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ABSTRACT

The guide contains a secondary school social studies unit for career development designed to be team-taught with the guidance counselor. The five-week unit aims at providing students with a certain knowledge of themselves and their own occupational preferences and potential through a series of discussions, readings, games, films, exercises, tests, and analyses of occupational clusters. The guide is oriented around three basic concepts: self-awareness, occupational awareness, and educational awareness. Each unit lists performance objectives, learning activities, and evaluation procedures. Appendixes, which include a reproduction of Sections 2 and 3 of the P.E.C.E. Knowledge Test, assorted supplemental activities, and diagrams of 14 career clusters arranged according to academic subjects, comprise 27 pages of the document.  
(JR)

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CAREER

WALKER

PLATES

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TOPIC: SOCIOLOGY OF OCCUPATIONS

AREA: Social Studies

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PERFORMANCE LEVEL: Secondary -  
Grades 10 - 12

SCHOOL: UNIVERSITY CITY SENIOR HIGH SCHOOL  
University City, Missouri

DATE: SUMMER - 1974

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## INTRODUCTION

Several developments in recent years have contributed to a demand for career education in the public school system. High unemployment rates in certain highly specialized and prestigious fields, shortages in many service and technical fields, and personal dissatisfaction and lack of fulfillment on the part of the multitudes of people have helped to generate changes in values and a supportive climate for career education for public school students. Governmental support as well as active campaigning by regional business organizations such as the St. Louis Regional Commerce and Growth Association in the St. Louis area have helped to place a greater value on careers once shunned by young people seeking the prestige of a college education. All of this coupled with student dissatisfaction with the traditional academic education requires that the progressive public school system becomes actively involved in career education. An evidence of this trend in University City is the overwhelming response by high school students to the Career English course offered in the spring registration.

With the apparent high student interest and the stimulus provided by the Career Education Grant, the Senior High proposes to coordinate the effort of three departments in the career education program. These departments (the Counseling department, Social Studies department, and the English department) hope to combine class work and individual counseling techniques toward the goal of helping each student involved in the program acquire a better understanding of himself, a knowledge of the world of careers and how his own talents and interests fit into the society picture, and develop skills in job seeking that will help him acquire a

desirable position. Through the career education program the student should acquire a theoretical and practical background for decision making that will lead to an appropriate, fulfilling career experience after high school. The counseling department will serve primarily as a resource for the teachers and students involved in the program. One counselor would be available on a part-time basis to assist teachers in administering and interpreting tests designed to measure a student's interests and abilities. Additionally the counselor would provide valuable information about the employment outlook and develop an occupational awareness for the student both through direct student contact and, indirectly, by providing information and resources to the teacher involved in the program. Finally, the information gathered about the students would be made available to each student's own counselor and advisor to be used in counseling him in his high-school program and post-high-school plans. The counselor would serve as liaison person with the counseling department and advisors, to help them utilize the career information appropriately and effectively.

The social studies component would initially provide a five week unit designed to help the student gain greater knowledge of himself and his own occupational preferences and potential. Through a series of discussions, readings, games, and exercises the student will examine his values and the relationship of those values to his lifestyle. Tests will be utilized to determine occupational preferences and perceived abilities. Occupational clusters will be examined to identify career options. Following a superficial analysis the student will narrow his research to specific occupational preferences, examining the educational requisites, the economic potential, the employment prospects, and the hiring practices in the field.

Regardless of the particular occupation which a student may pursue, communication skills will prove to be a vital part of his potential to function effectively and lead a rewarding, fulfilling life. The focus of the English component in career education is on the development of reading, writing, speaking, and listening skills while acquiring knowledge for individuals to pursue units they want and in the order they choose. While requiring a minimum accomplishment to pass the course, the student is provided ample opportunity to excel in the course by choosing from a wide selection of units and packets within each unit. Activities range from tests that reveal career preferences to exercises to improve the individual's writing or speaking skills. The teacher would serve as consultant to advise the students regarding which packets would be most useful to improve skills or appeal to particular interests.

Overall, the Career Education program at the Senior High School is designed to develop self awareness in the student while cultivating an awareness of the education implications of occupations. While career education is clearly not for everyone there seems to be a vivid interest on the part of a considerable number of students in the University City secondary schools. The concerted efforts of three major disciplines should provide a balanced, thorough approach that would be impossible through only one. Career education as perceived by this program should not restrict the student narrowing his options to either college or a particular vocation but provide him with the skills and knowledge to make a more intelligent choice from the vast array of options before him.

## UNIT DESCRIPTION: Sociology of Occupations

This five week unit is designed to help students identify who they are and who they want to become. Adolescents are often times confused and troubled by questions of identity and self-worth, and it is unrealistic to assume that effective career planning can exist where such questions remain unanswered. Many students lack exposure to career possibilities, and as a result they drift through school and fall into a job with a minimum of planning. Through this unit students will identify their own personality traits, values, preferences, and abilities. Then they will examine general occupational areas and specific jobs will be evaluated on the basis of job characteristics, occupational outlook, personal preference, and personal ability.

### Week I Concepts:

1. Testing can be a useful tool in determining student ability and learning.
2. Students need to understand themselves before they can make realistic career plans.

### Performance Objectives:

- 1.1 Administration of a pretest to be used as a measure of general occupational knowledge and to be compared with post test results to determine student learning.
- 1.2 Administration of ability test to identify student strengths and weaknesses.
- 2.1 Students should recognize self-worth and worth factors.
- 2.2 Students should examine their own life history and project themselves into the future.

## Learning Activities:

- 1.1 P. E. C. E Knowledge Test, Sections II and III, Georgia State Dept. of Education. True or false and multiple choice questions on educational preparation, occupational outlook, etc. See Appendix I.
- 1.2 U. S. Army A. S. V. A. B. test. Administered free of charge (four hours long). Ability scores provided for electronics, general-mechanical, motor-mechanical, clerical-administrative, and general-technical areas. Guide provides a list of occupations for each score designation.
- 2.1 Discussion on the worth of a human being. See Appendix II.
- 2.2 Group interview with focus game. Students in small groups share personal beliefs, interests, and values. A supportive environment is created. These two strategies can be found in Values Classification by Sidney Simon, Leland Howe, and Howard Kirschenbaim, Hart Publishing Co., Inc., N.Y., 1972, on pages 160 and 171.
- 2.3 Autobiography exercises which will provide students with a systematic approach at examining their own lives and projecting their own lives and projecting themselves into the future. Strategies can be found in Values Classification by S. Simon, L. Howe and H. Kirschenbaim on pages 234, 236, and 304-311.

## Evaluation:

- 1.1 Successful completion of testing.
- 2.1 Written assignment on the worth of a human being. This can be used as a values indicator and a measure of the complexity of student thought.
- 2.2 Observable increase in respect between classmates.
- 2.3 Written assignment to be used as a motivational device for student introspection.
- 2.4 Learned statements provide students with an evaluatory device to provide feedback on the unit and its components. It can be found in Values Classification by S. Simon, L. Howe, and H. Kirschenbaim on page 163.

\*This strategy can be employed throughout this unit.



### Supplementary Materials and Activities:

- 1.1 Vocational Knowledge Inventory by Fred Frasen, University of Missouri, Columbia.
- 2.1 Film -"Johnny Lingo,"available through St. Louis County Audio-Visual.

### Week II Concepts:

1. Students need to understand themselves before they can make realistic career plans.
2. Careers and life styles are determined to a great extent by conscious decisions.

### Performance Objectives:

- 1.1 Students should identify their own values and respect the values of others.
- 2.1 Students should recognize the need to take responsibility for their actions.
- 2.2 Students should exercise decision-making and observe effects on an individual's life.

### Learning Activities:

- 1.1 Rank Order Exercise. Students choose from alternatives and publicly affirm and defend their choices. See Values Classification, S. Simon, L. Howe, and H. Kirschenbaim, p. 58.
- 1.2 Values Auction. See Appendix III.
- 2.1 Film -"Hangman,"available through St. Louis County Audio-Visual.
- 2.2 Life Career Game by Sarane Boocock, published by Western Publishing Co. Students plan eight years in the lives of fictitious characters. Information on occupational and educational options are provided. It takes six hours to play.

### Evaluation:

- 1.1 Students publicly affirm and defend value positions.

1.2 Students identify values which are most important to themselves.

2.1 Class discussion on individual responsibility.

2.2 Students should realize the importance of career decisions and how decisions made early affect one's opportunities and satisfactions later in life.

#### Supplementary Materials and Activities:

1.1 Values Appraisal Scale from Activities for Succeeding in the World of Work by G. Kimbrell and B. Vineyard, McKnight and McKnight, Bloomington, Ill., 1972.

2.1 Film -"The Hat," available through St. Louis County Audio-Visual.

2.2 Film -"Decisions, Decisions," available through St. Louis County Audio-Visual.

#### Week III Concepts:

1. Careers and lifestyles are determined to a great extent by conscious decisions.

#### Performance Objectives:

1.1 Students should exercise decision-making and observe effects on an individual's life.

#### Learning Activities:

1.1 Continuation of Life Career Game.

1.2 Film-"Changing," available from St. Louis County Drug Abuse Program, St. Louis County Building, Clayton. Film shows how changing one's life style does not end the need for decision-making.

#### Evaluation:

1.1 Students should recognize the importance of career decisions, and how decisions made early can affect opportunities and satisfactions later in life.

1.2 Students should realize that responsible decision-making cannot be avoided by a change in lifestyles.

#### Week IV Concepts:

1. Decisions and problem-solving can be facilitated with the use of an effective formula.
2. Testing can be a useful tool in determining student ability and learning.
3. Students should be provided with learning situations which are personally meaningful.
4. Field experiences (speakers and field trips can be valuable learning experiences).

