESOURCES**

"Penney's Forum" Spring/Summer, 1971; Fall/Winter 1968; Fall/Winter 1969; Spring/Summer 1972

Money Management Institute (Ed.) "Your Guide for Teaching Money Management," Household Finance Corp.

Clayton, Young Living. Bennett, 1970, (2nd Ed.) Cross, Introductory Homemaking. Lippincott, 1970 Barclay, Champion, Brinkley, Funderbuck, Teen Guide to Homemaking. McGraw-Hill 1972 revised Fitzsimmons & White, Management for You. Lippincott, 1969

McDermott and Nicholas, Homemaking for Teen-Agers, Book I. Bennett 1970 rev. Davis and Peeler, Lessons in Living. Ginn 1970 Beery, Young Teens and Money. McGraw-Hill

Co-Ed Magazine: Feb. 1972 "If Your Mother Works....Our Readers' Own Stories"

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

and energy? 3) Is it of any importance to how a grocery list is written for the busy shopper? 4) Have students define the word "fatigue." 5) How is fatigue brought on? 6) Explain this statement, "It makes me tired just to think about that." 7) What relationship is there between attitudes and fatigue?

If some students indicate a need to improve time and energy schedules help them set up an organized plan for a four week period.

Set up a food laboratory preparation of a common food and time two individuals doing the same job. Have observers use string, tacks and a floor plan and trace paths used then measure the string. Compare time, distance walked, number of tools used and finished product.

Do you have any problems that involve managing skills besides time and energy? Expect the answers money, property and relationships.

What did this girl mean when she said, "I really had a time with my mother last night." Discuss. Would you mean the same thing if you said, "I really had a time with the Jones twins when I babysat last night"?

Have you ever watched children at play and noticed one seemed to be the manager more than an active participant in playing? Why?

What skills does a manager of people need to be successful? List on a transparency for viewing. What jobs require these skills? How do you go about acquiring these skills?

If any student chooses this area to improve his skills the class might suggest activities for him to try.

Ask students to list the problems they have in managing personal funds. Have a committee tabulate and report on those that students feel they need the most help with.

Have librarian set up a reserve shelf of money management references. Students set up a resource center on money management articles and pamphlets they collect.

### Co-Ed Magazine:

Nov. 1971 "If Your Mother Works and You Prepare the Meals"  
Sept. 1971 "If Your Mother Works And You Help at Home"

Instruclional Media Center,  
Dickinson, ND 58601

Transparency Masters 3M  
P-385 "Effective Human Relations"

P-422 "Planning Your Time"

P-450 "Energy Management"

P-463 "The Intangibles of Management"

P-460 "Management in Relation to Values and Goals"

P-445 "Organizing Activities to Achieve Goals"

P-461 "Organizing Time to Achieve Goals"

P-446 "Organizing Possessions to Achieve Goals"

P-459 "The Role of Habits in Management"

P-462, "Systematizing"

P-464 "The Effect of Motivation on Energy"

P-457 "Home Management Outside Influences"

P-444 "The Rational Decision-Making Process"

Sears: "Consumer Education in an Age of Adaptation"

Guidance Associates (filmstrips/cassettes)

Buyer Beware

The Price of Credit

Making Ends Meet

Values for Teenagers: The Choice is Yours

Money Well Spent

(Borrow on free loan from State Board for Vocational Education)

## CAREER EDUCATION ACTIVITIES (continued)

Each student view two or more filmstrips or films on money management.

Have students define values and ideals. Each student take out three things from his wallet or pocket that he values and say something about each. Ask each what he learned about himself by doing this.

Each student write a list of twenty things he loves to do. Code list per instructions in Pennys Forum Spring/Summer 1972. Use unfinished sentences for students to complete.

Two committees of students make bulletin boards on "Teen-Age Values" and "Parent Values." Discuss why the two are different.

Committees of students work on a special presentation to the class that will be informative and help the student to understand his own personal problems in money management better.

Topics for presentation:

1. personal needs, wants, values, goals
2. emotions, status symbols
3. advertising and its influence
4. sources of consumer information and protection
5. availability of funds and supplementation of funds.

If any student indicates in what area his special need is, give him the opportunity to be committee chairman, or a chance to develop money management forms, to set up displays, conduct a survey, or arrange to preview filmstrips and films and be prepared to point out features for the class to look for when shown.

Each student will complete a four week project in developing management abilities, write a summary of his learnings and state why improved management skills make him more employable.

Overhead transparencies:

"Using Credit With Understanding"

"Consumer's: Who? Why? How?"

Pennys Forum, S/S 1973

"Insights into Consumerism"

"Understanding Current Issues in Advertising"

Filmstrips:

"Consumer Defense Mechanism"

"Advertising and Consumer Motivation"

"Credit a Consumer Resource"

Instructional Media Center

Dickinson, ND 58601

"Why Do You Buy?" (film)

"Using Money Wisely" (film)

Filmstrips:

MM-141-H "Smart Spending"

MM-386 "Guarantees, Warranties and Services"

MM-383 "Buying Clothing"

MM-377-H "Money Management"

MM-382 "Making the Best Buy in Foods" 1971

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To make students aware of opportunities for profitable employment in the home.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student explore possibilities for profitable home employment; choose one, and investigate investment in time, money, energy, and skills needed in relation to satisfactions expected; then use knowledge gained in one business contract and evaluate the investment.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Student Committee I can contact local government officials to ascertain if any areas in town are restricted for home business. Report to class with a dittoed map.

Student Committee II survey local business firms that might offer possibilities for outlets for merchandise made such as: candles, ceramics, boutique items.

Student Committee III survey local firms that would use home services such as: drapery making, upholstering skills, fancy cakes, etc.

Brainstorm for more home employment ideas.

Each student choose one home employment area and investigate training needed, money outlay, suitable space to work, fair rate to charge customers and methods of contacting customers. Present information collected through a series of overhead transparencies or dittoed sheets.

Example used - Making curtains and draperies: the student will become familiar with instructional materials available. The student will make a list of equipment needed with the prices. The student will study instructions on measuring for curtains, drapes, and shades and demonstrate to the class. The student will obtain yard swatches of curtain and drapery fabric from local firms and anticipate problems each fabric might involve. The student will work with an experienced drapery maker through all

### RESOURCES

Extension Bulletins from local County Agents Office  
A-407 "The Finishing Touch Through Curtains & Drapes"  
HE-96 "Make Roman Shades"  
A462 "The Know How and Know Why of Beautiful Windows"

Consumer Information Div.  
Sears-Roebuck & Co.,  
filmstrip and pamphlets  
"Window Treatments"

Kirsch Co., Sturgis, Mich.  
How To Make Your Windows Beautiful

Window Shade Manufacturers Ass'n., 341 Madison Ave., NY  
Window Shade Trim  
Here's How to Measure for Your New Window Shades

Maddox and Peake: Curtains Slipcovers and Upholstery  
Pocket Books, Inc. 1962

Post: Decorating, Pocket Books

Instructional Media Center,  
Dickinson, ND 58601, Transparencies masters: 3M  
p.392 "Windows and Their Treatment"

COMMENTS:



# CAREER EDUCATION ACTIVITIES (continued)

processes on one or more projects. The student will contract to make curtains or drapes for one or more windows. The student will evaluate the investment of time, money, energy, and skills needed in relation to satisfactions received and add this information to the investigation report given.

Consco Publishing Co.  
1001 Decorating Ideas

Women's Activities, Pitts-  
burgh Plate Glass Co.  
Drapery Fashions, Plain  
and Fancy

Cunningham, Gladys; Singer  
Sewing Book, Golden Press

Better Homes and Gardens  
Sewing Book, Meredith Press

McCalls You Do It Home  
Decorating

Morton, Geuther, Guthrie,  
The Home, Its Furnishings  
Webster Div. McGraw-Hill

Craig, & Rush; Homes With  
Character, Heath 1970

Alexander, Decorating Made  
Simple, Doubleday

Imperial Film Co.  
"A Mother Works at Home"

Textiles for Homes and People  
Ginn & Co. 1973

State Board for Vocational  
Education, Guidance Office.  
"Career Development Tape"  
#12, 0



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the variety of opportunities open to those with food service training.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will investigate the variety of jobs open; choose one that appeals to him most; prepare a chart showing education, inservice training, personal qualities needed, and expected satisfactions.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Instructor have a bulletin board started of current advertisements for "help wanted to work in food service."

Each student bring pictures of on-the-job workers or more advertised openings in food service to add to the bulletin board.

Each student read several references, listen to tapes and view filmstrips and films on food service opportunities.

Each student refer to Home Economics Career Education charts in appendices.

A complete list of job openings can be added to the bulletin board.

After research each student will prepare his accumulated information on the job of his choice in chart form showing education, special training, and personal qualities needed, and expected satisfactions. These charts can be dittoed so each student shares and benefits, and a copy can be filed for future students' use.

### **RESOURCES**

Current newspapers  
Selected tapes 8, 10, 14, 22  
from Home Economics Career  
Development Series, State  
Board for Vocational Education

Tape: "Dietitian"  
Educational Progress Corpora-  
tion, 8538 East 41st St.,  
Tulsa, Okla. 74145

0030 "Jobs For You: Its  
Happening in Home Economics  
(0030(r) filmstrip/record)  
(0030(c) filmstrip/cassette  
American Home Economics Assn.

#### **Filmstrips:**

"Food Services: A Career  
to Consider"

"The Restaurant Worker"

"A New Look at Home Econo-  
mics Careers"

#### **Film:**

"Where Do We Go From Here"

#### **Transparencies:**

"Welcome to Home Economics"

(continued)

**COMMENTS:**

RESOURCES (continued)

Filmstrip/cassette:

"A New Horizon: Careers in School Food Services"

"A New Look at Home Economics Careers"

Guidance Associates, Pleasantville, NY 10570

Filmstrips:

"The Waitress," and "The School Cafeteria Worker" (Special Education)  
Eye Gate House, 146-01 Archer Ave., Jamaica, NY 11435

Books:

Food Preparation, Andrews. McGraw Hill Co. 1967

Food Preparation for Hotels, Restaurants and Cafeterias, Harnes  
American Technical Society, Chicago, 1968

Behind Every Face A Changing Person, Fane & Fane, Ginn & Co., 1970

Professional Restaurant Service, Harris. McGraw-Hill

First Foods, Cronin and Atwood Bennett 1971

Introduction to Home Economics, Quigley. Macmillan Co., 1969

The World of Food, Medved. Ginn & Co., 1970

Homemaking for Teen-Agers, Book 1 and 2. McDermott and Nicholas.  
Bennett 1970 and 1972

Judy the Waitress, Kipness. Webster Division, McGraw-Hill

The Correct Waitress, Dietz: Ahrens Publishing Co., Inc. New York

Nick, The Waiter, Boresoff. McGraw-Hill

John, The Second Best Cook in Town, Webster Division, McGraw-Hill

Home Economics Career Education charts in Appendix D.

Illinois Teacher Vol. XV, No: 4, Mar/Apr 1972 "Career Ladder in Food Service,  
Restaurant"

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with various occupations and the level of training required in the foods area of Home Economics.

**SPECIFIC BEHAVIOR OBJECTIVE:** After investigation of the variety of foods related occupations each student will choose two occupations, chart entry level, training required and its estimated cost, future outlook, and salary range.

**SUGGESTED SUBJECT AREA:** Home Economics    **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Show several attractive pictures of favorite foods to students. Ask, "Are you hungry? Do you think this question will always be answered in the affirmative?"

Teacher read a short article on some new development in food processing such as the story of soy analogs. Have a sample for students to try if available.

Each student look for similar articles to report to the class.

Invite one or more guest speakers such as a Country Kitchen manager to tell about his work and the work of others in his business. A local bakery owner could speak on the production of food for retailers or he could demonstrate all the things he makes out of bread dough.

A senior high school student could speak on part time work in a local drive-in restaurant.

Students list possible summer or part time job openings in the local area that would give students a chance to test their interest and abilities in a foods related area.

Students divide into groups to concentrate search for information on:  
     opportunities in foods  
     job entry levels  
     training required

### **RESOURCES**

Supt. of Documents, U. S.  
 Dept. of Labor  
Occupational Outlook Handbook  
Job-Guide for Young Workers

Guidance Associates:  
 "A New Horizon: Careers in School Food Services"  
 "A New Look at Home Economics Careers" (filmstrip/cassette)

State Board for Vocational Education  
 "Food Services: A Career to Consider" filmstrip  
 "Fast Food Service" filmstrip  
 American Home Economics Assoc.  
 "Jobs for You: Its Happening in Home Economics" 0030(r) filmstrip/record  
 0030(c) filmstrip/cassette

State Board for Vocational Education  
 Home Economics Instructional Materials Project: "Magazine Listings for Career Development in Home Economics"  
 "Home Economics Career Development Chart" (cluster charts)

**COMMENTS:**

# CAREER EDUCATION ACTIVITIES (continued)

future employment outlook  
 salary ranges  
 life styles and working conditions  
 jobs that may materialize from the needs of the  
 people in the near future

Each group bring back information collected on over-  
 head transparencies, posters or dittoed sheets to  
 share with the rest of the class.

Each student choose two occupations and chart entry  
 level, training required and its estimated cost,  
 future outlook and salary range.

Local resource people  
 Chain restaurant manager  
 Local restaurant owner  
 School lunch personnel  
 Bakery owner  
 Car hop  
 State employment service  
 representative  
 Dietitian

Clark and Munford, Adventures  
 of a Home Economist. Oregon  
 State University Press  
 Hoeflen, Ruth, Careers in  
 Home Economics. Macmillan  
 Nelson, Jo, Looking Forward  
 to a Career - Home Economics.  
 Dillon Press, 1970  
 Westbrook, Aim for a Job in  
 Restaurants and Food  
 Service. Richard Rosen Press  
Your Future as a Dietitian.  
 Richard Rosen Press, 1964  
 Medved, The World of Food.  
 Ginn and Co., 1970

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To provide the Food Service Training Class the experience of eating together in a restaurant noted for quality food, good service, and a pleasant atmosphere.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will state in writing what made the service, food, and atmosphere of the restaurant superior and how she, as a customer, contributed to making it superior.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

The class, as a group, organize the project of eating together in a quality restaurant including the financial problem involved.

Class committees of two investigate dates open, places to go, transportation, reservations needed and approximate costs. Report back to class.

Each student acquaint himself with what is appropriate attire. Each student read one or more references on etiquette.

From sample menus make a list of terms each student needs to know. Choose three menus and (1) have three volunteers make overhead transparencies of table settings for them, (2) have three volunteers set a table for these menus, (3) have student volunteers demonstrate use of flatware, dishes, napkins, etc.

The students, as a group, make the final decision on where, when and how they will go and the key people responsible for reservations, tipping, and paying the bill.

Each student will state in writing what made the service, food, and atmosphere of the restaurant superior and how she, as a customer, contributed to making it superior.

### RESOURCES

Extension bulletins:  
A462 "Let's Set a Pretty Table"  
HE111 "Table Manners for Today"

McLean, Meal Planning and Service. Bennett 1964  
Harris, Professional Restaurant Service. McGraw-Hill  
Niles, Family Table Service for Today's Living. Burgess Pub. Co. 1967  
Amy Vanderbilt, Complete Book of Etiquette. Doubleday  
Post, Emily Post's Etiquette Funk and Wagner 1969  
Lewis, Housing and Home Management. Macmillan  
Kinder, Meal Management. Macmillan 1967

Allen & Briggs, Mind Your Manners. Lippincott 1971  
Hertz, Where Are Your Manners. Science Research Assoc.

COMMENTS:

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To have students use information learned on sanitary food handling by becoming more aware of physical conditions in commercial eating places.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student, as a patron, will evaluate three commercial eating places for cleanliness, sanitation practices used, and efficiency of work arrangements on the score cards provided; then write two generalizations on (1) relationship of efficient work arrangements and cleanliness, (2) relationship of customers and cleanliness.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

After a unit on sanitation practices in food service each student draw up a score card for evaluating physical conditions in a commercial eating place.

Students compare what points they consider important to observe with sample observation guides.

Students decide upon final draft of form to use and two members volunteer to type and duplicate copies for class.

Students go by twos to each restaurant, place an order and observe physical conditions.

Each student fill in observation guide immediately after leaving the restaurant. Restaurants are not to be named.

Teacher lead circle discussion of what reports reveal. Remind students of confidential nature of information.

Each student formulate one generalization on the relationship of efficient work arrangements and cleanliness and one on customers and restaurant cleanliness.

### **RESOURCES**

Foods, Vocational Style,  
Shepherd. Minneapolis Area  
Vocational Technical  
School

Food Preparation, Andrews.  
McGraw-Hill

Professional Restaurant  
Service, Harris. McGraw-  
Hill

Poisons in Your Food, Winter  
Crown Publishers 1969

State Board for Vocational  
Education  
Filmstrip: "Fast Food Service"

Instructional Media Center  
Dickinson, ND 58601  
MM-194H "Cinderella's Three  
Sisters" (filmstrip)

MM-195H "Fast Food Service"  
(filmstrip)

"Kitchen Management Principles"  
Sterling Films 1971

**COMMENTS:**



CAREER EDUCATION REFERENCES (cont.)

Cronin and Atwood, Foods in Homemaking. Bennett, 1972

Harnes, Food Preparation for Hotels, Restaurants and Cafeterias.  
American Technical Society, 1968

Kinder, Meal Management. MacMillan Co., 1967 Revised

West, Wood and Harger, Food Service in Institutions. Wiley & Sons, 1968

# SAMPLE OBSERVATION GUIDE

Name of Food Service Business \_\_\_\_\_

Serving Area	Good	Fair	Poor
1. Equipment _____			
2. Accessibility _____			
3. Sanitation _____			
4. Efficiency _____			
5. Location _____			
<b>Building</b>			
1. Floors _____			
2. Walls and ceiling _____			
3. Doors and windows _____			
4. Curtains _____			
5. Lighting _____			
6. Ventilation _____			
7. Rest room condition _____			
8. Kitchen (if open to view) _____			
<b>Waitress</b>			
1. Personal grooming _____			
2. Habits _____			
3. Clothing _____			

Make one statement on your impressions of the establishment:

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the food service industry through actual practice.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will participate in on-the-job training during which his work and potential will be evaluated in writing periodically by his employer, teacher supervisor, and himself. These will be compared and compiled into a total evaluation summary at the end of the training period.

**SUGGESTED SUBJECT AREA:** Food Service Training      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE	RESOURCES
<p>The teacher supervisor makes a survey of local food service establishments to determine interest and possible placement of students. The teacher supervisor writes a letter of explanation to parents and asks for the permission slip to be returned.</p> <p>The teacher supervisor and students discuss the project and set up a list of guides that apply.</p> <p>The teacher supervisor makes student placements considering students first and second choice of jobs if it is possible or advisable.</p>	<p>Readings in Interpersonal Relations, World of Work kit from McGraw-Hill</p> <p>No. 13 "Holding the Interview"</p> <p>No. 26 "How to Survive on the Job"</p> <p>No. 29 "Too Good for the Job"</p> <p>No. 30 "Whats the Matter?"</p> <p>No. 37 "Courtesy on the Job"</p>
<p>Each student will apply for the placement agreed upon.</p> <p>Each student spend two hours a day, four days a week for three weeks on the job under the restaurant supervisor.</p> <p>Each student will write his weekly evaluation of work and be prepared for class discussion on job ethics, work habits, attitudes, responsibilities, etc.</p> <p>Each student turn in a time sheet once a week.</p> <p>Each student do one hour of reading or viewing each week toward improvement on the job.</p>	<p>Booklets from Science Research Assoc.</p> <p>"What Employers Want"</p> <p>"Your Personality and Your Job"</p> <p>"You and Your Abilities"</p> <p>Guidance Assoc. (filmstrips/cassettes)</p> <p>Job Attitudes:</p> <p>Why Work at All</p> <p>Trouble at Work</p> <p>Liking Your Job and Your Life</p>
<p>Each student record in a notebook tasks performed and lessons learned daily. Each student is visited on the job by the teacher supervisor twice weekly or at intervals deemed necessary. Each student, the teacher supervisor, and the employer evaluate the students work every week on forms provided.</p> <p>In a conference, the student and teacher supervisor compare and compile evaluations in a summary to appraise the students work and potential as a food service worker.</p>	<p>A Job that Goes Someplace</p> <p>Your Personality: The You Others Know</p> <p>Dare to Be Different</p> <p>Above on free loan from State Board for Vocational Education</p> <p style="text-align: right;">(continued)</p>

**COMMENTS:**

CAREER EDUCATION RESOURCES (continued)

Attached sample copies of:

1. letter to parents
2. information sheet on possible rules and how they apply.
3. problems encountered and how solved
4. letter to food service managers
5. simple time sheet
6. evaluation sheet

Instructional Media Center, Dickinson, ND 58601.

Films: F-1226 H ESEA III Churchill 17 min.

"Three Young Women - Job Interview"

F-1225H ESEA III Churchill "Three Young Men - Job Interview"

F-8 "Applying for a Job" EBF 13 min.

Westbrook, Aim For a Job in Restaurants and Food Service

Richard Rosen Press

Department of Public Instruction filmstrips

#183 "Getting and Keeping Your First Job"

#187 "Your Job Interview"

\_\_\_\_\_ High School

Dear \_\_\_\_\_ (parent's name)

I would like to tell you about the Home Economics project we are planning for the beginning of next semester. We would like to place the students from the Food Service Training Class out in different restaurants and food establishments around \_\_\_\_\_. I have the approval of \_\_\_\_\_, our principal, on this idea and he tells me the students will be covered by the school activities insurance while away from \_\_\_\_\_ High School.

They will be observing, learning and getting first hand information for two hours a day, four days a week, for three weeks. Mondays will be reserved for regular class sessions together. Students will not be paid but get regular school credit for the project. May \_\_\_\_\_ have your permission to take part in this experience? Please detach the slip at the bottom and sign it. This is to be returned to me as soon as possible - at least by \_\_\_\_\_. Thank you.

Come visit school sometime, We'd love to have you.

Sincerely,

Occupational Home Ec. Teacher

\_\_\_\_\_  
\_\_\_\_\_ has my permission for placement in the Food Service Training Observation project.

Date \_\_\_\_\_

Signature \_\_\_\_\_  
my

RE: Food Service Class Observations

Dear Managers:

This letter explains in greater detail the job training program we talked about on \_\_\_\_\_ (date) . Mr. \_\_\_\_\_, Director of Vocational Education, and I have gone over the details on this plan together.

A student from \_\_\_\_\_ High School Food Service class will be in your place of business observing for four days a week, two periods a day for three weeks. This will begin on \_\_\_\_\_.

These students have had T. B. Mantaux tests and will be checked by the school nurse on \_\_\_\_\_, before coming to you. The city and state lab have approved this plan.

The school activities insurance will cover these students while out of the high school building but still on classroom business.

This is strictly a learning process. It is up to you restaurant managers what you feel these people need to know in order to do a good job in a food service establishment. You need not pay these students as this is for class credit and part of our curriculum.

We would like for you, at the end of three weeks, to advise me as to a satisfactory or unsatisfactory grade. Students are to keep a notebook or diary of what is learned each day.

Being absent: It is the student's responsibility to report to me and to call you if they cannot show up that day. This is only to be used in case of illness. They will fill in time sheets here at school and I will be around occasionally to check on them.

Each student has turned in to me a parent's permission slip to take part in this class project.

I sincerely thank you for your cooperation in our observation unit. We expect to do this another year so I'd be wide open to suggestions as to how to better handle this part of our on-the-job training. We would hope that if you would be needing either part time or summer help that you would consider hiring this person. You can reach me at the school by phone \_\_\_\_\_ or at my home \_\_\_\_\_ any time after hours.

Sincerely,

Home Economics Teacher



OCCUPATIONAL HOME ECONOMICS TIME SHEET

Name \_\_\_\_\_ Social Security No. \_\_\_\_\_

Place of Work \_\_\_\_\_ Your Job \_\_\_\_\_

Week of      Monday    Tuesday    Wednesday    Thursday    Friday  
\_\_\_\_\_      \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_ hours

Total hours worked \_\_\_\_\_

I certify that the above reported information is correct.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Person

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

### SUGGESTED RULES TO FOLLOW

1. Parents permission after a letter of explanation from teacher.
2. No pay for students - this is part of their training.
3. Time sheets to be signed by manager and students to be turned into teacher once a week.
4. Student keeps a daily notebook of duties performed to be checked once a week and turned in at the end of the three weeks.
5. Student does work assigned by supervisor each day, getting in a variety of experiences.
6. Monday class period is used for classroom discussions on job ethics, problems and exchange of ideas. Turn in reports.
7. The recommended number of hours is 24, with a minimum of 20 hours required. This would allow for only two absences. It is the student's responsibility to report to teacher and call in to place of business and report illness.
8. Students and managers will fill in evaluation sheets at the end of the projects. (These to be compared and compiled into a total evaluation summary.)

### PROBLEMS ENCOUNTERED AND HOW SOLVED

1. State and City Health Department requires a physical exam for food handlers. With their permission, the school nurse examined all co-op students the day before starting observations and each girl had a Mantoux test at the City Nursing Service.
2. Minimum wage states a set amount to be paid beginners. As long as this is a training period and class credit is given for it, we call it an observation period and left it up to the managers to set the work experiences.
3. Workmen's Compensation - students not covered as long as there is no pay. School insurance covered this as an outside activity.
4. Union membership (this is one we dropped and moved to another place.)
5. Under 16 years old - she was placed in the school lunch program, not a profit place.
6. Transportation - each student was responsible for his own and in hardship cases students were placed within walking distance from school.
7. Parents permission - they were told it was part of the curriculum and the student knew at the beginning of the course this was to be expected.

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint the student with sanitation standards for work and equipment that the Public Health Service requires of food service establishments.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will competently demonstrate one safe food handling procedure and will write a set of guides on sanitary practices to use in food service establishments.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Have resource person such as district public health official present filmstrips and report on experiences encountered in his work.

Sterilize potato slices or agar in petri dishes or baby food jars. Expose all except control to a variety of common sources of contamination such as lipstick, fingernails, hair, sneezing, air after sweeping, etc. Observe and tabulate growth of organisms after several days.

Each student read two or more references on sanitation practices for food handlers.

Class members collect newspaper items on food poisoning incidents. Teacher may have a collection of these which could be made into a bulletin board. Committee of students make a bulletin board on "Safe Food Storage."

Students demonstrate the following safety practices for food handlers:

1. Sanitary dishwashing procedure
2. Thorough hand washing
3. Serving food in a cafeteria line
4. Waiter or waitress serving customers
5. Bus boys or waitress clearing tables
6. Cleaning counter tops
7. Cleaning walls
8. Cleaning floors
9. Cleaning refrigerators and freezers
10. Cleaning breadboards and chopping blocks

(continued)

### RESOURCES

Pressure Cooker Instruction Book

Ball Blue Book

Food Preparation for Hotels, Restaurants & Cafeterias  
American Technical Society

Food Preparation, Andrews  
McGraw-Hill Co. of Canada

Poisons in Your Food, Winter  
Crown Publishers, Inc. NY

Foods in Homemaking, Cronan  
& Atwood, Bennett 1972

The School Lunch, Cronan,  
Bennett

Food Service in Industry and Institutions, Wm. C. Brown Co.  
Dubuque, Iowa

Food Service in Institutions,  
West, Wood, & Harger, John  
Wiley & Sons, Inc. 4th ed.

Let's Talk About Food, White  
American Medical Ass'n.  
Circulation & Records Dept.  
535 N. Dearborn St.  
Chicago, IL

(cont.)

**COMMENTS:**

CAREER EDUCATION ACTIVITIES (continued)

11. Safe food storage
12. Holding food hot safely
13. Compare effectiveness of different cleaning reagents
14. Compare cleaning problems of different utensils
15. Safety practices that help us avoid and exterminate common household pests.

Each student write one generalization that applies to safe food handling.

Each student write a set of guides on sanitary practices he will follow when working with food.

Government bulletins available at local County Agent's office:

No. 0100-0859 Storing Perishable Foods 10¢ 1971

No. 0100-1571 Keeping Food Safe to Eat 1972 10¢

No. 0100-1273 Controlling Household Pests 1971 20¢

No. A-300 Bugs In Your Cupboards revised 1970

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To prepare food service trainees with adequate, current knowledge of local and state events and attractions to satisfactorily answer tourists' questions.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student in training for commercial food service work will collect and make a file of information about their local community and North Dakota that is current and of interest and service to tourists. Students should score 90% accuracy in a post test.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. -- Sr. High

SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE	RESOURCES
Students will contact Chamber of Commerce Information Bureaus, local motel, hotel, and restaurant managers, and businessmen to ascertain type of information tourists want.	Travel Division, N.D. Highway Dept., Bismarck, ND 58501 <u>Farm and Ranch Vacation Guide</u> <u>Go To North Dakota</u> plus other assorted booklets free.
Each student acquire a city and state map, study it, then role play giving directions asked for by another student. Class evaluate students' ability.	U. S. Dept. of Interior, National Park Service
Each student will collect and file bulletins, tourist folders and facts about various towns and North Dakota.	<u>State Historical Society of</u> North Dakota, Bismarck, ND
While two students role play food service employee and customer, tape record, then later play back recording so student can evaluate his communication skill. Students may need to repeat this role play to improve skills.	North Dakota Badlands Assoc. Members are Beach, Belfield, Bowman, Dickinson, Killdeer, and Medora, ND
When the student is ready he will take a post test on which he will score 90% accuracy.	Medora Division, Gold Seal Co. Medora, ND 58645
	All North Dakota newspapers
	All North Dakota Service Stations have maps.
	Greater North Dakota Assoc. and Instructional Media Center, Dickinson, ND have the film: "Rough Rider Country"
	Chamber of Commerce

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To develop an understanding of common characteristics of older people and increase competencies in caring for physical, emotional, social and business needs in preparation to being a better companion to an elderly person.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will practice to acquire skills necessary for good working relations with an elderly person, and the student and supervisor will appraise and chart the student's capabilities weekly to determine her potential as a companion to an elderly person.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Survey or look for advertisements to ascertain if there are job openings for one interested in caring for the elderly.

Have one or more resource people speak to the class on opportunities and satisfactions derived in working with elderly people.

Each student visit one or more homes for the elderly people or visit an elderly person who lives alone to observe their attitudes, evident needs, and services they may receive.

In a circle discussion of observations made about elderly people, draw conclusions as to "What Do I Have to Know to Be a Successful Companion to an Elderly Person?"

Use these conclusions for guides in the course unit content.

Students role play some happening that involved elderly people observed and leave the ending open with the questions "How do you think this ended? Why?"

Use magazine articles of the Ann Landers type that bring up personal relationship problems with the elderly. Follow with questions such as "What caused this difference in viewpoint?" or "How could you find an answer to this problem?" Each student read two or more references on relationships with the elderly. (continued)

### RESOURCES

What's New in Home Economics  
April 1969, pg. 6, "Social Worker With the Elderly"

U. S. Dept. of Health,  
Education and Welfare.  
OE 87006. "Companion to an Elderly Person"

Government Bulletins:  
7700-051 "Protection for the Elderly" 1971  
0100-0827 "Food Guide for Older Folks" 1972 20¢  
1770-0003 "Planning for Later Years" 1969 35¢

Local resource people:  
Nursing home supervisor  
Nursing home workers  
Hospital supervisors  
Hospital dietitian  
Welfare directors & workers  
Human Resource Center personnel  
Social Security director  
Chaplain in hospital or nursing home  
Church parish worker  
Doctor  
Nurse in geriatric dept.  
Public Health nurse  
(continued)

COMMENTS:



# CAREER-DEVELOPMENT ACTIVITIES (continued)

- Demonstrations of skills class members observed  
a need to know by professional resource people or a class member. Examples of demonstrations needed:
- 1) planning menus and shopping for food.
  - 2) preparing food and setting an attractive tray or table.
  - 3) shopping for clothing items or gift giving articles.
  - 4) arranging flowers and bric-a-brac
  - 5) human relation skills
  - 6) attending to physical needs of the elderly
  - 7) attending to minor business matters
  - 8) entertainment ideas
  - 9) good grooming practices for the elderly

Each student will complete eighteen hours of practical experience in a hospital, nursing home, retirement center or in a private home. A diary will be kept by the student of work done and apparent results to use in weekly conference. Student and supervisor will appraise and chart students capabilities weekly to determine her potential as a companion to the elderly.

Film: "Take a Good Look"

Association Sterling Films

State Board for Vocational Ed.  
Tape #7 "Social Worker with the Elderly"

Design With Flowers Unlimited,  
Kroh, Doubleday

Psychology for Living, Sorenson.  
McGraw-Hill 1971 revised

Home Nursing Handbook, Fleming.