#### Performance Objectives:

- 1.1 Students will utilize a problem-solving formula.
- 1.2 Students will take an occupational preference test.
- 1.3 Students will select a limited number of occupations which interest them and will make a cursory examination of each.
- 1.4 Students will participate in field experiences.

#### Learning Activities:

- 1.1 Students will be introduced to and utilize a problem-solving formula. Teacher can provide questions or use student suggestions. See Appendix IV.
- 1.2 Students will take the Self Directed Search by John Holland and published by Consulting Psychologists Press, 577 College Ave, Palo Alto, Calif. 94306. The test uses student activities, competencies, and self-estimates to identify relevant occupational areas.
- 1.3 On the basis of results acquired from the Self Directed Search \*, students will choose three occupational areas (health, manufacturing, etc.) and make a cursory examination of each. Materials to be used include the Occupational Outlook Handbook, J. R. A., Inc.; Occupational Exploration Kit (400 four-page occupational briefs, 17-48 page job family booklets, etc.) S. R. A., Inc.; Key Career Exploration (ten filmstrips and cassettes consisting of on-the-job interviews of various occupations within ten job families).
- 1.4 Students will participate in field experiences. Area resources can be found in the metropolitan Directory of Speakers and Field

\*And the U.S. Army A.S.V.A.B. Test.

Trip Resources by the St. Louis Regional Commerce and Growth Association, 10 Broadway, St. Louis 63102.

Supplement to Week IV:

Supplementary Activities and Materials:

- 1.1 Strategies section in Deciding: A Leader's Guide, H. B. Gelatt, B. Varenhorst, R. Carey, C. E. E. B., N.Y. 1972.
- 2.1 Youth Career Exploration Handbook, University of Missouri, Columbia, Extension Division.
- 2.2 Kuder Form DD Occupational Interest Survey, published by S. R. A., Inc.
- 3.1 The Guidance Dept. offers many valuable resources including an occupational vocabulary list and various guides to career information, both national and local.
- 3.2 Periodical-Career World published by Curriculum Innovations, Inc., 501 Lake Forest Ave, Highwood, Ill. 60040 (\$2.95/school year, \$1.75/semester).
- 4.1 Speakers for Your Classroom by the Volunter Aide Program, University City School District, 1973.
- 4.2 Field Trips and Resources in St. Louis by John Morris, University of Missouri at St. Louis, Extension Division.

Supplement To Week IV:

Evaluation:

- 1.1 Student will realize that decision-making need not be random and strategies can help make effective decisions.
- 1.2 Successful completion of testing.
- 1.3 Students will realize that an examination of their abilities and preferences can be used to identify realistic career options.
- 1.4 Students will become aware of the multitude of career possibilities, their various positive and negative aspects, and the need for occupational and educational planning.

#### Week V Concepts:

1. Students should be provided with learning experiences which are personally meaningful.
2. There are skills which aid one in searching for a job.
3. Field experiences can be valuable learning experiences.
4. Testing can be a useful tool in determining student growth.

#### Performance Objectives:

- 1.1 Students will examine in detail a limited number of specific occupations.
- 1.2 Students will relate occupation areas and specific jobs to school subject matters.
- 2.1 Students will examine how to apply for a job, and how to keep it.
- 2.2 Students will participate in field experiences.
- 2.3 Administration of a posttest to determine student growth.

#### Learning Activities:

- 1.1 Students will utilize S. R. A. Keys - Career Exploration, S. R. A. Occupational Exploration Kit, the Occupational Outlook handbook, Guidance Dept. materials, library books, and other materials in making detailed examinations into a limited number of specific occupations identified in previous explorations. Educational requirements and possibilities for meeting them will be examined along with occupational characteristics. Students will be asked to evaluate the occupations in regard to desirability.
- 1.2 Class discussion on how school relates to the occupational world. See Appendix V.
- 2.1 Films available through St. Louis County Audio-Visual: Your Job.- Applying For it, Your Job-Fitting In, Your Job-Getting Ahead.

- 3.1 Students will participate in field experiences. A list of area resources can be found in Week IV, Learning Activities No.1.4.
- 4.1 Administration of the P. E. C. E. Knowledge Test, Sections II and III. See Appendix I.

**Evaluation:**

- 1.1 Students will gain in-depth knowledge of a number of occupations which they appear suited for and find some attraction towards. A written research report will result.
- 1.2 Student appreciation (or at least tolerance) of school will increase upon examination of school's relevance to the world of work.
- 2.1 Students will gain insight into how they can maximize career success.
- 3.1 Students will realize the multitude of occupational experiences, learn about positive and negative aspects identified with each, and will gain appreciation of the need for occupational and educational planning.
- 4.1 Successful completion of testing and a comparison with the results taken prior to this unit.

**Supplementary Activities and Materials:**

1. See Week IV Supplementary Activities and Materials.
2. Job application forms and interviewer-job applicant role-plays.

Appendix I

P.E.C.E. KNOWLEDGE TEST  
Sections II and III

(Georgia State Department of Education)

Revised January, 1971

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SECTION II

True-False Section

Questions 1-30 are true or false. If you think the statement is true darken the space under A on your answer sheet. If you think the statement is false darken the space under B on your answer sheet.

1. In selecting an occupation, a person should consider the economic-social rewards of the occupations under consideration.
2. Society benefits from jobs that are considered undesirable by most people.
3. Training takes place only before entering an occupation--not for advancement within that occupation.
4. Reasons for working in a society of abundance are the same as those for working in a society where goods are scarce.
5. When choosing an occupation a person must be concerned only for himself, not society as a whole.
6. People in certain occupational groups have distinct styles of living.
7. In today's society, a person should go to college and then decide what occupation he plans to follow.
8. A person who respects himself is usually respected by others.
9. The work that women do is valuable to our society.
10. A person with high abilities should choose an occupation which requires routine behavior rather than a variety of duties.
11. In most work situations, the person should be concerned with his own job, not that of the work team.
12. Government and the general public influence a person's work life.
13. An employer may not fire a person because of race, sex, religion, or ability.

17. A person's occupation will sometimes determine which social clubs he will join.
  15. Printed material can tell you everything about a job.
  16. Planning ahead is a waste of time because the future is so uncertain.
  17. There exists today a need for people who can "fix" things.
  18. A person can have a satisfactory work life without having attended college.
  19. During a person's work life he may become too old to go to school again.
  20. It is common for a person to have more than one kind of job in his lifetime.
  21. There is one "right" occupation for each person.
  22. A person should not begin preparing for an occupation until he is out of high school.
  23. Most people are not in occupations considered "glamorous."
  24. A career might include a series of several jobs.
  25. Some "blue collar" workers make more money than some "white collar" workers.
  26. A strong interest in an occupation means that a person will be good at it.
  27. A labor union looks after the needs of the worker.
  28. The State Department of Labor charges a fee to find you a job.
  29. When lay-offs occur in a company the person who was hired most recently has the best chance of keeping his job.
  30. A person may become tense and worried in one job and yet be relaxed in another job.
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## SECTION III

### Multiple Choice Section

Questions 31-60 are multiple choice and you are to choose the best answer from the four alternatives listed. Choose only one answer for each question. Be sure to mark the space which corresponds to the question you are answering.

31. When selecting an occupation or career, a person should consider which of the following factors?
- A. Will this occupation permit me to express my personality?
  - B. Will I be happy in this occupation?
  - C. Will I earn enough money to provide for my family?
  - D. All of the above?
32. After a person takes a thorough inventory of his capabilities, he:
- A. Will find only one occupation in which he can use those capabilities.
  - B. Will be ready to decide on a particular occupation.
  - C. May choose an occupation and alter his capabilities to fit the occupation.
  - D. May find several occupations in which he may be able to use his capabilities.
33. The school guidance counselor may:
- A. Interpret standard test scores for a student.
  - B. Listen to a student's personal problem.
  - C. Assist a student in making course selections.
  - D. Help the student find information about a job.
  - E. All of the above.
34. Which of the following should be least important in choosing the first job?
- A. Chance for advancement and promotion.
  - B. Beginning salary.
  - C. Job satisfaction.
  - D. Ability to do a good job.
35. In completing an application for a job, which of the following is least important?
- A. Read the application completely to be sure you understand it.
  - B. Give your nickname so the employer will know what to call you.
  - C. Print or type all the information requested.
  - D. Fill in all the blanks possible.

36. Printed information about occupations and careers:
- A. Is always accurate and up-to-date.
  - B. Should be studied to determine if it is accurate and up-to-date.
  - C. Is always inaccurate and outdated.
  - D. Is of no value in learning about occupations and careers.
37. If a person were interested in inventing things at home while working on another job, he should:
- A. Be aware of "moonlighting" biases.
  - B. Know his company's rules, policies, and expectations concerning inventions by employees.
  - C. Invent things that would be useful for his company.
  - D. Draw overtime pay for work after hours.
38. If a person thinks of himself as a "shy" person, which of the following would probably be an undesirable occupation?
- A. Insurance salesman
  - B. Brickmason
  - C. Carpenter
  - D. Farmer
39. Which of the following persons would have least authority in his job?
- A. Bank president
  - B. School principal
  - C. Teacher
  - D. Plant manager
40. A company organizational chart:
- A. Is used to show workers how to carry out their jobs in the company.
  - B. Is used to show lines of authority within the company.
  - C. Is an alphabetical listing of all employees in the company.
  - D. Is a map showing the locations of other offices in the company.
41. Man maintains his environment by:
- A. Study
  - B. Work
  - C. Physical strength
  - D. Intelligence
42. The first thing a person who wants to establish a manufacturing business should ask himself is:
- A. Are there enough workers to operate the equipment?
  - B. Do I have enough money to begin production?
  - C. Is there a good market for my product?
  - D. How cheaply can I sell my product?