D. C. Heath 1966 revised

Family Nursing and Child Care,  
Riehl. Bennett 1966

Good Housekeeping Bulletin  
Service, 57th St. & 8th

Ave., New York 10019

"Flower Arranging" Book I

"Flower Arranging" Book II

Instructional Media Center  
Dickinson, ND 58601

F1600 "Preparing Meals"  
13 min. color 1971

F1601 "Food Groups and How to  
Cook Them" 13 min. color 1971

Sterling Films

MM326 "Flowers and You"

Society of American Florists

Extension Dept. Bulletins

A364 "Care of Gift Plants"

EBNo. 1 "Plants in Your Home"

A440 "Flower Arrangements"

HE106 "Food Buying Guide" Unit I

HEc107 "Food Buying Guide"

Unit II

Landers & Landers, Personal  
Adjustments, Marriage, and  
Family Living, Prentice Hall

American Red Cross Home Nursing  
Textbook: Doubleday & Co.

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the occupational openings for housekeeping aides, the personal qualities, knowledge, and skills for the job.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will collect a file of housekeeping aid bulletins; practice and select better methods, products, and appliances to use, and satisfactorily pass a practical test at the end of the training period.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Invite three employers of housekeeping aides such as motel, hotel, dormitory, nursing home, or hospital to present a panel on what they expect of a housekeeping aide. Have a question and answer period following the presentation.

Each student note important points for setting goals for their training.

Plan field trip to one or more institutions to observe housekeeping aides at work. The observation sheet worked out by students and teacher should focus attention on methods, procedures, equipment used, attitude, and grooming of the worker, and the quality of work done.

In a circle discussion of observations made, panel discussion points, and students ideas set up goals for the unit.

To settle differences of opinions on effectiveness of methods and products used, students plan for some comparative studies and demonstrations.

Each student take an active role in demonstrating the use and care of cleaning equipment.

Committees of students plan for and carry out some time-management studies on housekeeping jobs.

Divide class into small groups and have each group plan a detailed procedure to clean a bedroom, living  
(continued)

### **RESOURCES**

Choosing and Using Home Equipment, Beveridge. State University Press, Ames, Iowa  
Young Homemaker's Equipment Guide, Iowa State University Press (3rd Ed). 1967  
Housekeeping for Hotels, Motels, Hospitals, Clubs, Schools, Brigham Ahrens Publishing Co. New York  
Homes With Character, Craig Heath 1970 revised  
Management for Better Living, Starr. Heath, 1968 revised

Portable Appliances, Their Selection, Use and Care Sears Roebuck & Co., Consumer Information Service

Local County Extension Agent  
Bulletins:

273 The Care and Simple Repair of Household Equipment  
HE202 Hard Surface Floors  
HE209 Care of Household Surfaces  
HE201 Shampooing Rugs and Carpets  
No. 96 Controlling Household Pests  
(continued)

**COMMENTS:**

# CAREER EDUCATION ACTIVITIES (continued)

room, office or bathroom. Equipment, consumable supplies and time schedule should be listed. Copies should be made for each student.

Each student follow one of the planned procedures in a school situation or at home and evaluate plan of work. Groups review plans and evaluations and make necessary adjustments.

Choose a chairman in each small group. The group will plan for instructions for a cleaning procedure. The chairman will go to another group, give the instructions verbally and listeners will write what and how they are to do the work. This can serve to learn how to give instructions and the need to listen and conform to instructions of a manager.

One student report on Arnold Arnold's views on work attitudes in Career Choices for the '70s.

Each student write a paragraph on "Does Pride In Work Done Make A Difference?" or the student may write a diamante to show understanding of personal qualities a housekeeping aide needs.

Each student will complete his file of house-keeping aide bulletins and satisfactory, pass a practical test on housekeeping problems set up by the instructor.

2200-0070 Vacuum Cleaners:  
Their Selection, Use and Care  
1972 40¢

Furniture Care  
Manual of Home Care  
Consumer Education Center  
Golden Rondelle  
14th and Franklin St.  
Racine, Wisc. 53403

Career Choices for the '70s,  
Arnold. MacMillan Co. 1971

Gilles, How to Keep House  
Harper

Good Housekeeping Guide  
to Successful Homemaking,  
Harper

Bratton, Home Management Is...  
Ginn & Co. 1971

Nickell and Dorsey, Management  
in Family Living, Wiley 1967

Sears Roebuck & Co., Portable  
Appliances, Their Selection,  
Use and Care

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint the student with the employment responsibilities of a visiting homemaker, and management skills, adequate to assist in keeping family life as normal as possible when the family is overburdened by illness or stress of emergency.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will organize a file of homemaking aids he has used successfully, and prepare a list of sources for additional aids he can readily obtain.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Public welfare worker or church welfare worker speak to the class on "Typical Home Emergency Situations" encountered in his work.

Question and answer period on personal qualities students need to cultivate.

A student committee investigate employment contacts and policies. Return dittoed results to class.

Each student read two or more references on "Caring for Children."

A committee of students preview selected films and filmstrips on child care, then show to class.

Each student make a collection of ideas for entertaining preschool and elementary school children.

Use projective pictorial technique and have students write how they will handle the child care situation pictured. Share different views and solutions.

A student committee preview food preparation films then show to class. Each student read three or more references on food planning, preparation, serving, and storing.

Each student plan two days meals she is capable of making with a minimum of time and effort for a family. Attach recipes.

(continued)

### RESOURCES

Peterson, Successful Living. Allyn & Bacon. 1968

Craig, Thresholds to Adult Living. Bennett. 1969

Barclay & Champion, Teen Guide to Homemaking.

McGraw-Hill. 1972 revised

Shank, Fitch, Chapman & Sickler, Guide to Modern Meals, Webster Div., McGraw-Hill, 1970 revised

Cronan & Atwood, Foods in Homemaking. Bennett 1972

McDermott, Norris & Nicholas, Homemaking for Teen-Agers.

Book 2, Bennett, 1972

Kotschevar & McWilliams, Understanding Food. John Wiley & Sons 1969

Clayton, Young Living. Bennett 1970

Nickell & Dorsey, Management in Family Living.

Wiley 1967 4th ed.

Hurlock, Child Development.

McGraw-Hill 1970 revised

Smart & Smart, Children: Development and Relationships Macmillan 1967

Ames, Child Care and Development. Lippincott 1970

(continued)

**COMMENTS:** It is suggested that each student own one copy of a standard recipe book such as: Betty Crocker's Cookbook, General Mills, 1969 12th printing 1972  
Better Homes and Gardens Cook Book, Meredith Press  
Pillsbury Family Cook Book, The Pillsbury Co., Minneapolis, MN 55402

# CAREER EDUCATION ACTIVITIES (continued)

Schedule laboratory preparation of one days meals for each two students.

Review table setting, serving and sanitary practices in food preparation, serving and cleanup.

Each student try one day of the meals he planned at home and record time used. Each student contribute to a Time Savers bulletin board. One student compile a complete list of timesavers, ditto and return for all class members.

Demonstrations by students on the use and care of common small and large home appliances. Home Service agent from local utility company demonstrate laundry procedures and how to cope with special laundry problems. Follow with a question-answer session.

Each student be responsible for department laundry or home laundry for one week and use procedures shown in demonstration viewed.

Have a circle discussion on "Special Problems in the Family, Where Do I Find Help?" Record sources. Each student be responsible for one area of needed information, secure enough copies of information on it if available, and give to class members for files.

Exhibit students' files of aids used successfully and the list of additional helps he can readily obtain.

Brisbane & Ricker, The Developing Child.

Bennett (2nd ed.) 1971

Ginott, Between Parent and Child. Avon, W-139 1969 \$1.25

Spock & Reinhart, A Baby's First Year and Baby and Child Care. Pocket Books Inc. 1968 revised

Shuey, Young and Woods, Learning About Children. Lippincott, 1969 (3rd ed.)

American Red Cross (Ed.), American Red Cross Home Nursing Textbook.

Doubleday 1963

Fleming & Benson, Home Nursing Handbook. D. C.

Heath & Co. 1966 revised

Riel, Home Nursing and Child Care. Bennett 1966

The Maytag Encyclopedia of Home Laundry. PC 1037 Popular Library, 50c

Government Bulletins:

1791-0069 "Your Child From 1 to 6," 1970, 20c

1791-0070 "Your Child From 6 to 12," 1972, 55c

30C-0045 "Childrens Books," 1972 15c

1791-0140 "Infant Care," 1970 20c

0100-2459 "Family Fare, A Guide to Good Nutrition," 1972 45c

0100-157 "Keeping Food Safe to Eat," 1972 10c

0100-1488 "Sanitation in Home Laundering. Vacuum Cleaners: Their Selection, Use, and Care"



RESOURCES (continued)

Extension bulletins from local County Agent's Office:

HE205 "Brighten Your Family Wash"  
HE201 "Shampooing Rugs and Carpets"  
A-360 "Bugs in Your Cupboard"

Johnson Wax, Consumer Education Center, Golden Rondelle, 14th and Franklin  
St., Racine, Wisc. 53403  
"Furniture Care," "Floor Care," etc.

Instructional Media Center, Dickinson, ND 58601

Films:

"Kitchen Management Principles" F1599 Sterling Films, 13 min.,  
color, 1971  
"Preparing Meals" F1600, Sterling Films, 13 min. color, 1971  
"Food Groups and How to Cook Them" Sterling Films, 13 min., color 1971

Multimedia Aids:

"Child Care Training Series," MM379 (9 filmstrips, 9 records, and  
booklets) Medical Communications, Inc.  
"How the Average Child Behaves," Ages 1 through 5. MM322H  
(5 color filmstrips, discussion guide, booklets and record) 1970



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To make students aware of the occupational openings to those with training in Interior Design.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will acquire information on the variety of career possibilities open to those with interior design training, select the area that best suits his talents and interests, and develop a chart in writing on a practical way to secure training.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE	RESOURCES
Each student read two or more references on what is the work of an interior designer.	Home Economics Career Education charts in Appendix D
Students all contribute to a circle discussion on interior designer's work.	
Each student take one or more from the following list and investigate what responsibilities one trained in interior design would have in that business. Report back to the class orally or on a dittoed sheet.	<u>Hoeflin, Careers in Home Economics</u> , Macmillan 1970  <u>Nelson, Looking Forward to a Career - Home Economics</u> Dillon Press 1970
<ul style="list-style-type: none"> <li>hotel - motel</li> <li>home contractors</li> <li>mobile home dealers</li> <li>exhibitions, trade fairs</li> <li>womens magazines</li> <li>upholstery shop</li> <li>drapery and slip cover shop</li> <li>ships, trains, busses, planes</li> <li>modular home builders</li> <li>low cost housing contractors</li> <li>department stores</li> <li>furniture manufacturers</li> <li>architectural firms</li> <li>paint and decorating shop</li> <li>gift shop</li> <li>home furnishing store</li> <li>(others may be added)</li> </ul>	<u>Paris, Your Future as a Home Economist</u> , Richard Rosen Press 1970.  <u>Spencer, Exciting Careers for Home Economists</u> , Julian Messner 1967  <u>Lewis, Burns, &amp; Segner, Housing and Home Management</u> , Macmillan 1969  <u>Morton, Geuther &amp; Guthrie, The Home, Its Furnishings and Equipment</u> , McGraw-Hill  "Creative World of Interior Design." Modern Talking Picture Service
Each student spend one day in a business firm that would hire an interior design specialist to get the feel of the type of work expected.	(continued)

(continued)

COMMENTS:

# CAREER EDUCATION ACTIVITIES (continued)

Teacher or student contact University of North Dakota, Williston Center or a similar training center to ask for a representative to explain the two year program offered in interior design.

Each student write a list of suggested high school subjects that would be good background training for one planning to go into interior design work.

Each student make a list of part time jobs or summer jobs that would be good training for interior design workers.

Each student investigate post high school training in interior design, then develop a chart in writing on a practical way to secure training.

State Board for Vocational Education,  
Bismarck, ND

Development tapes:  
#3, 23

Bain, Marcia Moore ed.  
Your Career in Home  
Furnishings. New York  
Chapter National Home  
Fashions League Inc.  
New York

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with acceptable dress for work in a business situation.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will practice dressing suitably for class each day and demonstrate how he would dress for his chosen job training program in the production of a series of colored slides entitled "The Magic Touch that Choice Plays."

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

### RESOURCES

Students would organize and make two surveys, 1) to ascertain how many establishments have uniforms and why, 2) to learn what community employers think is acceptable attire for work.

Assorted garment handtags and labels.

Teacher-student discussion of survey results as to implications for student attire.

Penney's filmstrips and aids:  
Understanding Today's Textiles  
Unit 1972

Students study features of clothing that enhance its value.

How to Select Fabrics for Garments  
T.L.C. for Textiles  
Clothing Communicates

Each student study effect of line and design on figure proportions, then draw on a transparency for overhead appropriate lines for student's figure. Show to class for suggestions.

Suitable buying guide reprints  
Warrantees and Guarantee  
Fabrics, Hosiery, Textile News-  
letters, Knit Fabrics, Poly-  
ester, Acrylic

Committees of students find pictures of a five-day work-week wardrobe, including accessories and prices. Mount on posters on bulletin boards for class discussion.

Sears Roebuck and Co.,  
Consumer Information Services  
Dept. 703-Public Relations  
303 E. Ohio Street

Each student model what she would wear for the type of work she chose. Each do own narrating and identify features that influenced her choice. Have a local newspaper photographer take pictures for a feature article on "Tailor Your Wardrobe to Your Job" or "Suitable Clothing Enables You to be a Better Worker."

Chicago, IL 60611.  
HV342 Selecting Teen Fashions  
HV241 Selecting Fashions  
HV301 How to Select Young  
Underfashions

As students model clothing choices, school or class photographer takes colored slides. Developed slides plus script students write can be titled: "The Magic Touch That Choice Plays." Other vocational classes could be given the opportunity to borrow slides.

Celanese Fibers Marketing Co.  
Consumer Education Dept.  
522 5th Ave., New York, NY 10036  
Boys Appearance Makes A  
Difference

(continued)

### COMMENTS:

This unit could serve any vocational class.

RESOURCES (continued)

Celanese Fibers Marketing Co. (continued)

Winning Wardrobes for Young Women

Bencone Uniforms, Inc.

79 Seventh Ave., New York, NY 10011

Current general household catalogs and uniform catalogs

Publications-Sales Section

National Education Association

1201 Sixteenth St., N. W.

Washington, DC 20036

Clothing For Young Men, Dorothy Siegert Lyle, Copyright 1970

Clothes, Part of Your World, Vanderhoff, Ginn & Co. 1968

Clothing, A Comprehensive Study, Craig, Lippincott, 1968

You Are A Consumer, Garrett and Metzen, Ginn & Co. 1970

Facts About Merchandise, Logan & Moon, Prentice Hall 1967 (2nd Edition)

Dress Well for Little Money, Consumer Education Series (Book 1)  
(programmer learning) Xerox, 600 Madison Ave., New York, NY 10022

Dress, Gawne and Oerke, Bennett 1969

Extension bulletins available at County Agent's office:

HE307 Figure Types and Tips on What to Wear

HE308 Figuratively Speaking - A Candid Look At Yourself

HE309 Creating an Illusion

HE310 Fitting the Shoe - to the Foot and the Occasion

HE305 Your Helpers, Tickets Tags and Labels

Whitcomb and Lang, The Career Girls Guide to Business and Personal Success. McGraw-Hill, 1971

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the necessity of being appropriately groomed for their jobs.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will demonstrate daily by appropriate use of grooming aids understanding of what it means to be well groomed and will produce one visual aid promoting good grooming.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

### RESOURCES

Show film that stresses the foundation of good grooming, the daily bath and use of deodorants.

"I Wish I Wish" (record, film, pamphlets) from Calgon Home Service Institute, Calgon Center, Pittsburgh, PA 15230

Invite beauty consultant to explain and demonstrate application of makeup. Question and answer session after demonstration.

"Good Grooming Series" (overhead transparencies) from State Board for Vocational Education, 900 East Boulevard, Bismarck, ND 58501

Schedule a series of student demonstrations on grooming problems for which the group shows a need. Examples: manicure, pedicure, hair styles to suit the job, laundry tips for the working girl, how to have that well pressed look, successful spot and stain removal.