43. In what way is a person who does not work a "drag" on society?
- A. He might be supported by taxes.
  - B. He would mean one less person in the labor force.
  - C. To a certain degree, all workers are dependent on other workers.
  - D. A combination of the above.
44. In making career plans, which of the following is least important?
- A. The changing nature of work roles due to technology and automation.
  - B. Personal abilities.
  - C. Money necessary for education and training.
  - D. The number of employees already in that particular work role.
45. When an employer has many applications for a particular job, he usually will pick the applicant who has:
- A. The most education.
  - B. The best qualifications for the job.
  - C. The greatest economic need.
  - D. The greatest mental ability.
46. On the job, we must be sensitive to the needs of various people. Of the following, whose needs should be considered?
- A. Our own
  - B. Our fellow worker
  - C. The general public
  - D. The employer
  - E. All of the above
47. To become a Registered Nurse a person may:
- A. Complete two years of special junior college training.
  - B. Attend a three-year hospital school of nursing.
  - C. Obtain a four-year college nursing degree.
  - D. Do any of the above.
48. An engineer usually has:
- A. A high school diploma.
  - B. One or two years of junior college or vocational technical school.
  - C. Four or five years of college.
  - D. A high school diploma with courses in industrial arts and mechanical drawing.
49. An electronics technician usually has at least:
- A. A high school diploma.
  - B. One or two years of post-secondary vocational technical education.
  - C. Four or five years of college.
  - D. An engineering degree.

50. Which of the following occupations are mostly held by women?
- A. Teachers and accountants.
  - B. Accountants and school counselors.
  - C. Dietitians and cooks.
  - D. Teachers and nurses.
51. Which of the following best describes initiative?
- A. Ability to "stick to it."
  - B. Never do more than required.
  - C. Ability to see what needs to be done and doing it.
  - D. A combination of trustworthiness and dependability.
52. The "employment outlook" of an occupation refers to:
- A. The demand for workers.
  - B. Where workers are located.
  - C. Where workers are expected to be located in the future.
  - D. All of the above.
53. Which statement best described "vertical movement?"
- A. The worker performs his task standing up and moving.
  - B. The worker is promoted to a higher level job with the company.
  - C. The worker gets transferred to another job with the company.
  - D. The worker takes a similar job with another company.
54. Which of the following statements is true?
- A. A person must choose his career by the tenth grade.
  - B. A high school graduate must have chosen his occupation.
  - C. The best time to choose a career is in elementary school.
  - D. We can't say for sure when the best time is to choose.
55. The best way to learn what is involved in a particular job is to:
- A. Read about the job in a brochure or book.
  - B. Observe a motion picture about the job.
  - C. Visit the job site and talk with someone who does the job.
  - D. Read about the job in the "want ad" section of the newspaper.
56. In choosing a career, a person should:
- A. Choose the one that pays the most.
  - B. Choose the one with the most prestige or status.
  - C. Choose the one that brings him full personal satisfaction.
  - D. Choose the one that requires the most training.

57. Which of the following broad groups of occupations is expected to grow most in the immediate future?
- A. Clerical
  - B. Outdoors
  - C. Technical
  - D. Service to others
58. Which of the following group of workers is hardest hit by unemployment?
- A. Semi-skilled
  - B. Craftsmen
  - C. Unskilled
  - D. Professional
59. Which of the following high school programs should a student take if he is planning to be a teacher?
- A. General
  - B. Vocational
  - C. Academic
  - D. All of the above
60. "Preparations needed to enter an occupation," refer to:
- A. Only the educational experience needed to obtain employment in the occupation.
  - B. The educational as well as other experiences needed to obtain employment in the occupation.
  - C. The work experience needed for the occupation.
  - D. The skill and ability needed for the occupation.

## Appendix II

### The Worth of a Human Being

A human being is made up of oxygen, nitrogen, phosphorus, hydrogen, carbon, and calcium. There are also 12 1/2 gallons of water, enough iron to make a small nail, about a salt-shaker full of salt, and enough sugar to make one small cube. If one were to put all of this together and try to seal it, the whole thing would be worth about two dollars and fifty cents.

What is the point of this statement?

Do you believe you are worth more than \$2.50? Explain.

In what ways does society evaluate a human being's worth?

Do you judge your own worth by what you do or who you are?  
(Your actions or your self.)

Do all human beings have the same worth? Explain.

## Appendix III

### Auction

Directions: Use this activity with a group of children.

The teacher explains that each of the 26 items is to be auctioned off to the highest bidder. Each child has \$2,000.00 which he may use to bid. A student may bid any amount he wishes for any item, even the entire \$2,000.00. The total amount of bids cannot exceed \$2,000.00 per person. Ask children to prepare a "budget," dividing the \$2,000.00 among the various items. The teacher may suggest that the students use the "Amount you budgeted" column for this purpose. Students can write their final bids in the "Highest amount you bid" column.

As the teacher reads the items, the students call out their bids in auction style and keep count in the "Items you won" column. Bids may exceed the budgeted amount, but if this happens the child, of course, will not have enough money to bid on other items which he had initially planned to try to buy. In the discussion which follows the game, this factor can be discussed. The teacher should, through discussion, elicit the observation that while there is nothing wrong with quick decisions, every decision has consequences. There is nothing a human being can do which does not, in one way or another, limit or expand his ability to react to other life opportunities and situations. In addition, discussions may center on popular items, giving the instructor additional insights into his own and his students' values.

After the auction and discussion of how students decided where to spend their \$2,000.00, individuals may rank the items in the order of the amount bid on them. For example, if my highest bid was \$800.00 to make the world a fair place to live, then this would be first on my list. Then the values themselves are listed on the board with the item numbers which each value represents. Each item is discussed in terms of the value it represents. If my highest bid was for being the president of the United States, I would then be able to assess power as active value in my life.

#### Key:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1 & 26 -- Physical well-being | 9 & 15 -- Autonomy                 |
| 2 -- Religion                 | 10 -- Honesty                      |
| 3 -- Justice                  | 13 -- Emotional well-being         |
| 4 & 11 -- Altruism            | 16 & 20 -- Economic                |
| 5 & 12 -- Recognition         | 17 & 21 -- Power                   |
| 6 -- Achievement              | 18 & 22 -- Love                    |
| 7 & 14 -- Pleasure            | 19 & 24 -- Physical attractiveness |
| 8 -- Wisdom                   | 23 -- Aesthetic                    |
|                               | 25 -- Knowledge                    |

## Auction

Items to be Auctioned:	Amount You Budgeted	Highest Amount You Bid	Items You Won
1. To live to be 100 years old.			
2. To speak with the spiritual leader, either past or present that you most admire.			
3. To make the world a fair place to live.			
4. To donate one million dollars to your favorite charity.			
5. To be chosen "The Outstanding Person of the Year" and praised in every newspaper.			
6. To be the best in whatever you do.			
7. A year with nothing to do but have a good time.			
8. To be the wisest person in the world for one year.			
9. To be able to do whatever you like.			



### Auction

Items to be Auctioned.	Amount You Budgeted	Highest Amount You Bid	Items You Won
10. A vaccine to make all people incapable of lying.			
11. To help the poor and sick.			
12. To be a well-known person like a hockey star, famous author, movie star, etc.			
13. To know all about myself and to know for sure who I am.			
14. A year's supply of the finest food in the world.			
15. The right to do as much or as little work as you want.			
16. To be the richest person in the world.			
17. To be the President of the United States.			
18. To love and be loved by someone very important to you.			

### Auction

Items to be Auctioned:	Amount You Budgeted	Highest Amount You Bid	Items You Won
19. To have people think you are the most attractive person around.			
20. To have a room full of money.			
21. To control the lives of a million people.			
22. To live in a world where all people give and receive love.			
23. To have tickets allowing you to travel any place in the world for one year.			
24. To have your appearance changed to the way you would like to look.			
25. Your own computer to tell you anything you would like to know.			
26. To find a cure for the world's worst diseases.			