Visuals for transparencies 3 M:  
P-398 Fundamentals of Grooming  
P-406 Face Shapes and Hair Styles  
P-215 Cosmetology-Basic Hair Styling - Part I  
P-214 Cosmetology-Basic Hair Styling - Part II  
P-256 Cosmetology - Facials  
P-257 Cosmetology - Manicures  
Super 8mm cartridge single concept loop films "Personal Hygiene" series:  
SCS159H Caring for Your Feet Shoe Problems  
SCS157H Caring for Your Hands and Nails  
SCS156H Your Eyes and Lips  
SCS155H Facial Skin Toning  
SCS158H Your Feet, Pedicure  
SCS154H Bras and Girdles  
(continued)

Each student produce one visual aid promoting grooming. Examples might be: overhead transparencies, poster, bulletin board, display, a series of slides, window display in a local store.

COMMENTS:

## RESOURCES (continued)

The foregoing can be obtained from: Instructional Media Center, Dickinson, North Dakota 58601.

### Removing Spots and Stains

#### Wash in Wash Out

Home Service, The Maytag Co., Newton, Iowa 50208

Clothes for Teens, Todd and Roberts  
D. C. Heath and Co., 1969 revised

Clothes, Part of your World, Vanderhoff  
Ginn 1968

Clothing, A Comprehensive Study, Craig  
Lippincott 1968

Ahem, Your Hem, Palmer, Twila (Independent Study Series)

Good Pressing is an Art, Williamson, Jane  
Brighten Your Family Wash, Bulletin HE-205

Makeup Magic, HE-313

The Art of Pressing, Special circular  
County Extension Office

On Your Way to Brighter Washdays,  
Sears Roebuck & Co., Consumer Information Services  
Dept. 703; Public Relations  
303 E. Ohio St.  
Chicago, IL 60611

Charm and Poise, Tolman, Ruth (Guide to Beauty)  
Milady Publishing Co. 1966

How You Look and Dress, Carson, Bryta  
Webster Division, McGraw-Hill 1969 revised

Whitcomb and Lang, Charm - The Career Girls Guide to Business and Personal Success, McGraw-Hill, 1971



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To make the student aware that good posture and improved body mechanics promotes health and enables one to present a better appearance.

**SPECIFIC BEHAVIOR OBJECTIVE:** With the aid of a set of silhouette pictures each student will objectively rate his own posture, then with assistance, choose and practice remedial exercises and learn and practice skills of graceful movement to improve bad carriage and efficiency. At the close of the unit he will compare a second set of silhouettes to rate improvement by writing changes made.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Each student have a set of silhouette pictures taken.

With assistance, each student will rate posture, choose remedial exercises, and set a practice schedule to follow.

Guest speakers will demonstrate how to walk, sit, rise, bend, lift and stand gracefully for better health, appearance and work efficiency. Guest speaker will demonstrate remedial exercises for a variety of figure problems.

If available use a video-tape to assist demonstrator in correcting students' problems.

Plan a series of glamorama lessons that will cover problems discovered in the group. Have a student with the problem responsible for the lesson.

Each student have a second set of silhouettes taken. Compare the two sets of pictures and rate improvement by writing changes made.

### **RESOURCES**

Individual resource people in communities:

Physical Education  
Instructors  
Chiropractor  
Physical Therapist  
Charm School Instructor  
County Health Nurse

Instructional Media Center,  
Dickinson, ND 58601  
FS-A-34 "Your Posture" (fs)  
ESEA III Young America Films  
Grooming for Girls Series  
FS-303H "Your Figure"  
ESEA McGraw-Hill

Wells, Posture Exercise  
Handbook. Roland Press

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To alert the student on the necessity of acquiring the skill of building friendships.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will state in writing how understanding other people contributes to success in employability.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Each student write what the term "friend" means to him.

Round table discussion of views expressed and why they are different.

Give small groups these questions and have them report back after a ten minute discussion:

1. What age limit should there be in friends?
2. When did you start making friends?
3. Are girls more friendly with other girls than boys are with other boys? Why?
4. What character trait is most apt to harm friendships?
5. How do you feel about Emerson's belief, "Friendship is the most sublime thing in the world"?

Groups of three meet for ten minutes and prepare themselves to role play the following:

1. The transfer high school student acquiring new friends.
2. You're an exchange student in a Canadian school. Role play learning to know new friends.
3. You have had an accident that caused you to be set back one year in school.
4. Making friends with the children you are babysitting.
5. Making friends with nursing home residents where you do volunteer work.
6. Making a friend of your brother or sister.

Each student write one generalization on the basis  
(continued)

### RESOURCES

Whitcomb and Lang, Charm -  
The Career Girl's Guide to  
Business and Personal  
Success. Gregg Div., McGraw-  
Hill

Penneys Multi Media Kit:  
No 83657 "Awareness: insights  
into People" (filmstrip,  
case studies, games)

Wallace and McCullar:  
Building Your Home Life.  
Lippincott 1966 Revised

Ahern, Nell G., Teen-Age  
Living. Houghton Mifflin  
1966 revised

Haupt, The Seventeen Guide  
to Knowing Yourself.  
MacMillan Co., 1967

Haupt, The Seventeen Guide to  
Your Widening World.  
MacMillan Co., 1965

Landes and Landes, Teen-  
Agers Guide for Living.  
Prentice Hall, 1966 9th  
printing

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

of friendship that was illustrated in these role plays. Share generalizations written.

Each student illustrate in a cartoon a hindrance in making friends with the boss. Have a recorder list actions to avoid if you want to be a friend of the boss from the cartoons displayed.

Students list positive ways to cultivate friendship with the boss or employer.

Each student will state in writing how understanding other people contributes to success in employability.

Daly, Sheila John,  
Personality Plus.  
Dodd, Mead & Co. 1964

Allen and Briggs, Mind  
Your Manners. Lippincott,  
1971

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To make the student aware that choice and care of clothing influences others.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will actively demonstrate knowledge acquired in the choice and care of clothing, then in a summary of one hundred words or less state how this knowledge will promote one's employability.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Show selected films or filmstrips on clothing choice. Discuss what values did the characters portray in respect to clothing choices made. Possible values may be self-confidence, beauty, security, status, economy, comfort, fashion, modesty and relationships.

Ask the questions, "Is there any relationship between how you are dressed and your actions? Why do certain jobs require uniforms?"

Students formulate several generalizations on choice of clothing and how it influences others.

Allow buzz groups five minutes to list other considerations in selecting clothing. Use specific job titles for each group. Other considerations might be needs and wants, activities, number in the family, way of life, income, personal features and shopping facilities.

Students list types of clothing they need for their present job, school.

Students work in groups of two or three to identify quality factors in selecting (1) dress or uniforms (2) undergarments (3) hosiery (4) slacks (5) sweaters (6) coats or jackets (7) shoes, etc.

Have students use actual garments and identify both good and poor features. Each student demonstrator should read several references on clothing selection and at the end of the demonstration present summarized facts for fellow class members.

(continued)

### RESOURCES

State Board for Vocational Education - Filmstrip: No. 3 Preparing for Work "Does it Matter How I Look"

Sears Roebuck Co. current "Young Fashion Forecast"

Penneys filmstrip/record No. 83660, "Clothing Communicates"

McDermott, Norris & Nicholas, Homemaking for Teen-Agers, Book I. Bennett 1972 Rev.

Wallace & McCullar, Building Your Home Life. Lippincott, 1966 rev.

Ahern, Nell G., Teen-Age Living. Houghton Mifflin, 1966 rev.

Whitcomb and Lang, Charm - The Career Girls' Guide to Business and Personal Success. Gregg Div., McGraw-Hill

Instructional Media Center, Dickinson, ND 58601  
Transparency Masters 3M: P-416 "Clothing Symbolism"

**COMMENTS:** This information is of value in any job area.



## CAREER EDUCATION ACTIVITIES (continued)

Follow up with a practical test that allows the student to choose the best garment for themselves and write three reasons for his choice. Garments can be borrowed from a local store or from individuals if labels and price tags are available. A substitute for actual garments could be catalog garments and their descriptions.

Invite a local dry cleaner or extension specialist to speak on clothing care. Follow up with student demonstrations on selected daily care problems:

weekly care	replacing fasteners
seasonal care	hem repair and adjusting
stain removal	zipper repair
	pocket and belt rips

Discuss the value of a clothing inventory.

Each student complete the following in one hundred words or less. "I believe I am more employable because....."

P-388 "Clothing: Inter-relationships with Behavior, Roles and Values"

P-471 "Clothes Storage"

P-384 "Personality and Appearance in the Office"

Pollard, Laitem, and Miller, Experiences in Homemaking. Ginn 1968 rev.

Davis/Peeler, Lessons in Living. Ginn 1970

Barclay, Champion, Brinkley, and Funderbuck, Teen Guide to Homemaking. McGraw-Hill, 1972 rev.

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To alert students to the importance of communications in social situations to employability.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will take active part in two or more social occasions and demonstrate his ability to communicate friendly, gracious feelings, then be able to score 90% in a written test on social communications used in business-social occasions.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Teacher read a current article on how wives are screened very carefully before husbands receive promotions.

Each student bring a news article on business or political use of social graces that was of great significance.

Circle discussion on where social graces are learned.

Each student read three or more references on manners for social occasions that one may encounter in a business relationship. In the reading discussion, if any procedure seems at all hazy, role play it to clarify it.

Discuss where (location in the home) did students experience the most enjoyable party. What party occasion did students enjoy the most?

Students give ideas to a recorder on factors to consider in planning for social occasions such as: attitude, manners, conversation, responsibilities, invitations, entertainment, food, service, how to make arrangements for entertaining in a public place, dress.

Divide the class into three groups and have them list (1) social situations involving only the family, (2) social occasions involving the family and friends, (3) social situations one may be expected to cope with in the business-social world.

### RESOURCES

State Extension Office, NDSU; "Table-Manners for Today" This includes slides.

SRA #60611 "Where Are Your Manners?"

Ahern, Nell G., Teen-Age Living. Houghton Mifflin 1966 revised

Clayton, Nanalée, Young Living. Bennett, 1970

Davis and Peeler, Lessons in Living. Ginn, 1970

Barclay and Champion, Teen Guide to Homemaking.

McGraw-Hill, 1972 rev.

Betty Crocker's Hostess Cookbook. Golden Press

Wallace & McCullar, Building Your Home Life.

Lippincott, 1966 rev.

Allen and Briggs, Mind Your Manners. Lippincott

Beery, Mary, Manners Made Easy. McGraw-Hill

Haupt, Enid, Seventeen Guide to Your Widening World. Macmillan

Haupt, Enid, Seventeen Book of Etiquette and Entertaining. David McKay

Co., 1963

**COMMENTS:** This lesson would be adaptable in any career course.



## CAREER EDUCATION ACTIVITIES (continued)

From the lists made, each group of four students choose one type of social function of significance to job holders, then plan for and execute their plans by entertaining the remainder of the class and special guests if desired. Each group will choose a different type of party. Evaluate learnings.

Each student plan and carry out one social experience with his family and write a brief report on what he learned.

Each student will take a teacher prepared test on social amenities significant to successful business-social relationships and score at least 90%.

Haupt, Enid, The Seventeen Guide to Knowing Yourself, MacMillan, Whitcomb and Lang, Charm - The Career Girl's Guide to Business and Personal Success, Gregg Div., McGraw-Hill, 1971  
Clark & Quigley, Etiquette, Jr. Doubleday.  
Charm and Poise for Getting Ahead, Milady Publishing Co.  
Charm for Miss Teen, McGraw-Hill, 1969

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To prepare students for a businesslike approach to employment.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will write for role play one encounter between the employer and the baby sitter and actively participate in two role plays. After summarizing the points made the student will write two generalizations on the business relationship between the employer and employee.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. -- Sr, High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

For introduction have two students role play the attached encounter between employer and baby sitter. Show "Baby Sitting, The Jobs - The Kids."

Each student write a skit of similar length to the one role played concerning a problem between an employer and the employee. Suggested topics might be:

- a. going price for sitters
- b. demand for workers
- c. when to pay
- d. competition
- e. more money after midnight
- f. more children, more money
- g. free sitting for relatives and friends
- h. businesslike attitudes
- i. just sitting or sitting plus
- j. sitters having company on the job
- k. only one family's children
- l. less per hour if hired by the day or week
- m. transportation problems
- n. sending a substitute
- o. using TV or record player or telephone

Each student participate in role play, first as an employer then as the employee.

During role plays each student write the points made for better relationships between the employer and employee. Summarize points students observed.

Each student write two generalizations on employer-employee relationships.

### RESOURCES

Flander, Judy, Baby Sitters Handbook, SRA, Inc.

Dept. of Public Instruction #221 "Babysitting: The Jobs - The Kids" color filmstrip and record.

Bell Telephone: "The Baby Sitter" (film, 1969) Order from Fargo, ND

"Baby Sitter Handbook" Available at local Bell Telephone office.

**COMMENTS:**

Scene: The resident of Mr., and Mrs. Robert James

Time: About 12:30 a.m. Enter Mrs. James, who has just returned from the theater. She is greeted by 16-year-old Mitzi, who has been sitting with the James children for the first time.

Mitzi: Hello, Mrs. James. Have a nice time?

Mrs. James: Oh very nice Mitzi, thanks to you. Did the children give you any trouble?

Mitzi: None at all. They were perfect darlings.

Mrs. James: Good! Mr. James is waiting out in the car to take you home. How much do we owe you?

Mitzi: Whatever you say.

Mrs. James (somewhat taken aback): I don't know what to say. What do you think you should get?

Mitzi (really flustered): Goodness, Mrs. James. I don't know.

(Automobile horn sound off stage. Mrs. James and Mitzi stand in confused silence. Horn sounds again, more impatiently this time. No further action on stage except for an exchange of weak grins between the woman and the girl.) Curtain

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To help students understand the laws that may affect them when they start working for a salary.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will collect, read and file bulletins on laws and organizations that may affect the worker and be able to score 90% on a teacher written test at the close of the unit.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Each student will either go to the assigned or chosen department or office, or write for information, bulletins etc. about the legislation concerning work and working conditions.

Each student will read, record notes, and orally report to the class on his topic. Topics to be covered could include:

- legal age to work
- workmen's compensation
- income tax
- social security
- minimum wage
- unemployment insurance
- retirement
- health insurance
- union dues
- credit unions
- fair employment

Have resource people speak to the class. Discussion on "How do these apply to me?"

Each student decide when he is informed adequately and take a teacher written test on laws and organizations that may affect the worker and be able to answer 90% of the questions correctly. Suggested questions for test to be given are on the following page.

### **RESOURCES**

Unemployment Insurance, What It Means To You State Employment Service, Box 1537, Bismarck, ND 58501

North Dakota Workmen's Compensation Act and Rules Nearest Workmen's Compensation office.

Compiled Minimum Wage and Hour Laws

Child Labor Laws for N. Dak.

Minimum Wage Orders for Public Housekeeping Occupations

Dept. of Labor, State Capitol, Bismarck, ND

"Why Unions" and "This is the AFL-CIO" American Federation of Labor & Congress of Industrial Organization, 815 16th St. NW, Washington DC 20006

Speaker: Wally Dockter, AFL-CIO, 118 1/2 N. 3rd, Bismarck, ND

"Your Social Security", "Social Security Benefits, How to Estimate Amount"

(continued)

**COMMENTS:**



CAREER EDUCATION ACTIVITIES (continued)

"Social Security and Cash Tips", "Social Security for Young Families"  
Social Security Office,  
Federal Building,  
Bismarck, ND 58501

Income tax information  
from your closest office of  
Internal Revenue Service

Home Economics Related  
Occupations, Penelope  
Kupsinel, 1967, Inter-  
state Printers  
(orientation handbook)  
(There is also an accompany-  
ing workbook available)

Government bulletins:  
1770-0165 "Your Social  
Security" 1971 15¢

Feingold & Swerdloff:  
Occupations and Careers  
Webster Division, McGraw-Hill

OCCUPATIONAL HOME ECONOMICS

1. What is the minimum wage for a qualified worker in North Dakota?
2. What makes a "qualified worker"?
3. What occupations are not included in beginning wage scale?
4. How much is a beginning waiter to be paid. (least possible)?
5. What is income tax?
6. How much can a full time student earn and still not pay tax? How much deduction can your parents still get on you?
7. What is withholding tax?
8. What is the final due date on income tax?
9. Where can you go for help in filing income tax?
10. Does North Dakota have an income tax?
11. What is the minimum age at which a person can be hired for hazardous labor?
12. What two jobs can you take at age 14?
13. What are the hour regulations for a 16 year old?
14. Do minors get the same pay for the same work done by adults in North Dakota?
15. What does the term "Workmen's Compensation" mean to you?
16. Who pays for the benefits?
17. You may collect an unemployment check if (give two reasons).
18. You are disqualified if you (give at least 5 ideas).
19. What are labor unions?
20. Why or how did they get started?
21. What are the advantages against the disadvantages of unions?
22. How are they financed?
23. When would you need a work permit?
24. Where would you get one?
25. What is social security?
26. Who pays for it?



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with the monetary aspects of a particular occupation.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will choose a particular occupation and evaluate the standard of living he can expect from that career.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Each student choose an occupation that interests him, investigate the beginning salary he can expect and divide it into gross and net monthly salary. Break the salary down into weekly, daily and hourly wage.

Using current living costs figure out a balanced budget for income anticipated. Use copies of the attached budget sheet. Construct a circle graph to show division of money. Display graphs and budgets to acquaint class with facts and figures learned.

Each student evaluate the standard of living that his chosen occupation provides to a beginning worker. Each student mentally project himself ten or more years into the future and describe the life style he anticipates in writing.

Divide the class into several groups with similar expected salaries after ten years employment. These groups develop a budget for a family of four to compare with ideas of life styles they desire. Compare these budget figures with salaries experienced workers receive.

In the event budgets and expected salaries do not match, each group come up with suggestions for adjusting the budget.

Each student write a paragraph evaluating the standard of living he can expect from his chosen career.

### **RESOURCES**

Occupational Outlook Handbook

Finney's Occupational Guidance Kit

Local Employment Office

Local Chamber of Commerce

Guidance Associates (film-strips/cassettes)

"Making Ends Meet"

"The Price of Credit"

Eye Gate House

"Budgeting Your Money"

**COMMENTS:**

## Y O U R   B U D G E T

1. Job Chosen \_\_\_\_\_
2. Salary per month (a) Gross \_\_\_\_\_ (b) Net \_\_\_\_\_
3. Net broken down to weekly \_\_\_\_\_ daily \_\_\_\_\_ hourly wage \_\_\_\_\_
4. Work out a budget for a single girl making these wages on a monthly and yearly basis.

<u>Include</u>	<u>Monthly</u>	<u>Yearly</u>	<u>% of Wages</u>
1. Housing	_____	_____	_____
2. Food	_____	_____	_____
3. Phone, Lights, Utilities	_____	_____	_____
4. Hospitalization	_____	_____	_____
5. Life Insurance	_____	_____	_____
6. Transportation (include care insurance)	_____	_____	_____
7. Entertainment	_____	_____	_____
8. Savings	_____	_____	_____
9. Miscellaneous	_____	_____	_____
10. Taxes, (Federal, Local, State)	_____	_____	_____
11. Social Security	_____	_____	_____
<b>TOTALS</b>	=====	=====	=====

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To alert students to the importance of food and nutrition and the relationship of nutrition to functioning on the job.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will investigate food and nutrition needs for average people; record his own food intake for one week, then write what changes in food habits he needs to make for better functioning on the job.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Give a pretest to students to learn what they know about nutrition and what misconceptions about food that they may have.

Each student do reading to become familiar with the Basic 4 and factors that determine food needs. Students collect information on how food habits and customs affect diet and weight control.

Each student view one or more films on nutrition.

Each student keep an accurate record of food eaten for one week. (Students often eat quite differently on weekends.)

Use food models and set up examples of meals and snacks eaten by different students. Compute total calorie intake, empty calories consumed, number of meals eaten and if the day's total included the Basic 4.

Students play some games involving calorie knowledge such as "Calorie Count", "Calorie Balance" or "The Calories Are Right".

To emphasize food needs for different types of work set up sample meals with food models and designate for whom the meal is intended. Have students use "Nutritive Value in Common Portions of Food" charts from text or ditto a current copy for their use and help them plan meals for themselves.

(continued)

### **RESOURCES**

ILLINOIS TEACHER Vol. XIV  
No. 1, Sept./Oct. 1970  
"Nutrition Games"

ILLINOIS TEACHER Vol. XV  
No. 3, Jan./Feb. 1972  
"Calories and You"

National Dairy Council  
Film: "How Hamburger  
Turns Into You" Association  
Films, La Grange, IL.

ILLINOIS TEACHER Vol. XV  
No. 3, Jan./Feb. 1972  
"Self-Teaching Kits"

Sterling Films: "Food for  
Health"

State Board for Vocational  
Education Filmstrip:  
"Your Food - Choice or  
Chance"

Mental Health Materials  
Center, New York, NY 1969  
Byler, Ruth, ed., "Teach  
Us What We Want to Know"

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

In the business world many firms maintain dining rooms for workers. Each student assume the role of food manager and plan three daily menus for noon lunch that allow the customer to choose suitable meals for himself. Students exchange menus planned and evaluate each others menus by selecting two lunches for a specified age, sex, size person who would be employed in that type of business.

Play nutrition games such as "Nutrition Dominoes," "Nutrition Password" or "Will the Real Vitamin A Please Stand Up?"

Invite several in different types of work such as a beauty operator, nurse, receptionist, clerk, bank teller, or housewife to sit on a panel discussion on "The Coffee Break - What Does It Do For the Job-Holder?"

Students volunteer to make nutrition posters or bulletin boards for the school lunch room.

Each student plan a mini-lesson in nutrition that he will teach someone something about why nutrition is important to him and be ready to give a one minute report on the experience to the class.

Students write an "Eye-Openers" column for the school paper on some fact or bit of news that is "eye opening" in regard to nutrition.

Each student plan three days menus for a worker in the work he plans to enter. Compare these menus to his week's recorded intake and write what changes he needs to make in food habits for better functioning on the job.

Government Bulletins:  
0100-0813 "Calories and Weight" 1970 30¢  
0100-1583 "Eat a Good Breakfast to Start a Good Day" 1972 10¢  
1740-0108 "Facts About Nutrition" 1968 35¢

U. S. Agriculture Handbook  
No. 8, U. S. Government  
Printing Office, Washington,  
DC. \$2.00 Composition  
and Calories

State Extension Office;  
Millette, Rose, Food Fads,  
Foodlore and Fallacies  
Millette and Bale, Good  
Nutrition Is a Treasure  
(includes slides "How  
Food Affects You")

Rusness: Going First Class

Ahern, Teen-Age Living.  
Houghton Mifflin, 1966  
Cronan and Atwood, First  
Foods. Bennett, 1971  
Cross, Alens, Introductory  
Homemaking. Lippincott, 1970  
Davis and Peeler, Lessons  
in Living. Ginn, 1970  
McDermott, Norris, and  
Nicholas, Homemaking for  
Teen-Agers, Book I.  
Bennett, 1973 rev.  
McWilliams and Davis, Food  
for You. Ginn, 1971  
Barclay, Champion, Brinkley,  
Funderbuck, Teen Guide to  
Homemaking. McGraw-Hill  
1972 revised



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To advance the student's comprehension of the importance of personal habits to employability.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will keep a daily diary for six weeks of what he has done to improve his personal hygiene habits, his grooming procedures, and his application of acceptable manners. At the end of the six weeks the student will state in writing why he feels he is more employable than he was previously.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Brainstorm for adjectives describing personal attractiveness. Example: thoughtful, delightful, ladylike, considerate, charming, cultured, sympathetic, refined, respectful. If these characteristics are true, what are some ways in which we might acquire some of these traits? Answers probably would be by learning acceptable manners, improving grooming and personal cleanliness habits, maintaining habits that promote health, taking care of personal belongings, etc.

Students itemize personal cleanliness and grooming problems. Each student choose two or more films or filmstrips on grooming and view them.

If demonstrations on any grooming problem are needed arrange for students to give them.

Each student choose one or more personal grooming habits that need improving and daily record the progress made during a six weeks period.

Each student choose one or more care problems with personal belongings that needs improving and record daily progress for six weeks.

Students or instructor and student demonstrate efficient methods of clothing care such as storing, closet arrangement, cleaning, stain removal, mending, sewing on fasteners, pressing, e.c.

Each student do reading in two or more books on manners. Students collect magazine articles on manners. Class have a circle discussion on "What New Manners Did I Learn in My Reading?"

### **RESOURCES**

State Board for Vocational Education  
Overhead Projection Transparencies:  
"Good Grooming Series No. 1"  
Filmstrip:  
Career Planning and Vocational Guidance No. 4 "Personality in Business"

Whitcomb and Lang, Charm - The Career Girl's Guide to Business and Personal Success.

Gregg Div. McGraw-Hill 1971

Allen and Briggs, Mind Your Manners. Lippincott  
Charm for Miss Teen.

McGraw-Hill 1969

Wallace and McCular, Building Your Home Life. 1966

Daly, Sheila, Personality Plus. Dodd, Mead & Co. 1964

Kostant, George H., A Guide to Skin Care for Teen-Agers

Harper and Row 1964

Landes and Landes, Teen-Agers' Guide for Living.

Prentice Hall, 1966

Davis and Peeler, Lessons in Living. Ginn, 1970

Clayton, Naualee, Young Living. Houghton Mifflin  
1966 revised

**COMMENTS:** This unit is applicable for any group involved in career training.

## CAREER EDUCATION ACTIVITIES (continued)

Students list manners that need improving. Examples might be: mealtimes, telephone, relationships with my family, school situations, public gatherings, manners for social occasions, means and how to express thoughtfulness.

Set up a question box for manners problems and have students answer the questions.

Each student choose some specific manners habits he feels he needs to improve and daily record progress made for six weeks.

Students plan for one social experience and assume responsibilities for it.

Each student write a two page skit involving manners. A suggested title might be "Who Gets the Job" or "The Promotion Went to ?" Role play the skits.

At the end of the six weeks improvement program each student will read through the diary he kept then write in one hundred words or less "I Am a More Employable Person Than I was Six Weeks Ago Because....."

Ahern, Nell G., Teenage Living. Houghton Mifflin 1966 revised

McDermott and Nicholas, Homemaking for Teen-Agers

Book I. Bennett, 1972 rev.  
Barclay, Champion, Brinkley, and Funderbuck, Teen Guide to Homemaking. McGraw-Hill 1972 rev.

Cross, Alene, Introductory Homemaking. Lippincott 1970

Instructional Media Center, Dickinson, ND 58601

ESEA 3M Overhead Transparency masters:

P-398 "Fundamentals of Grooming"

P-463 "The Intangibles of Management"

P-467 "Human Resources and Personal Development"

P-417 "Clothes Storage"

P-136 "Basic Sewing, Part II"

F-8 "Applying for a Job" (color film - Encyclopedia Britannica)

County Extension Office  
0100-0778 "Clothing Repairs"

Bale and Millette, "Table Manners for Today" (slides and printed information)



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with trends for women in the "World of Work"

**SPECIFIC BEHAVIOR OBJECTIVE:** To demonstrate a knowledge of women in the "World of Work," each student will construct a schematic diagram of the working women in their family and write an essay on the trends for working women and how it relates to their own future plans.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Have students investigate the working women in their family tree. Each student complete the "Family Tree" diagram.

Group the results of the investigation and notice the trend of working women.

Compare and contrast the kinds of career patterns through the generations.

Use transparency #2 to show the typical career pattern of men, girls' expectation of a career, and typical career pattern of women.

How do these trends affect you as a student?  
(Talk of dual role - housewife and wage earner.)

What is the projection for women workers in the future?

Each student read two or more references on women workers in the future.

Each student will write an essay on the trends for working women and how it relates to their own future plans.

### **RESOURCES**

Enclosed transparency masters

#### Women's Bureau

U. S. Dept. of Labor  
Bulletin entitled  
"Expanding Opportunities  
for Girls" (Distributed  
to Home Economics  
Teachers at NDEA meeting  
1970)

#### Women's Rights -

Unfinished Business, by  
Eleanor Flexner  
Public Affairs Pamphlet  
381 Park Avenue S., NY 10016  
25c

#### Girls and their Futures

Marguerite W. Zapoleon  
SRA  
259 East Erie St.  
Chicago, IL

State Board for Vocational  
Education, Career Develop-  
ment Tape No. 0 Dual Role  
and Reference List for  
Dual Role

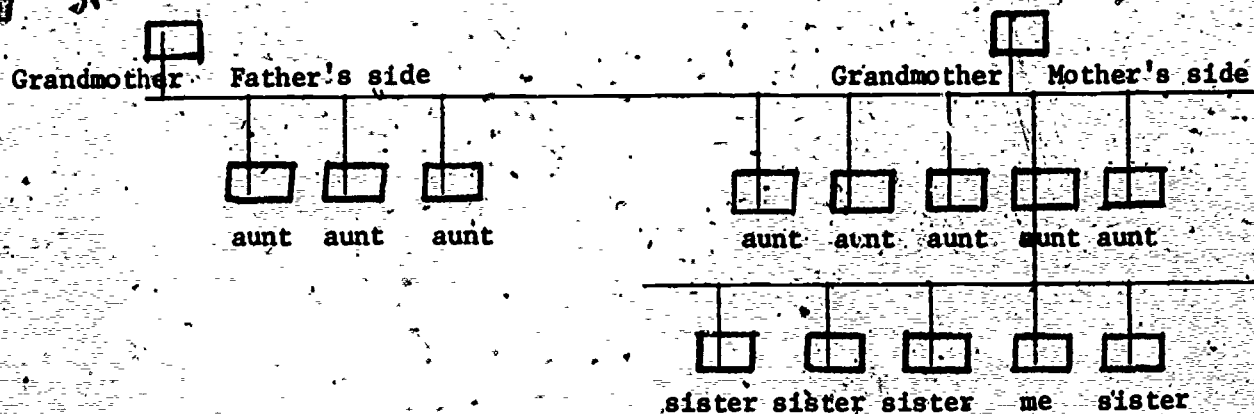
Cross, Introductory  
Homemaking. Lippincott  
1970

**COMMENTS:**

## TRENDS OF WOMEN WORKERS IN YOUR FAMILY

Instructions: Leave the open squares uncolored if the person never worked outside the home. Color the left square above each name red if the person worked before marriage. Color the right side green if the person worked after marriage.

### Family Tree



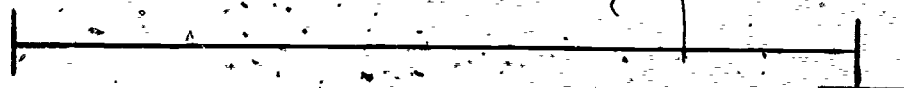
Display charts to class.

Do you notice any trend for women workers?

Explain your answer.

Do you think women should prepare themselves for a dual role?

# TYPICAL CAREER PATTERN (MEN)

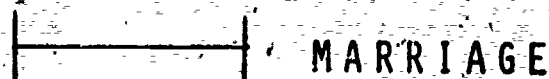


3 DIFFERENT CAREERS  
NOW FOR MEN

# TYPICAL CAREER PATTERNS (WOMEN)



# GIRLS' EXPECTATION OF CAREER



MARRIAGE

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To acquaint students with importance of having and planning goals for their lives.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will research the life of someone they admire and seek to discover the values he held and goals he sought and if these values and goals had any motivational affect on his final achievements.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE

Each student choose someone they admire whose life they would like to research.

If any student lacks ideas, ask student to recall popular films, news stories, magazine articles or TV programs they have recently viewed. Teacher might also have a prepared list (suited to the group being taught) of names to suggest.

In group discussion students make a list of common goals they will expect to find. These goals might be: education, financial, social, travel, family life, security, etc.

Each student report the life goals and values of the person he researched to the class in written form.

Divide the class into groups with each group taking one area such as education etc. These groups compare likenesses and differences reported upon. Groups return this information back to the class in a dialogue or role play illustrating the importance of goals as a strong motivational force on final achievements.

### RESOURCES

Selected autobiographies and biographies

Encyclopedias.

Readers guide for articles on current personalities

3M Transparency Masters  
P-401 Values and Goals

**COMMENTS:**



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To help students understand the importance of goals as related to Career Development.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will explore a current career choice; ascertain the time, money and personal abilities involved to attain satisfaction in that career, then in writing relate these findings to the values he holds.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Teacher or teacher and students have a bulletin board made such as: (taken from Pennys Forum, Fall/Winter 1969)

#### **WHERE ARE YOU GOING?**

Sub-Goals

Goals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What  
I Am  
Today!

Self-  
Actuali-  
zation

### **RESOURCES**

Penneys Forum - Fall/  
Winter 1969

Westlake, Helen G.,  
Relationships, A Study  
in Human Behavior.  
Ginn and Co. 1972

Each student find pictures depicting a current career desire.

Students display pictures to the class and identify goals as related to the picture and values these goals identify.