## APPENDIX IV

### Problem-Solving Program

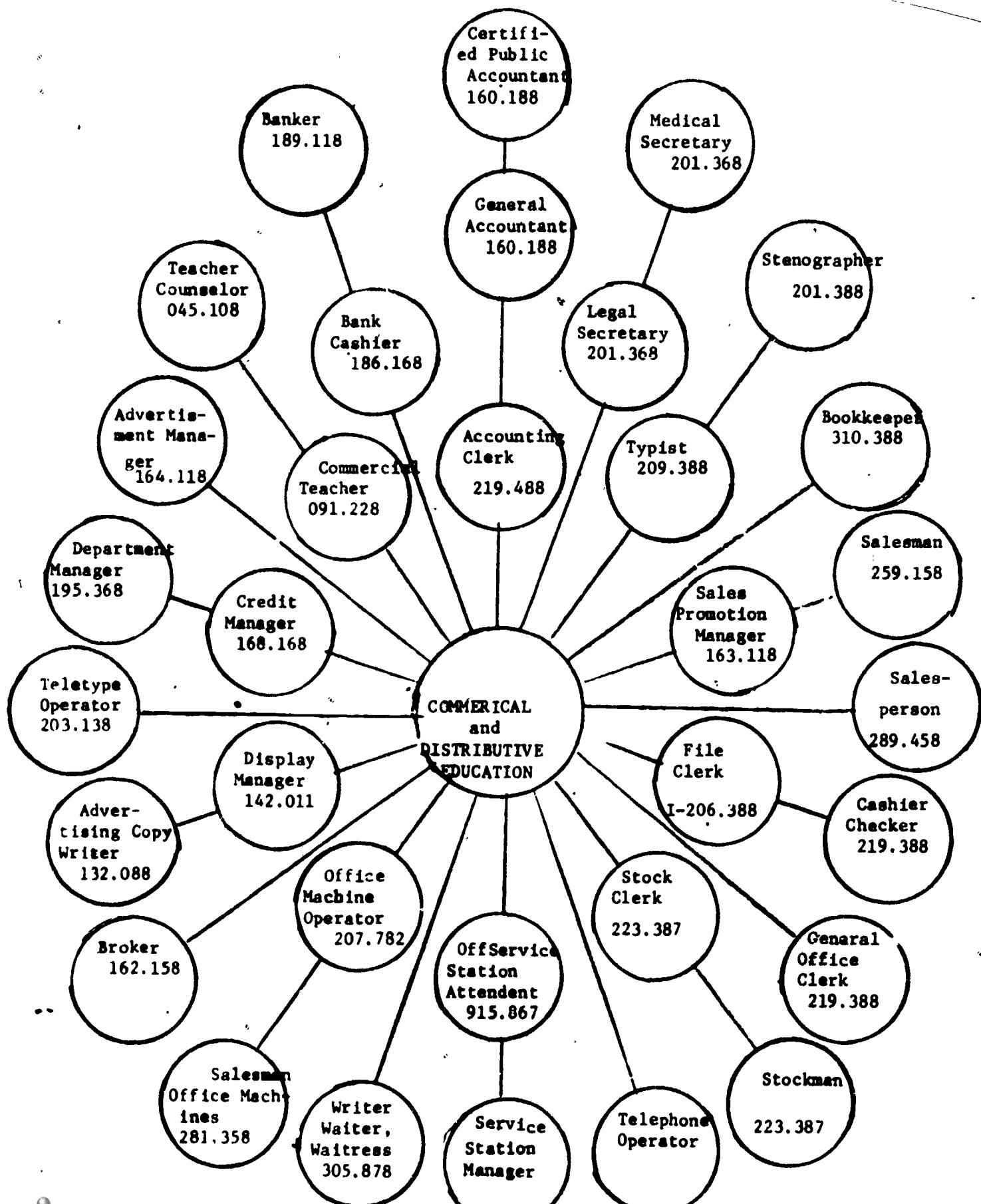
- 1.) Define and describe problem-situation now, situation ideal (future goal).
- 2.) Identify driving and restraining forces.
- 3.) List actions to lessen influence of restraining forces.
- 4.) List actions to increase influence of driving forces.
- 5.) List most important steps, most seemingly effective, and list resources to aid success.
- 6.) Formulate over-all plan utilizing as many steps as possible.
- 7.) Plan evaluation procedures.
- 8.) Implement plan.

APPENDIX V

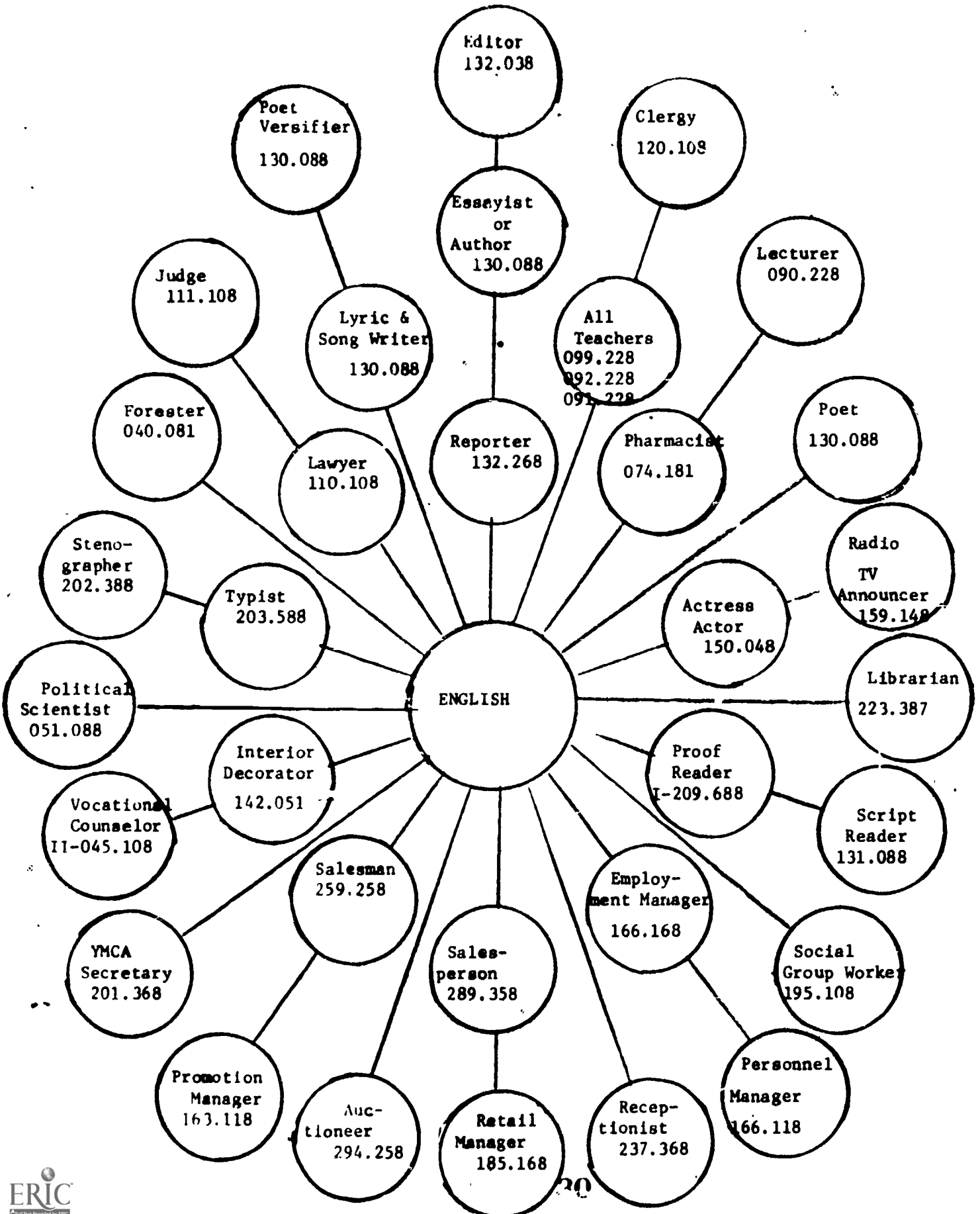
OCCUPATIONAL CLUSTERS  
from  
Bismark, North Dakota

Numbers Refer To  
Dictionary of Occupational Titles

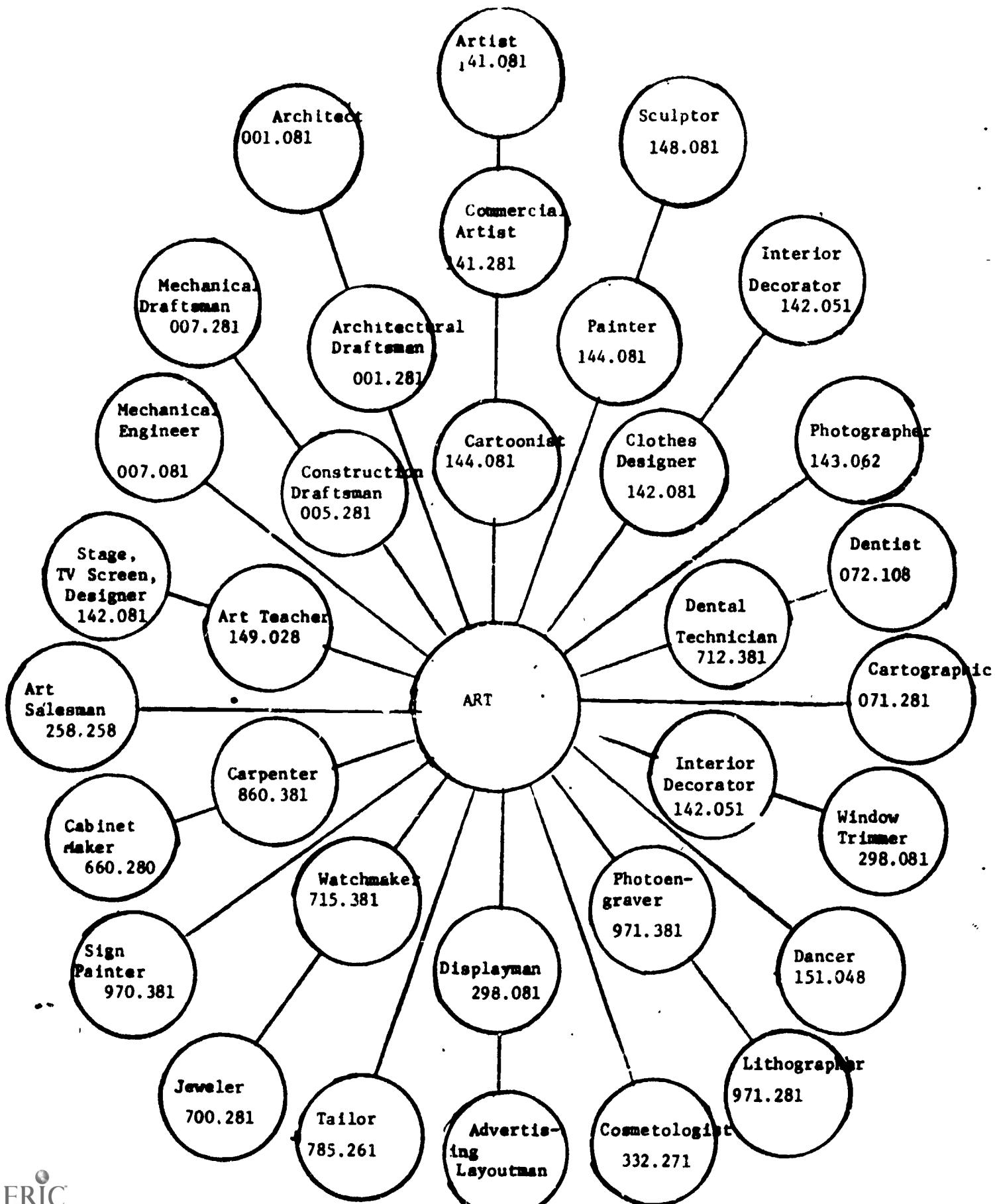
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN  
BUSINESS TRAINING AND DISTRIBUTIVE EDUCATION