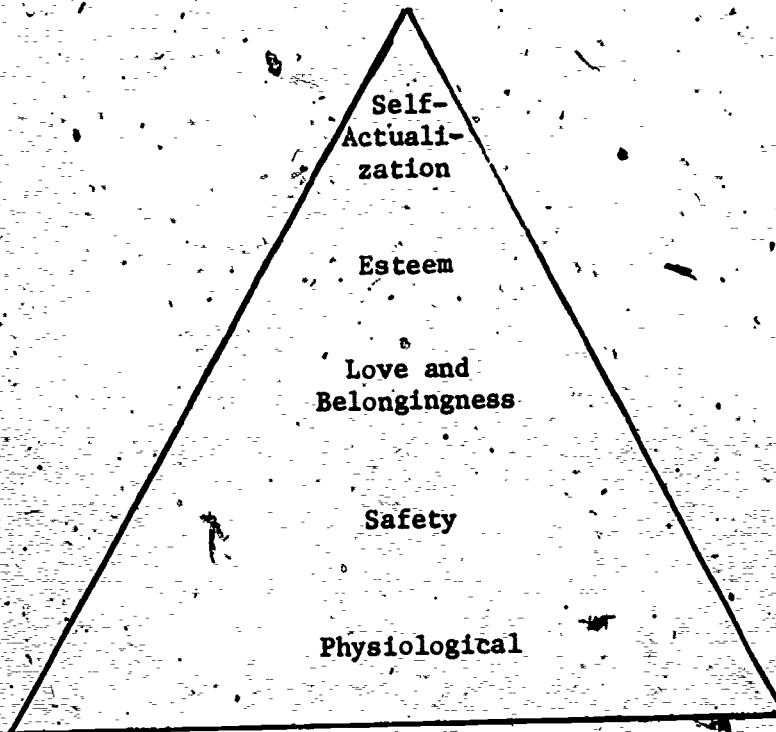
Students with like career choices group themselves together and choose a chairman who arranges to tape record the needs they feel their career choice will satisfy.

(continued)

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

Group discussion of basic human needs. To clarify the discussion use such a dittoed chart that shows Maslow's five categories.



Play tape recordings of students' needs and place them on the chart.

Give students a second chart and have each privately rank his needs.

Circle discussion of how a career choice influences a person's way of life, where he lives, use of leisure time, companions, social status, etc.

Consider rewards of different careers as to when achieved. Are they immediate or delayed?

Each student will explore his current career choice, ascertain the time, money and personal qualities involved to attain satisfaction. Each student will relate this career information to the goals and aspirations he has.

Weighing the facts discovered the student will write a brief report that tells if his study has clarified his career goals or if added knowledge has not been compatible with his values.



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To have students aware of the importance of dependability, attitudes, dignity of all work, personal satisfaction, need for pride in work done, and the need for cooperation with co-workers and those in supervision.

**SPECIFIC BEHAVIOR OBJECTIVE:** After study each student will write a skit portraying the importance of the character traits he has determined he needs to improve the most, and with classmates assistance, present the skit.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Each student will observe two workers for one hour in any establishment and determine which one has the greater potential for success and why.

During a circle discussion of observations made, have a recorder write reasons for better success and a second recorder itemize reasons for lesser success. This can be done directly on ditto carbon to be duplicated for each student.

Each student will read, listen to, or view two or more of each type of outside references. Use World of Work folders and role play the characters followed by discussion.

Each student will write a short skit portraying the importance of the character trait he feels he needs to improve upon the most. With the assistance of others in the class present the skit.

### **RESOURCES**

Filmstrips and records available from State Board for Vocational Education, State Office Bldg., 900 E. Blvd., Bismarck, ND 58501:

"Are You Adaptable"  
"Building Self-Confidence"  
"Coping With Authority"  
"Job Attitudes:  
    Why Work at All"  
    Liking Your Job and Your Life"  
    Trouble at Work"  
"Reliability Zero"  
"Taking Criticism"  
"What Troubles the Troublemakers"

Films: State Board for Vocational Education:  
"Your Job: Fitting In"  
"Your Job: Good Work Habits"  
"Your Job: You and Your Boss"

Overhead projection transparencies, State Board for Vocational Education:  
"Attitude and Manner: Their Influence on Accomplishment"

(continued)

**COMMENTS:**

RESOURCE MATERIALS (continued)

McGraw-Hill, Inc.

"The World of Work - Readings in Interpersonal Relations" (kit) 1969

Pamphlet # 13, 23, 25, 26, 29, 31, 37, 44, 49, 50

Careers booklets:

Judy the Waitress, Kipness

Carmen the Beautician, Boresoff

Nick the Waiter, Boresoff

John, the Second Best Cook in Town, Appleton

Charm, Whitcomb & Lang 1971, McGraw-Hill

Mind Your Manners, Allen & Briggs, Lippincott 1971

Social Usage, Free, Anne R.; Appleton-Century-Crofts 1969 revised

Penney's Forum, S/S/1973, No. 84134, "Attitudes, Behavior, and Human Potential"

## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To make students aware that shorter working hours and more time for personal leisure use will involve greater personal responsibility for managing time constructively.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will become informed on the values of leisure time activities, then over a three week period he will learn two new activities. At the end of that time he will write how employability can be affected by leisure time activities.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

• Arrange with librarian to set up a serve shelf of materials on hobbies, skills and other leisure activities for students use.

Students define leisure and choose the definition that is most meaningful to them.

Divide class into three groups. Have them write for overhead viewing examples of leisure activities carried out (1) alone (2) with friends (3) with family. View lists. Give others a chance to add to list.

Have a student recorder write on the chalkboard examples of self-improvement activities under the following headings (1) physical (2) mental (3) emotional (4) social. Each student write one generalization on self-improvement activities and employability.

Students verbally give examples of purely entertainment leisure time activities.

Small groups of students role play the following and attempt to show relationship to employability.

1. planning together is half the fun
2. sharing family fun spreads happiness
3. friendliness creates more friendliness
4. hobbies can grow in your own back yard
5. talent is developed through hobbies
6. recreational hobbies provide pleasure
7. developing a hobby is often good therapy

(continued)

### **RESOURCES**

Wallace and McCullar,  
Building Your Home Life.  
Lippincott, 1966 rev.

Meininger, William C.  
(M.D.), Enjoying Leisure Time. SRA Inc.

General Learning Press,  
Career Education Resource Guide

1. Help Others, Help Yourself
2. Life Style
3. At Your Leisure

American Home Economics  
Assoc.: Family Holidays Around the World.

Resource people:

Librarian in public library  
Librarian in school  
Local extension leaders  
Study club directors  
Recreation directors  
Hospital and nursing home administrators  
Local Adult Education director

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

Discuss: Family good times together build for the future. Each student might bring a family photograph or a magazine illustration to illustrate his part of the discussion.

Students list good family days such as weddings, holidays, birthdays, reunions, etc.

Students decide what time in life should one attempt to learn a variety of leisure time activities. Formulate several generalizations on this..

Students visit a retirement home or a nursing home and observe which people seem to be the best adjusted or happiest. Report to class.

Students report on where can community people learn new activities to fill leisure time. Expected answers might be: night school, adult classes, stores that provide instructors for crafts, extension programs, church programs, clubs, library reading programs.

Ask for a show of hands on who are Junior Candy Strippers. Question them if this is a leisure time activity. What age people participate in this type of leisure time activity the most? Why? What employability advantages could this activity give you?

In a circle discussion use the topic "When is discrimination in the choice of leisure time activities important?"

Each student choose two different types of leisure time activities and in a three week period learn to carry them out, then write a brief report on what employability advantages he received from this experience.

A student may teach a group an activity in lieu of learning one new activity because in so doing, he is learning communication skills and possible insight into a vocational choice.



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To make students aware that some personal characteristics are important for friendships and employability.

**SPECIFIC BEHAVIOR OBJECTIVE:** Each student will compile a list of the personal qualities he has that make him a valued friend, then in a second column headed by his vocational choice write why these qualities tend to make him more employable.

**SUGGESTED SUBJECT AREA:** Home Economics

**SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Give students the opportunity to read selected case studies about teen-agers who have difficulty in making and keeping friends.

Have the librarian suggest a list of books students could read that would give added insight on friendships.

Circle discussion on students reading. Did any of the principal characters lose a job? Why? List negative traits.

Small student groups role play incidents to point out character traits. Reverse the thought trend to positive and have each student write one character trait for each fellow student that he feels is his best trait for being a friend. Have a committee tabulate the traits and return the results to the class. Using this compiled list (add to it if necessary) set up a score card that could be rated by checking above average, average, below average, lacks all evidence, or in a similar fashion. Ditto score cards and have each student evaluate himself and three class members whose names he has drawn. Return all score cards to person rated to assist him in assessing his personal characteristics.

Each student compile a list of the personal qualities he has that make him a valued friend then in a second column, headed by his vocational choice, write why these qualities tend to make him more employable.

### **RESOURCES**

Resource people  
School librarian  
Public librarian  
School counselor

Eyerly, Jeanette, The Girl Inside. Lippincott  
Eyerly, Jeanette, Girl Like Me. Lippincott  
Head, Ann, Mr. and Mrs. Bo Jo Jones.

Thompson, Jane, House of Tomorrow. Harper & Rowe  
Akern, Nell G., Teenage Living. Houghton Mifflin  
1966 Revised

Clayton, Young Living.  
Bennett 1970 Revised  
Cross, Aleene, Introductory Homemaking.  
Lippincott, 1970

Davis and Peeler, Lessons in Living. Ginn 1970  
McDermott and Nicholas, Homemaking for Teen-Agers  
Book I. Bennett, 1970

Barclay, Champion,  
Brinkley, Funderbuck,  
Teen Guide to Homemaking.  
McGraw-Hill, 1972 Revised  
Landes and Landes, Teen-Agers' Guide for Living.  
Prentice Hall, 1966

**COMMENTS:**

"Your Personality: The You Others Know" Guidance Associates. Free Loan Service - Department of Public Instruction

SRA books and kits:  
Discovering Yourself  
Understanding Yourself  
Your Personality and Your Job  
Focus on Self-Development kit  
Hertz, Barbara, Where Are Your Manners



## CAREER EDUCATION ACTIVITIES

**BROAD OBJECTIVE:** To develop the student's understanding of physical, emotional and social development.

**SPECIFIC BEHAVIOR OBJECTIVE:** After individual resource work and participation in group study each student will write three generalizations on how self-understanding of personal development enhances opportunities for employment.

**SUGGESTED SUBJECT AREA:** Home Economics      **SUGGESTED GRADE LEVEL:** Jr. - Sr. High

### **SUGGESTED TECHNIQUE FOR ACHIEVING OBJECTIVE**

Teacher have a question box made. Give students time to write questions on what bothers them most about their physical development. Arrange with the school nurse and physical education teacher to assist in answering questions. These may be combined in a type of Ann Landers Column and used several times during the unit.

Set up a resource center in the study area of the room and another in the school library. Students contribute to department center with magazine articles, pamphlets and books on physical development during adolescence.

Each student bring a summary of the life story of an individual who overcame physical handicaps. Share information in group discussion.

Each student itemize physical requirements for the type of work they plan to enter.

In group discussion cite physical characteristics which people can improve. Each student list his personal physical assets and his liabilities. Each student write three generalizations concerning physical characteristics and employability. Use of video tape or audio tape will assist the student in analyzing his physical characteristics.

Have students give examples of how first impressions of a person, based on physical characteristics were changed with longer acquaintance.

(continued)

### **RESOURCES**

State Board for Vocational Education

Filmstrips:

It Isn't Easy to Become an Adult

Shyness

Taking Criticism

Knowing Yourself Series:

Understanding Myself

So You are Not Like

Everybody Else

Your Search for Self

Building Self-Confidence

Are You Adaptable?

Film:

Acting With Maturity

Overhead Transparencies:

Attitude and Manner:

Their Influence on

Accomplishment

SRA materials:

Discovering Yourself

Understanding Yourself

Focus on Self-Development Kit

Your Personality and Your Job

What Employers Want

Guidance Associates:

Your Personality: The You Others Know

**COMMENTS:**

## CAREER EDUCATION ACTIVITIES (continued)

Show film such as "Acting With Maturity."

Involve a social worker, county health nurse or school nurse, mother of teen-age children, clergyman, and two students in a panel discussion on "Meeting the Emotional Need for Acceptance and Affection During Adolescence." Allow time for a question and answer period at the end.

Add books, bulletins, magazine articles, filmstrip and film listings on emotional and social development to resource center in classroom and library.

Have small groups of students role play emotional or social problems that confront teen-agers.

Students use resource material to seek answers to the problems portrayed. Share information in a circle discussion.

Each student write characteristics they enjoy in friends then write characteristics that make them afraid of or dislike people. Teach students to write a diamante and use these characteristics. Post diamantes on the bulletin board.

Ask what character traits the characters in the "Peanuts" comic strip have.

Select cartoons for two bulletin boards entitled "Sure Ways to Lose Friends" and "How to Irritate the Boss."

Have student volunteers pantomime "Your Feelings are Showing."

Each student complete an attitude checklist. Several students who need extra activities make up an attitude checklist and give each student a chance to complete it. Results should be tabulated and used as a guide for class discussion. Subjects for the attitude check list might be feelings about school rules, or working situations.

Circle discussion on "Do you think social development can be learned quickly to suit the job you get?"

Each student write three generalizations on how self-understanding of personal development enhances opportunities for employment.

"Becoming a Woman/Becoming A Man" 1972 (revised)

Multi-Media

"Everything But..."  
1972

Wallace and McCullar,  
Building Your Home Life.  
Lippincott 1966 rev.

Ahern, Nell G., Teen Age Living. Houghton Mifflin, 1966 rev.

Davis and Peeler, Lessons in Living. Ginn 1970

Clayton, Nanalee, Young Living. Bennett 1970 rev.

Barclay, Champion; Brinkley and Funderbuck, Teen Guide to Homemaking. McGraw-Hill, 1972 rev.

McDermott, Norris & Nicholas, Homemaking for Teen-Agers, Book I. Bennett, 1972 rev.

Resource people:

School nurse

County Health Nurse

Physical Education teacher

County Extension Office:

Rusness, Going First Class

## APPENDIX A

Guideline for an Individual  
Research Study of an Occupation



## STUDY OF A CAREER

### Research and Planning Outline Form

#### I. NAME OF THE CAREER OR CAREER FIELD \_\_\_\_\_

A. Is there a DOT number for this career? \_\_\_\_\_

B. Other names often used for this career? \_\_\_\_\_  
\_\_\_\_\_

C. Reasons for selecting this particular career to study. \_\_\_\_\_  
\_\_\_\_\_

#### II. HISTORY OF THE CAREER \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

#### III. PEOPLE IN THIS CAREER

A. Approximately how many people are now employed in this career field? \_\_\_\_\_

B. Briefly discuss current employment trends relating to this career.  
\_\_\_\_\_  
\_\_\_\_\_

C. Where are jobs related to this career most often found? Why?  
\_\_\_\_\_  
\_\_\_\_\_

#### IV. DUTIES OF THIS CAREER

A. General duties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Specific duties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Hours of work ordinarily required \_\_\_\_\_

- D. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts, etc.)

\_\_\_\_\_

\_\_\_\_\_

V. QUALIFICATIONS OF WORKERS IN THIS FIELD:

A. Sex \_\_\_\_\_

B. Age \_\_\_\_\_

C. Health and physical \_\_\_\_\_

D. Personality \_\_\_\_\_

E. Experience \_\_\_\_\_

F. Aptitudes \_\_\_\_\_

G. Education (general level and type required) \_\_\_\_\_

H. Other \_\_\_\_\_

I. What are the most common methods of entry into this career? \_\_\_\_\_

Which one would you choose? \_\_\_\_\_

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

VI. EDUCATIONAL PLANNING



- A. Develop a complete high school program that would be the best preparation for this career, for entry into a post-secondary school if one is necessary for this career.

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- B. Are post-secondary vocational-technical schools involved in the preparation for this career. Give specific examples

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- C. If you decide to attend a post-secondary school, what entrance requirements might you expect? What courses would you expect to take? What is the length of training? Cost of training?

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- D. Briefly describe any armed forces training opportunities that may relate to this career.

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- E. Is a college or university education required? If it is, consider the following important factors:

1. Length of college course

2. Specialized courses required for graduation or certification.

3. Approximate cost per year (on-campus or off-campus)

4. What are the scholarships, loans or grants that you could apply for to help with the cost of this training?

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**F. Other Training (Discuss)**

1. Is this an apprenticeable program? \_\_\_\_\_
2. Company training program \_\_\_\_\_  
\_\_\_\_\_
3. On-the-job training \_\_\_\_\_  
\_\_\_\_\_

**VII. RELATED FIELDS**

- A. List and briefly describe several career fields related to the one you have chosen to explore. (Refer to occupational cluster posters.)