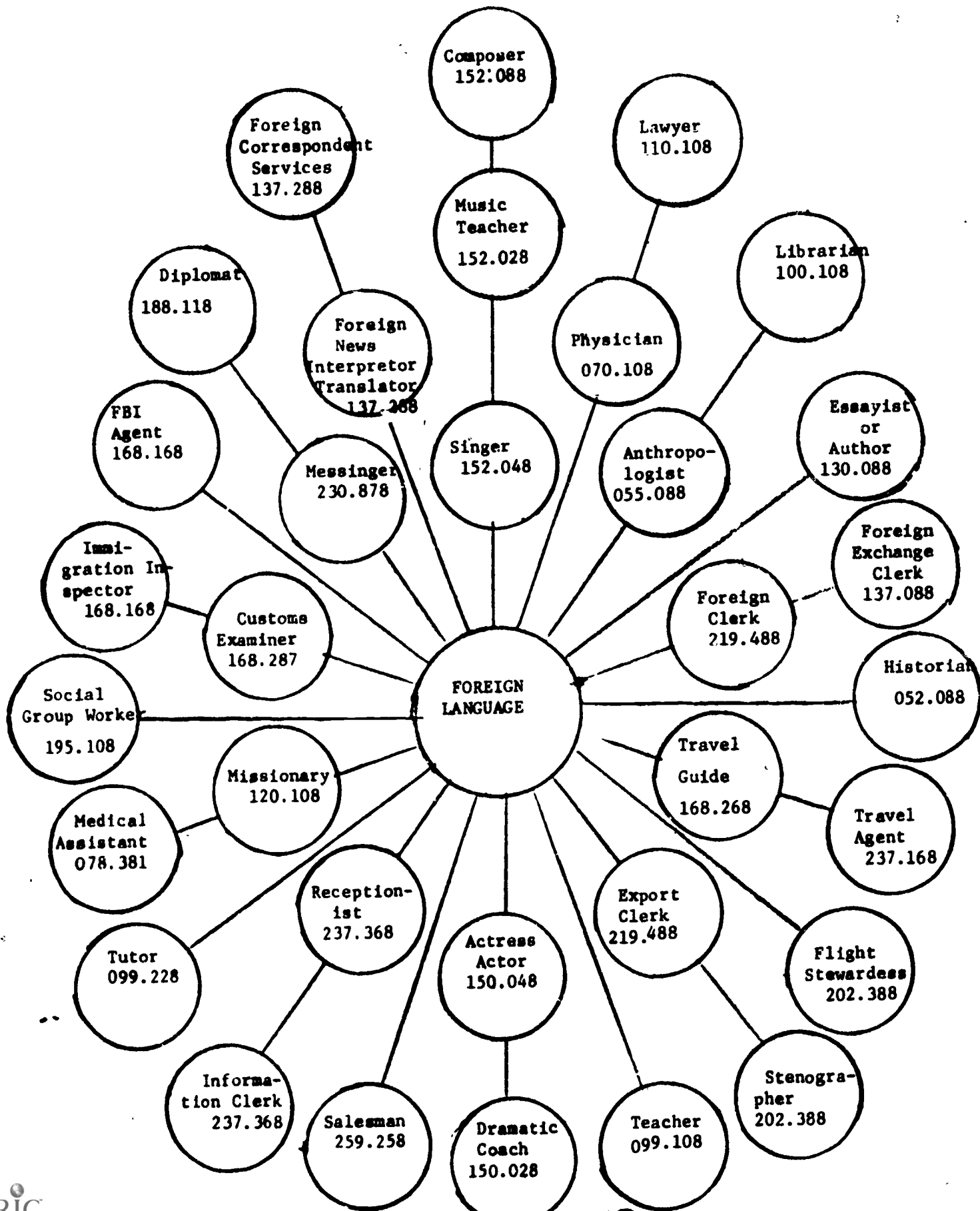
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ENGLISH