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

- B. List other careers that could effectively utilize the training and experience.

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

**VIII. FINDING A JOB IN THIS CAREER FIELD**

- A. Legal requirements for entry into this field \_\_\_\_\_

\_\_\_\_\_

- B. Public and/or private employment agencies that might be helpful in securing a job in this field \_\_\_\_\_

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

- C. Newspaper ads (attach to separate sheet several ads pertaining to this career)

D. Briefly describe the manner in which you would go about making a direct application for a first job in this field \_\_\_\_\_

E. List four local firms where employment in this career field could be found \_\_\_\_\_

F. If you were to make application for this job, whom would you use for recommendations? List three persons: (refer to appendix A; Letter of application) \_\_\_\_\_

G. Write a sample letter of application for this type of position on a separate sheet of paper and attach.

#### IX. EARNINGS

A. How much can you expect to make from this career?

1. Beginning salary? \_\_\_\_\_

2. Average salary? \_\_\_\_\_

3. Exceptional salary? \_\_\_\_\_

B. What expenses might you have to meet in following this career? \_\_\_\_\_

#### X. THE NATURE OF THE JOB

A. List some benefits other than salary that you would expect to gain from this career \_\_\_\_\_



B. What hazards can you anticipate in this job field? \_\_\_\_\_

C. What organizations can you be expected to join? \_\_\_\_\_

D. What demands would this career place on a family? \_\_\_\_\_

#### XI. CAREER ADVANCEMENT

A. What are the chances for advancement in this field? \_\_\_\_\_

B. Would advancement require additional training? Explain \_\_\_\_\_

C. Would advancement require additional duties? Explain \_\_\_\_\_

D. Could advancement require moving to another location? Explain \_\_\_\_\_

E. Is there a need for continuing education to hold this position?  
Explain \_\_\_\_\_

XII. ARRANGE AN INTERVIEW with someone employed in this career field. Ask this resource person the same questions you have been exploring in this project and any additional questions you may have. Write a summary of this interview.

XIII. AFTER STUDYING THIS CAREER in depth, state why you would or would not be interested in making this your own career objective.

## APPENDIX B

### Personal Data Sheet



PERSONAL DATA SHEET

NAME: John Baker  
ADDRESS: 319 Oak St., Bismarck, ND 58640  
TELEPHONE: 255-3240  
MARITAL STATUS: Single

AGE: 19  
HEIGHT: 5'11"  
WEIGHT: 160

EDUCATION: Elementary School: Cunningham School; graduated 1965  
High School: Roosevelt High School; graduated 1969  
Commercial course with general business major  
Electives included business procedures and bookkeeping

PREVIOUS EMPLOYMENT: Clerk, National Insurance Co., 145 N. LaSalle St.,  
Centerville,  
June 1969 to present  
Clerk, Check-Clearing Dept., State Bank,  
917 Dearborn St., Centerville,  
June - September 1968  
Supervisor: Mr. H. C. Smith

SCHOOL ACTIVITIES: Business Club, football team, Student Council

PRESENT INTERESTS: Photography, camping, record collecting

REFERENCES: Mr. T. R. Preston.  
Section Manager  
National Insurance Co.  
145 N. LaSalle St.  
Centerville, Ill. 62201  
DEarborn 2-9820

Mr. L. E. Fisher  
Accounting Instructor, Roosevelt High School  
2034 E. Main St.  
Centerville, Ill. 62201  
NAtional 8-6880

Mr. P. A. Johnson  
4839 South Boulevard  
Centerville, Ill. 62201  
ALpine 1-4906

## APPENDIX C

Addresses of Suppliers of  
Resource Materials

## ADDRESSES OF PUBLISHING COMPANIES

Ahrens Publishing Co., Inc.  
116 W. 14th St., New York, 10011

Allyn and Bacon, Inc.  
College Division  
Rockleigh, NJ 07647

Association Press  
291 Broadway  
New York, NY 10007

Burgess Publishing Company  
426 S. Sixth St.  
Minneapolis, MN 55415

Charles A. Bennett  
809 W. Detweiler Dr.  
Peoria, IL 61614

Crown Publishers, Inc.  
419 Park Ave. S.  
New York, NY 10016

Dell Publishing Co., Inc.  
750 Third Ave.  
New York, NY 10017

Dillon Press, Inc.  
106 Washington Ave. N.  
Minneapolis, MN 55401

Dodd, Mead and Co.  
79 Madison Ave.  
New York, NY 10016

Doubleday and Co., Inc.  
501 Franklin Ave.  
Garden City, NY 11531

General Learning Corp.  
250 James St., Morristown, NJ 07960

Ginn and Co.  
450 W. Algonquin Rd.  
Arlington Heights, IL 60005

Golden Press, Div. of Western Pub.  
850 Third Ave.  
New York, NY 10022

Harper and Row  
49 East 33rd St.  
New York, NY 10016  
(orders to: Scranton, PA 18512)

D. C. Heath and Co.  
2700 N. Richardt Ave.  
Indianapolis, IN 46219

Holt Rinehart and Winston, Inc.  
383 Madison Ave.  
New York, NY 10017

Houghton Mifflin Co.  
1900 S. Batavia Ave.  
Geneva, IL 60134

Interstate Printers and Publishers  
19-27 N. Jackson St.  
Danville, IL 61832

Iowa State University Press  
Press Bldg.  
Ames, IA 50010

J. B. Lippincott Co.  
Educational Publishing Div.  
East Washington Square  
Philadelphia, PA 19105

Macmillan Co.  
866 Third Ave.  
New York, NY 10022

Richard Rosens Press, Inc.  
29 East 21st St.  
New York, NY 10010

McGraw-Hill Book Co., Webster Div.  
Manchester Road  
Manchester, MO 63011

Silver Burdett Co.  
460 S. N. W. Highway  
Park Ridge, IL 60068

McGraw-Hill Book Co.  
330 West 42nd St.  
New York, NY 10036

J. Weston Walch, Publisher  
919 Congress St., Box 1075  
Portland, ME 04104

Meredith Press  
1716 Locust St.  
Des Moines, Iowa 50303

John Wiley and Sons, Inc.  
605 Third Ave.  
New York, NY 10016

Julian Messner  
1 West 39th St.  
New York, NY 10018

Oregon State University Press  
Corvallis,  
Oregon

The Pillsbury Co.  
Minneapolis,  
Minnesota 55402

Pocket Books, Inc.  
Simon and Schuster  
1 West 39th St.  
New York, NY 10018

Prentice-Hall, Inc.  
Englewood Cliffs,  
New Jersey 07632

Pruett Press, Inc.  
Boulder,  
Colorado

Reinhold Publishing Co.  
Van Nostrand-Reinhold Books  
450 West 33rd St.  
New York, NY 10001

# OTHER ADDRESSES NEEDED

American Home Economics Assoc.  
1600 Twentieth St. N. W.  
Washington, DC 20009

Calgon Home Service Institute  
Calgon Center  
Pittsburgh, PA 15230

Consumer Product Information  
Washington  
DC 20407

Educational Progress Corp.  
8538 East 41st St.  
Tulsa, OK 74145

Guidance Associates  
41 Washington Ave.  
Pleasantville, NY 10507

Household Finance Corp.  
Prudential Plaza  
Chicago, IL 60601

Illinois Teacher  
342 Education Bldg.  
University of Illinois  
Urbana, IL 61801

Institute of Life Insurance  
Health Insurance Institute  
277 Park Ave.  
New York, NY 10017

Metropolitan Life  
One Madison Ave.  
New York, NY 10010

National Dairy Council  
111 N. Canal St.  
Chicago, IL 60606

J. C. Penney and Co.  
Educational and Consumer Relations  
1301 Avenue of the Americas  
New York, NY 10019

Public Employment Service  
207 Broadway, Box 1537  
Bismarck, ND 58501

Public Affairs Pamphlets  
22 East 38th St.  
New York, NY 10016

Science Research Associates  
259 Erie St.  
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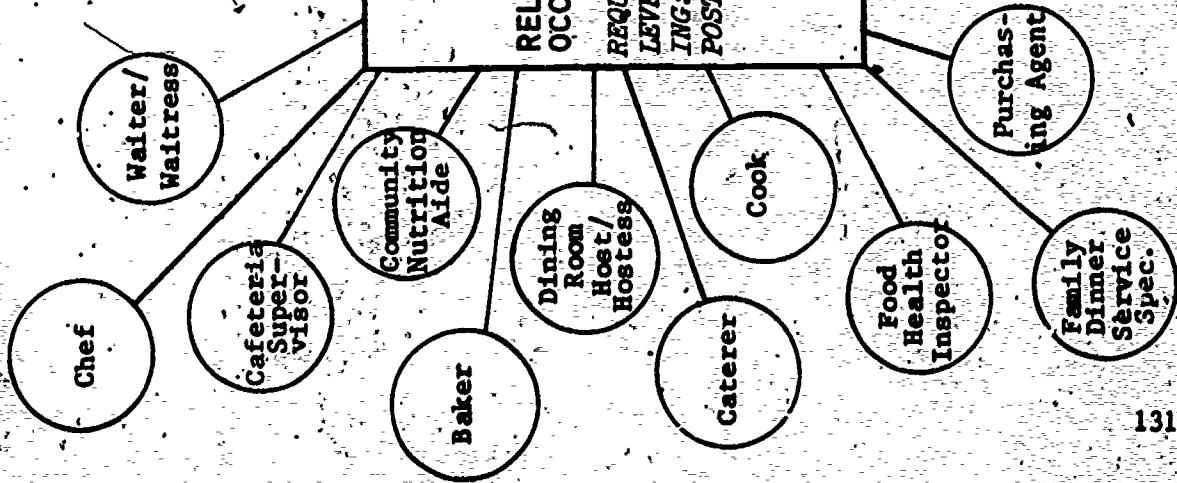
## APPENDIX D