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN ART

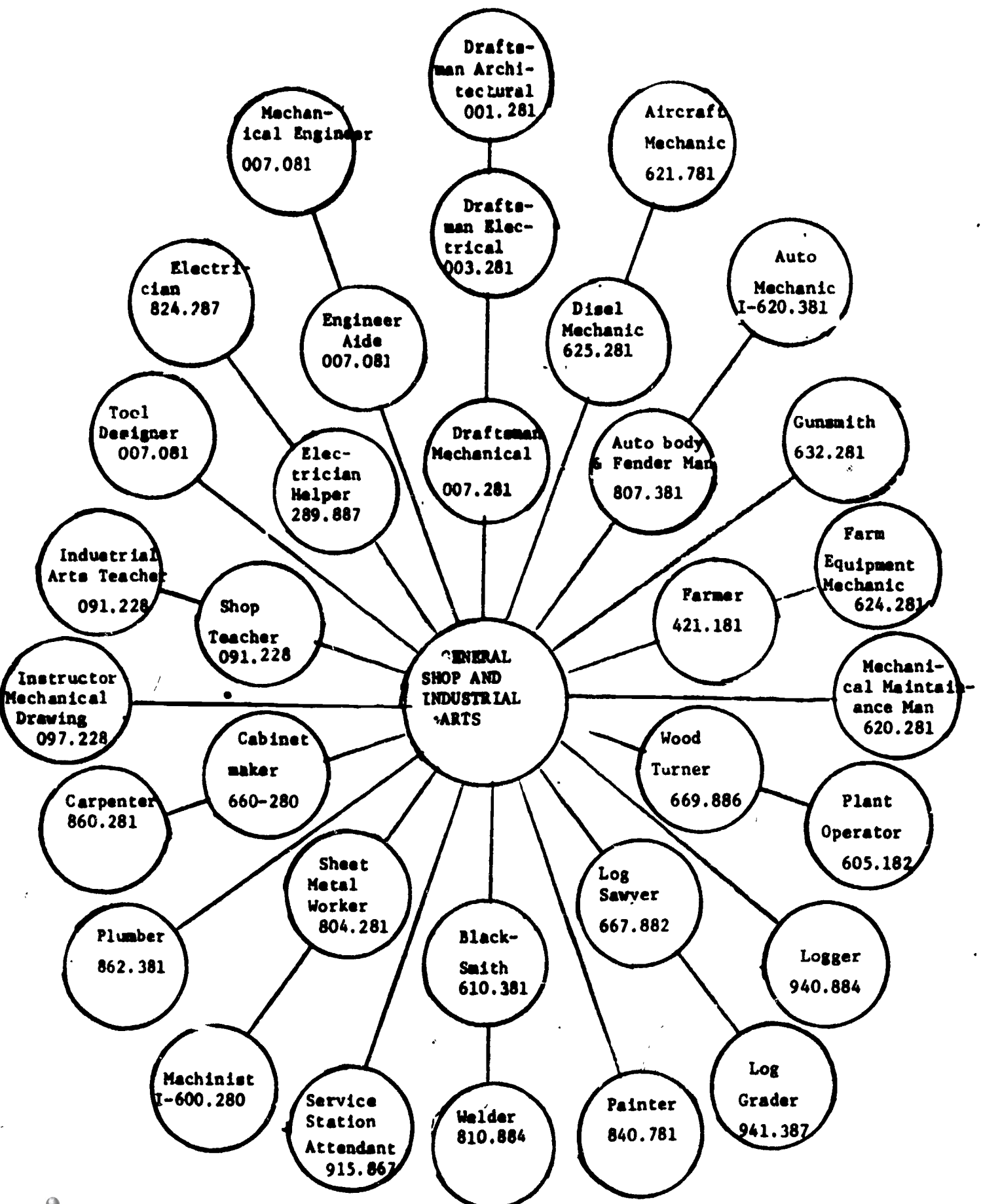


SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN FOREIGN LANGUAGE

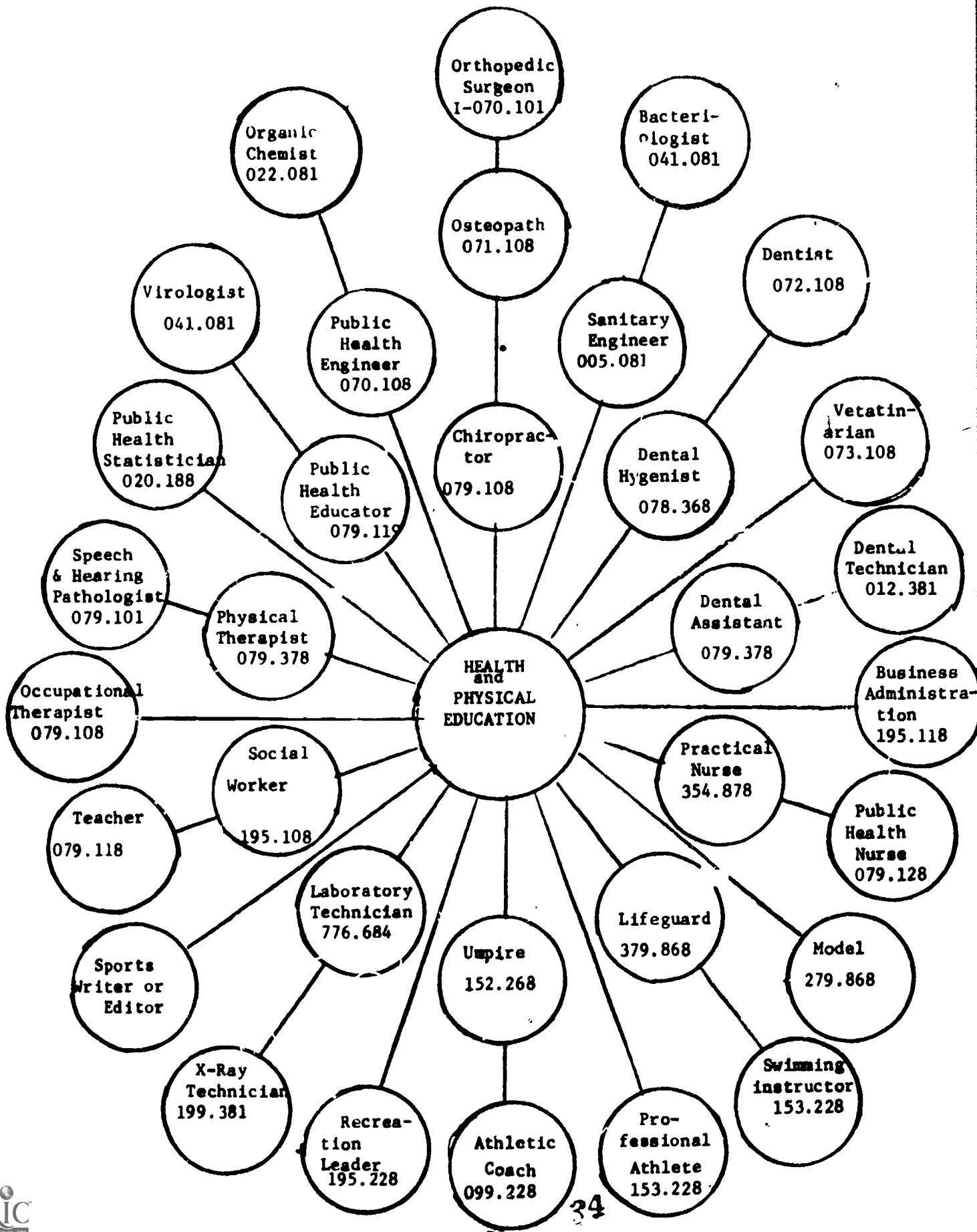




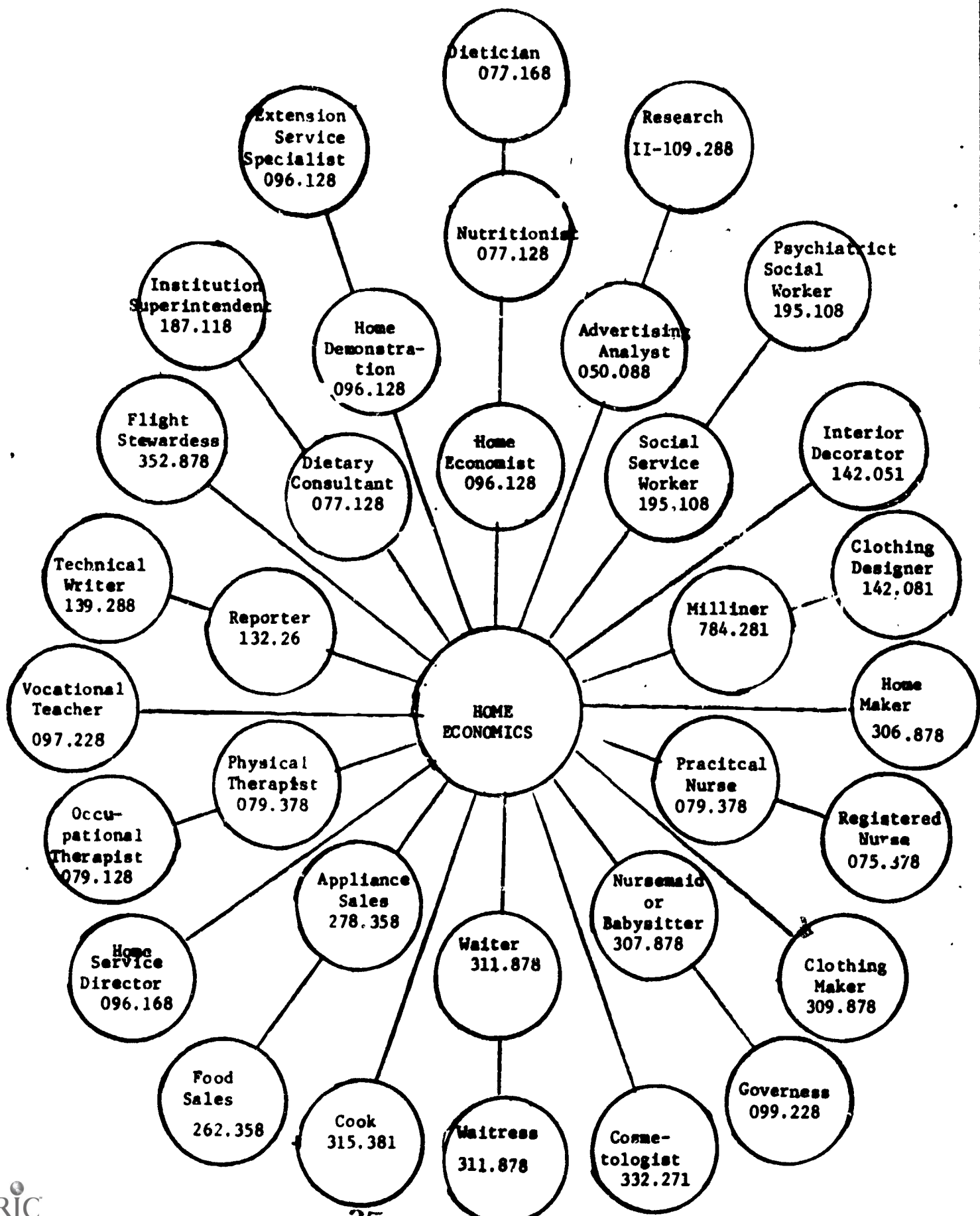
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN  
GENERAL SHOP AND INDUSTRIAL ARTS



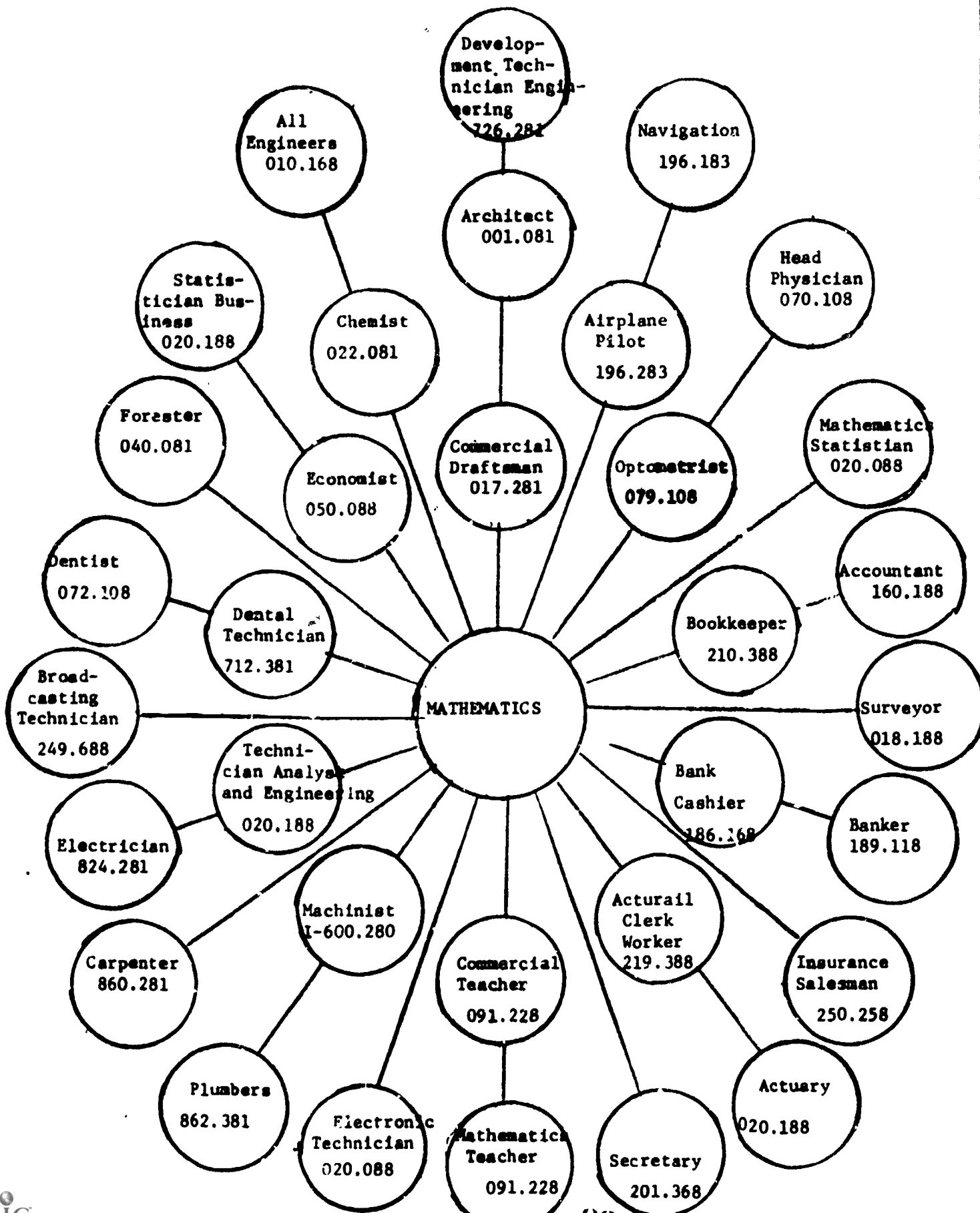
HEALTH AND PHYSICAL EDUCATION



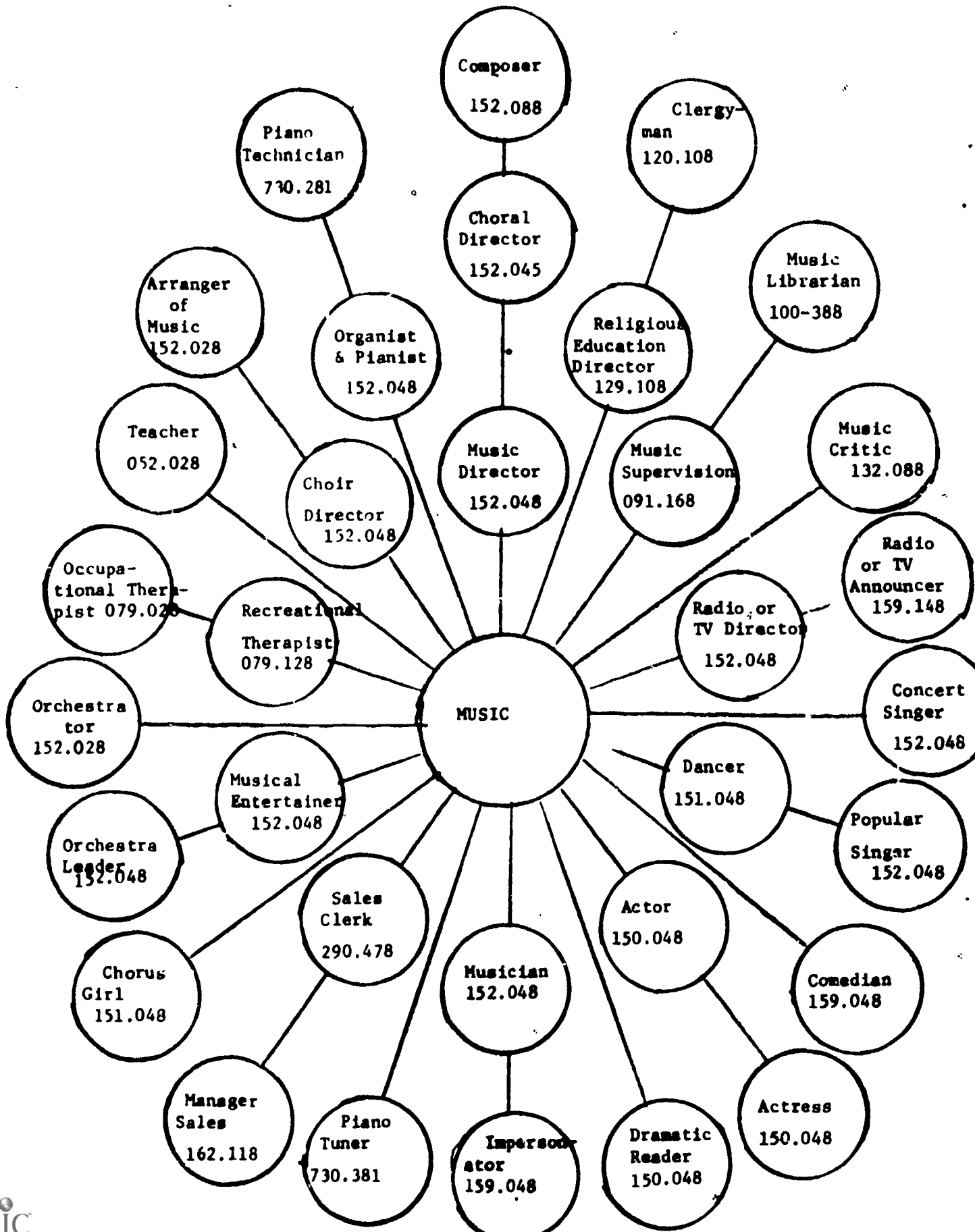
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY TO HOME ECONOMICS



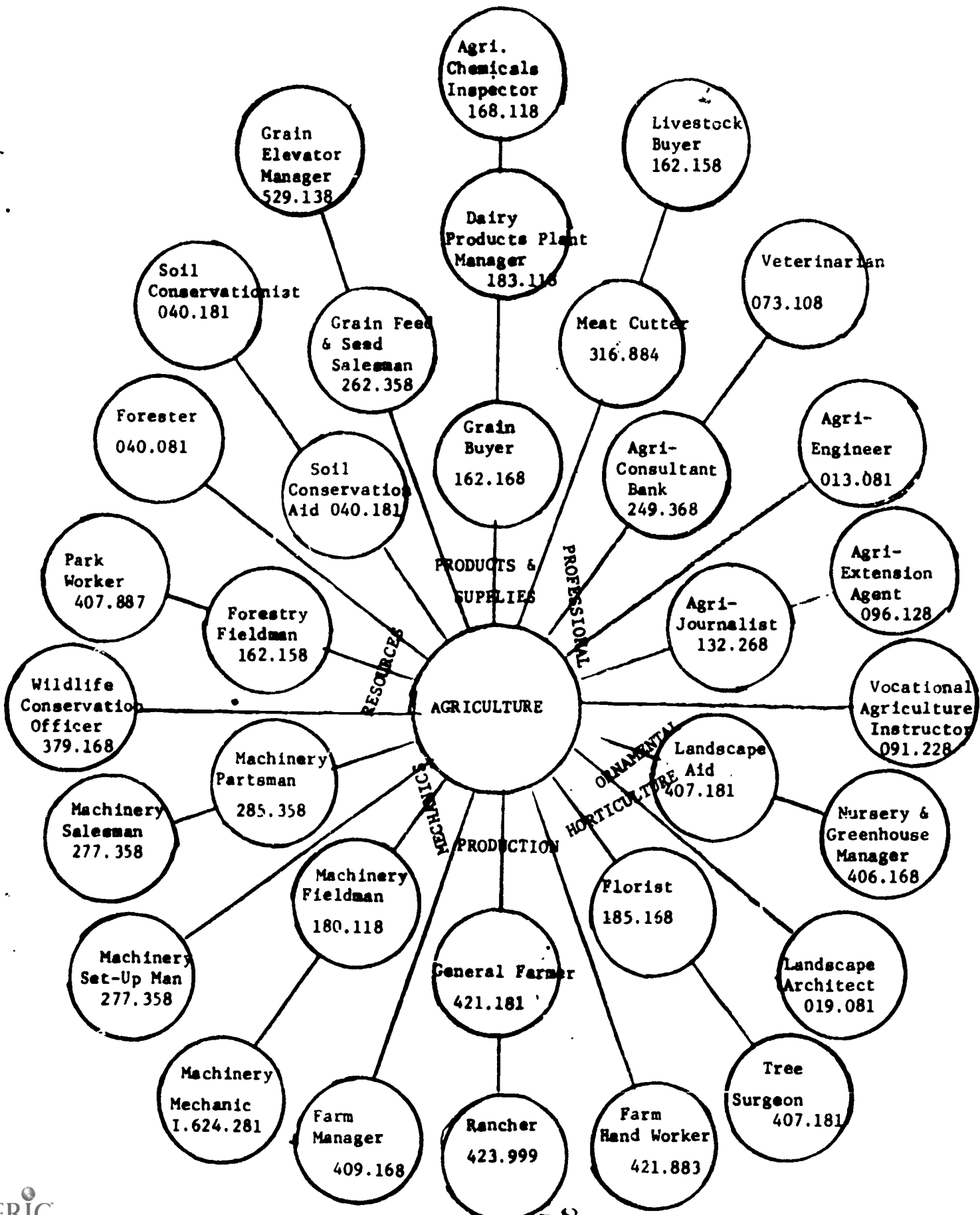
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