### Home Economics Career Education Charts

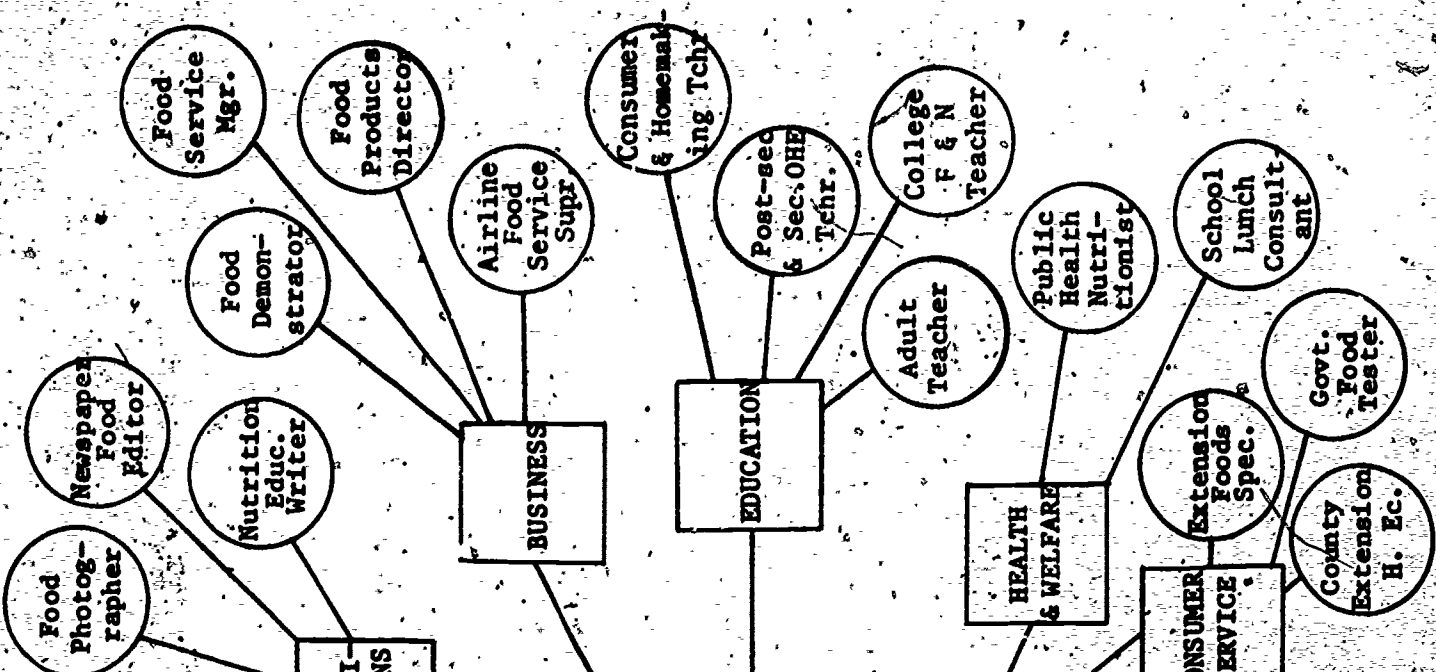
# FOODS & NUTRITION

## HOMEMAKER

### RELATED OCCUPATIONS REQUIRING VARIOUS LEVELS OF TRAINING: SECONDARY, POST-SECONDARY



### PROFESSIONAL OCCUPATIONS REQUIRING COLLEGE TRAINING

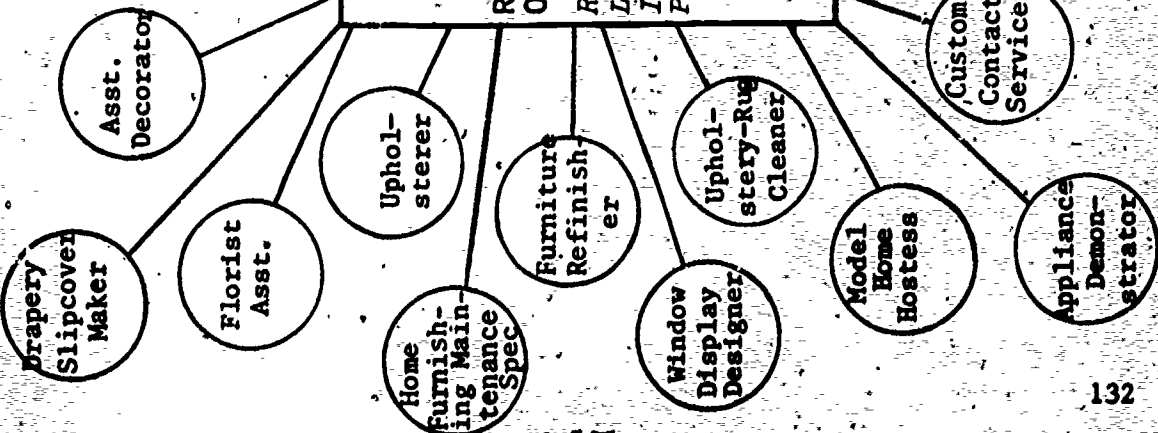




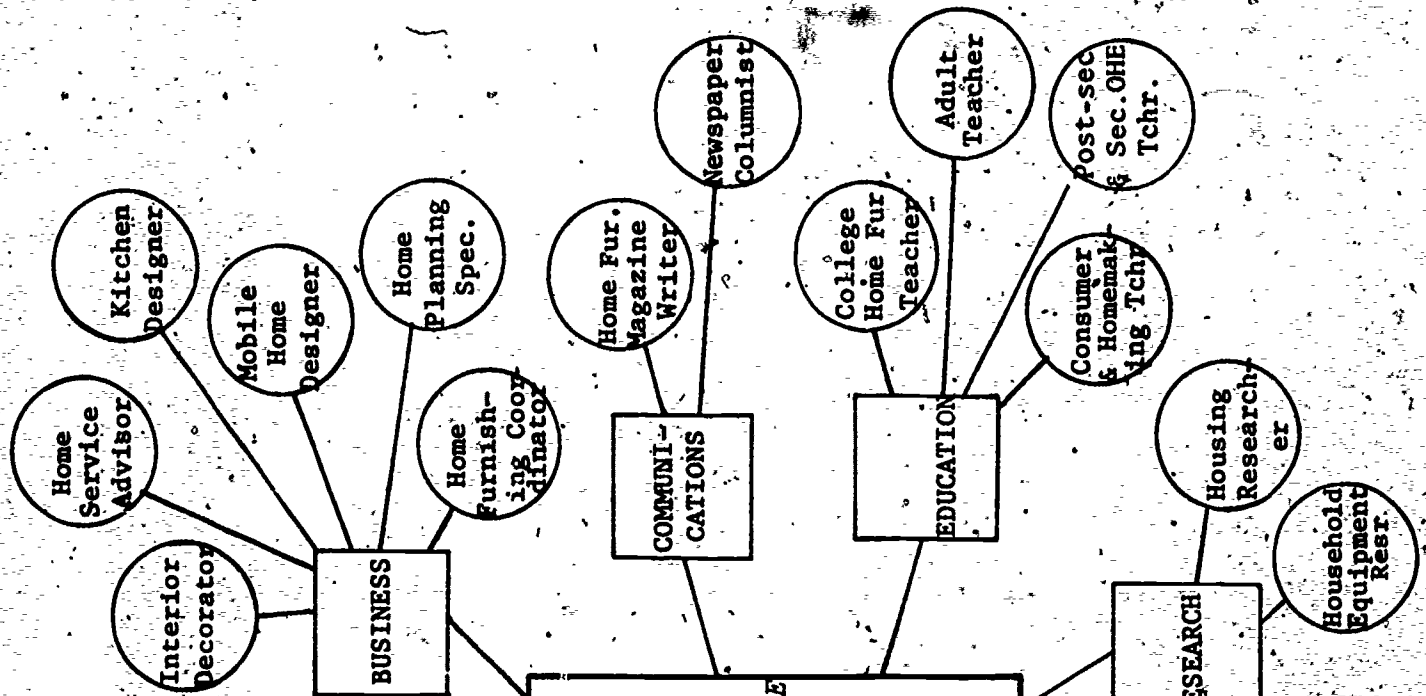
# HOME FURNISHINGS & HOUSING

## HOMEMAKER

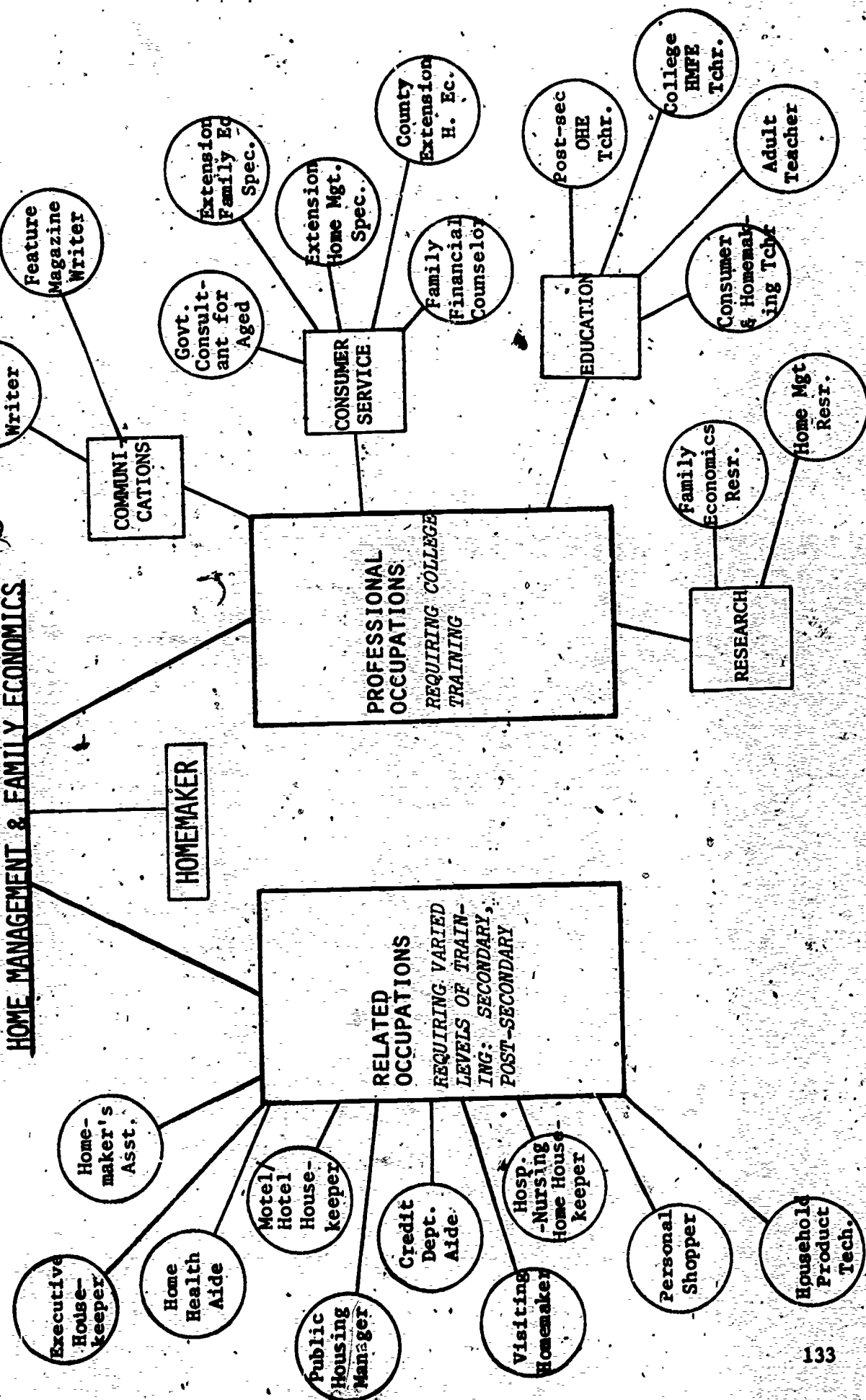
### RELATED OCCUPATIONS REQUIRING VARIED LEVELS OF TRAIN- ING: SECONDARY, POST-SECONDARY



### PROFESSIONAL OCCUPATIONS REQUIRING COLLEGE TRAINING

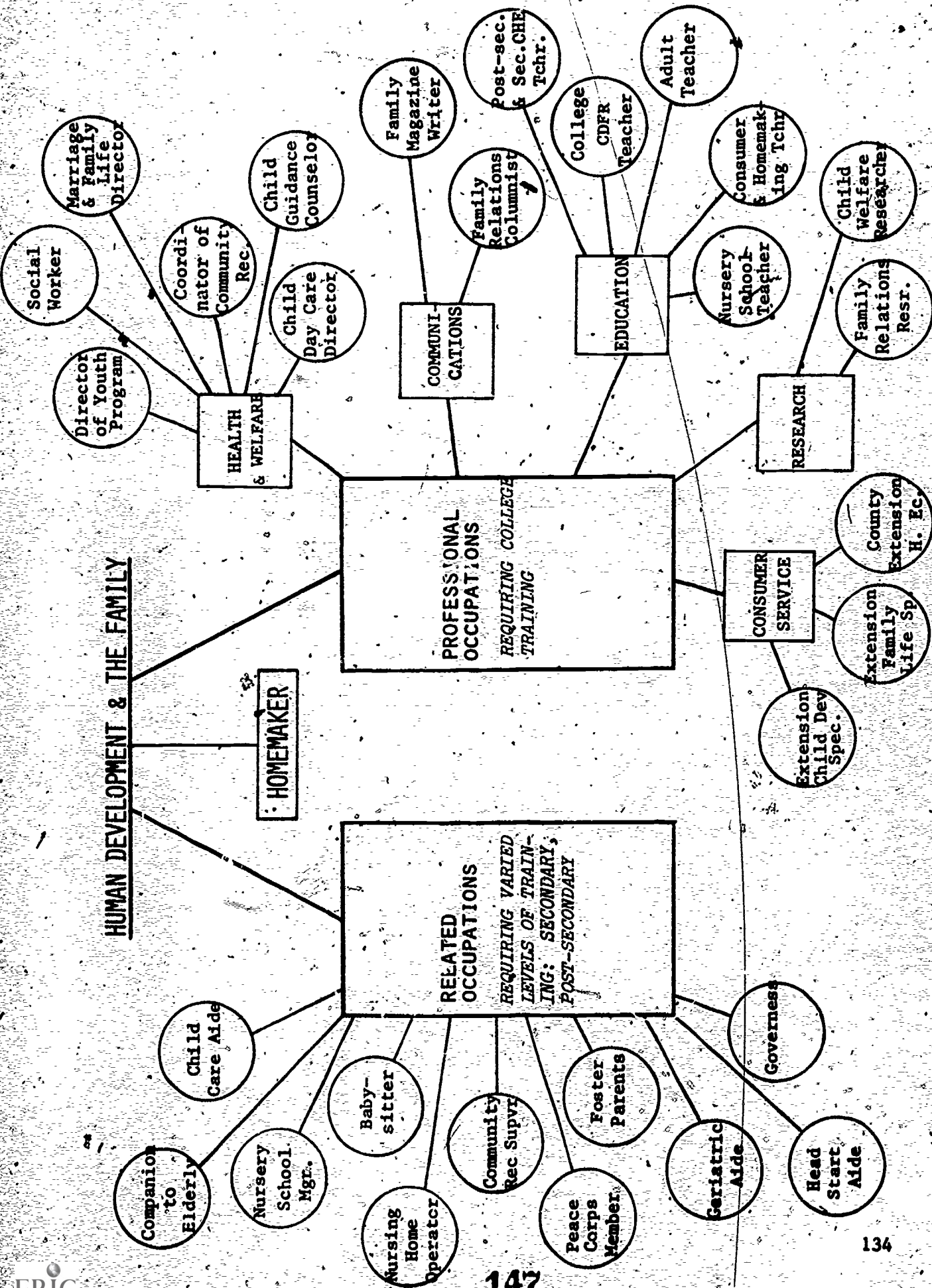


# HOME MANAGEMENT & FAMILY ECONOMICS

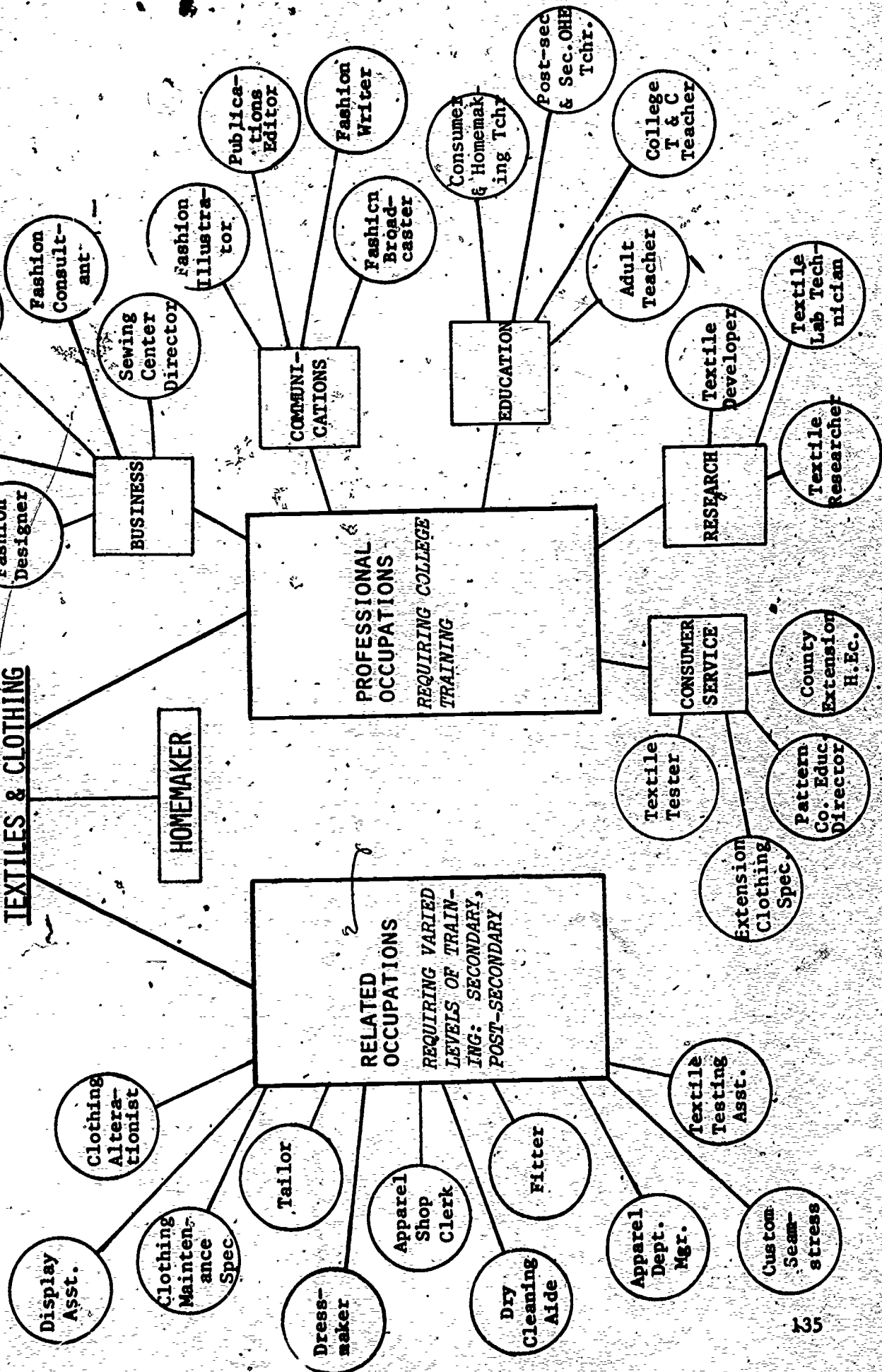




# HUMAN DEVELOPMENT & THE FAMILY



# TEXTILES & CLOTHING



## APPENDIX E

Guideline For Field Trips  
For Career Education

## Guideline for Field Trips for Career Development

### A. Teacher-Pupil Planning

1. Plan type of trip.
2. Are students interested in going on field trip?
3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
  - a. Develop awareness of different workers
  - b. Helping them observe working conditions
  - c. Awareness of interdependence of workers

### B. Teacher Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips  
Develop form-sheet for the tour of business place
4. Contact business tour establishment
  - a. Permission to come and definite date and time
  - b. Provide information for business place being toured
    - 1) Number of students
    - 2) Age, grade level, etc.
    - 3) What material covered by students previously
    - 4) Questions students might ask
    - 5) Safety measures to be observed
    - 6) Questions workers might ask
  - c. Secure any information or materials from business for students to review before going on trip

### C. Pupil Preparation

1. Watch for:
  - a. Working conditions
  - b. Duties of workers
  - c. Clothes they wear - appropriate
  - d. Number of workers
  - e. Safety
  - f. Do workers enjoy the kind of work they are doing
2. Special instructions
  - a. Appropriate clothing
  - b. Conduct on tour
  - c. Safety practices
  - d. Courtesy throughout tour
  - e. Departure time

### D. Follow - Up

1. Did you enjoy the trip?
2. Would you recommend the trip for others? Why? Why not?
3. Were all questions answered?
4. Did you observe any kind of work you would enjoy doing?
5. What did you learn on this trip that you didn't learn in the classroom?



## APPENDIX F

### Guidelines For Use of Resource Persons



## Letter To Resource Person

Dear \_\_\_\_\_

My students are studying \_\_\_\_\_  
We would like to have some first hand knowledge about this area. We are very interested in the work that you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties
3. Training or preparation required.
4. Approximate starting salary - salary after ten years (average).
5. Have you been doing this same type of work all of your working life.
6. Demand for such a job.
7. Supply of workers for this occupation.
8. Physical characteristics needed.
9. Social characteristics needed.
10. Do you work alone or with others.
11. Do you need to get along and cooperate with other workers.
12. What school courses helped a great deal in preparing you for this work?
13. How do you feel after a days work? Why?
14. Why do you work?
15. Do you like this job?
16. What are the good and bad points about it?
17. How and where training can be obtained.
18. Leave plenty of time for questions.

Listed below is some information you may find useful.

Subject area \_\_\_\_\_

Number of students \_\_\_\_\_

Description of facilities and equipment available \_\_\_\_\_

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

### Follow - up of Resource Person

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).
2. Discuss:
  - a. What are the employment opportunities for these workers?
  - b. Would you like this type of work?
  - c. What characteristics do you have that would be valuable in this work?
  - d. What must you improve on if you were to go into this line of work?
  - e. What requirements (educational, physical, etc.) are necessary for this work?
  - f. What geographical factors, if any, determine the location of this type of work?

## RESOURCE PEOPLE GUIDELINES

### Preparation:

1. Make the initial contact.
2. Teacher should obtain background information on person so she can make the introduction.
3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached)
4. Cover the area concerning the resource person before he or she comes to the classroom.
5. Give students some general knowledge of this person's field.
6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.
7. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.
8. Have the resource person ask students "What do you think I do?" before he begins his presentation.
9. Follow - up of field trip for evaluation purposes.