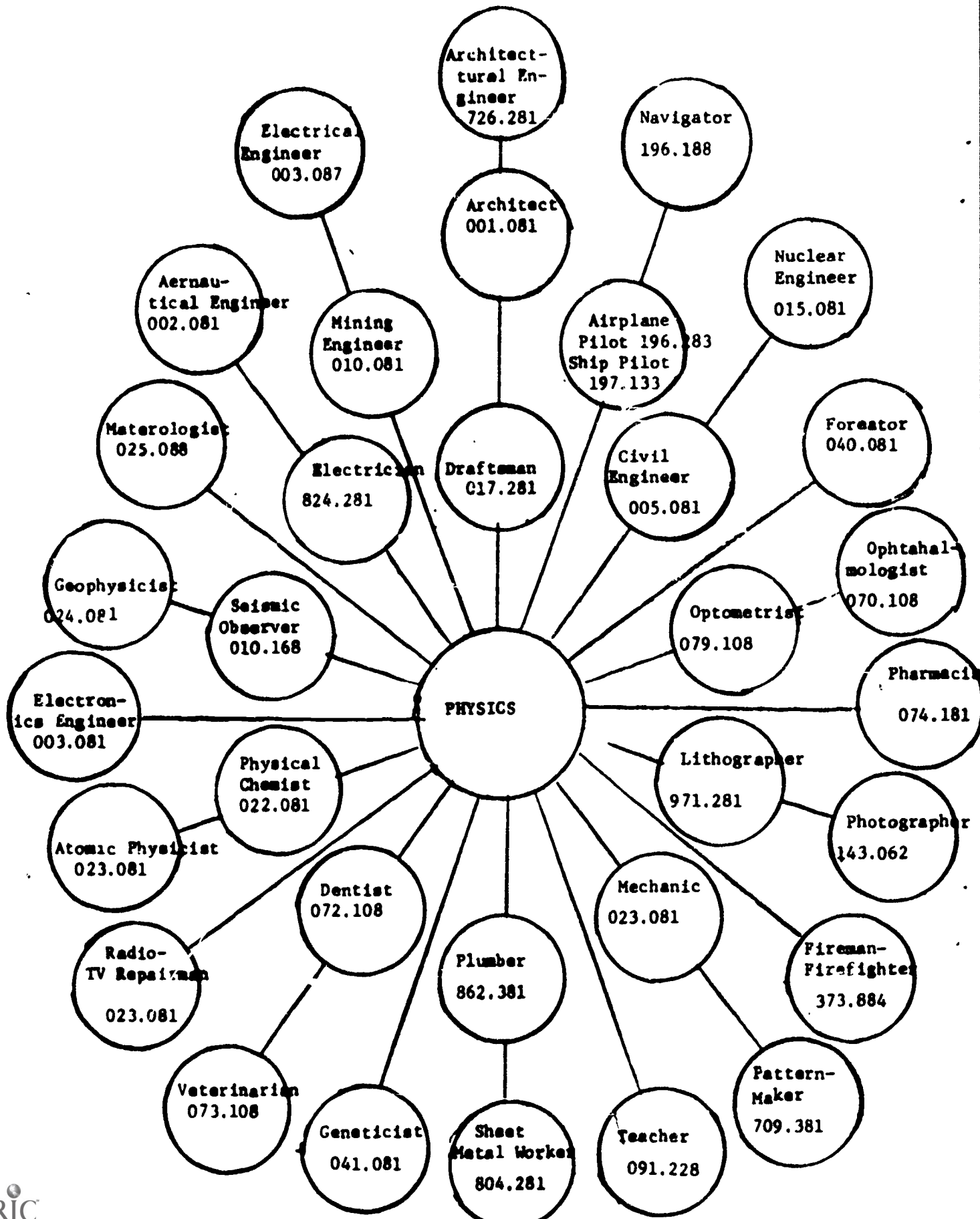
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MUSIC



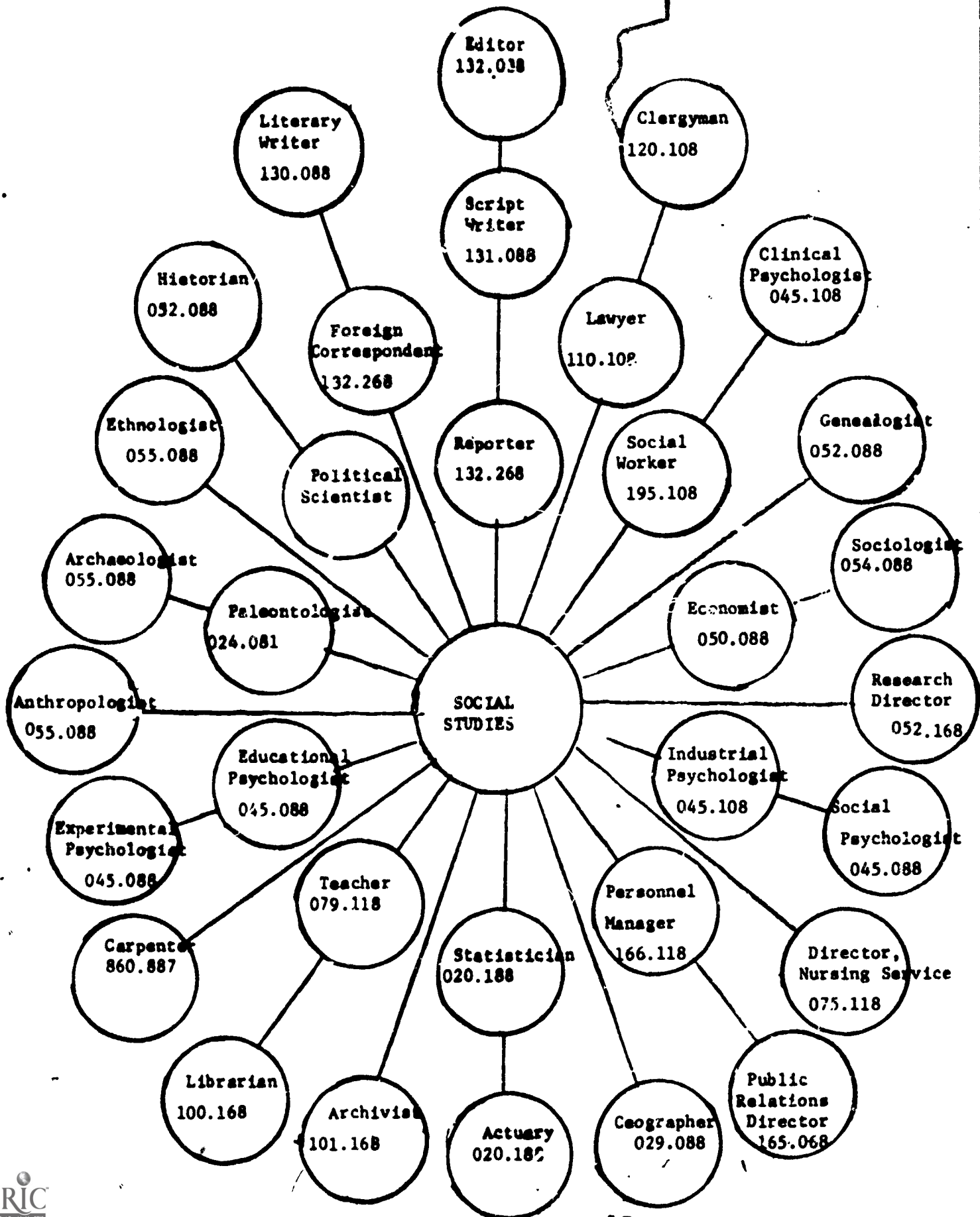
SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN AGRICULTURE.



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN PHYSICS

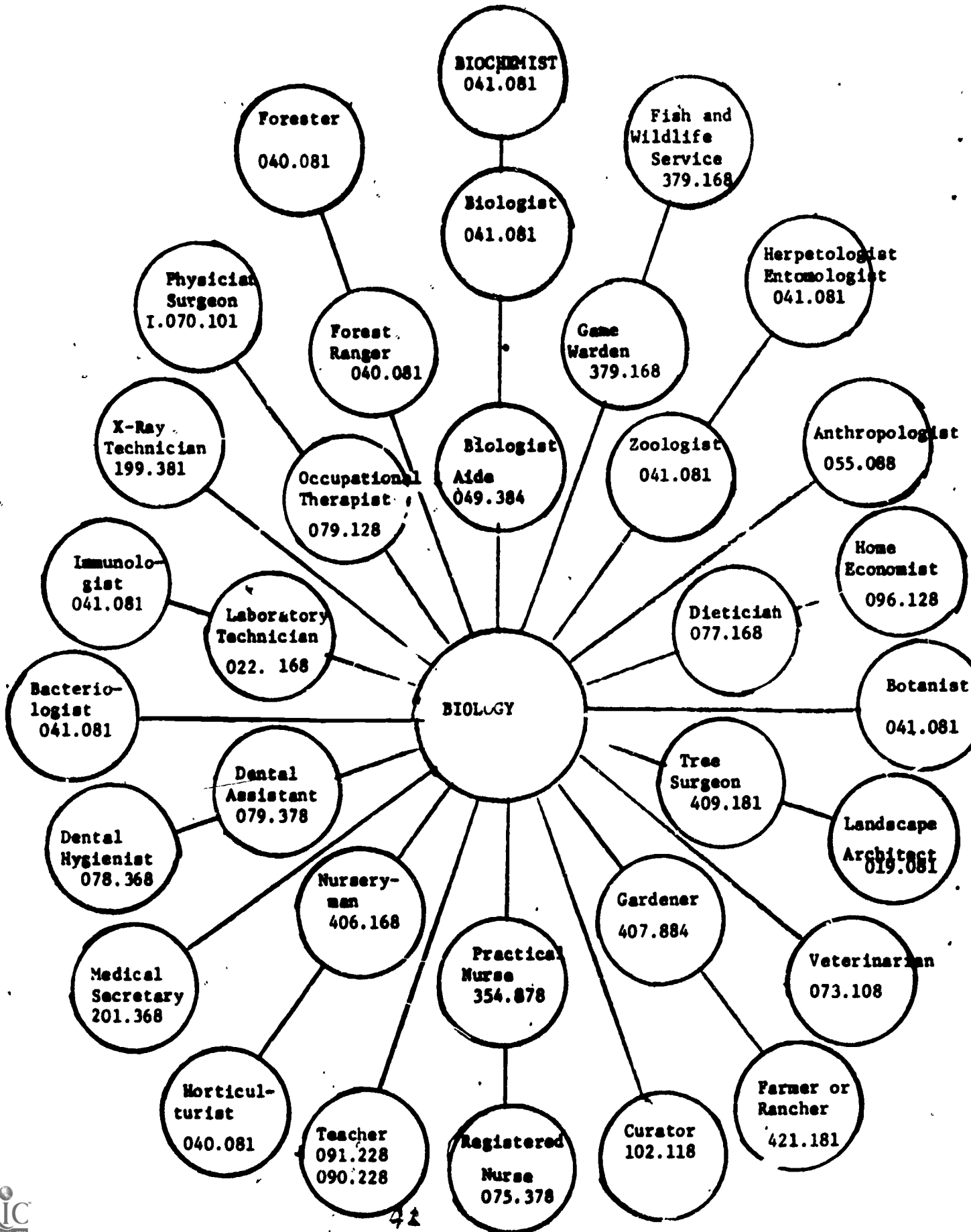


SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SOCIAL STUDIES





SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN BIOLOGY



SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN CHEMISTRY

