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ABSTRACT

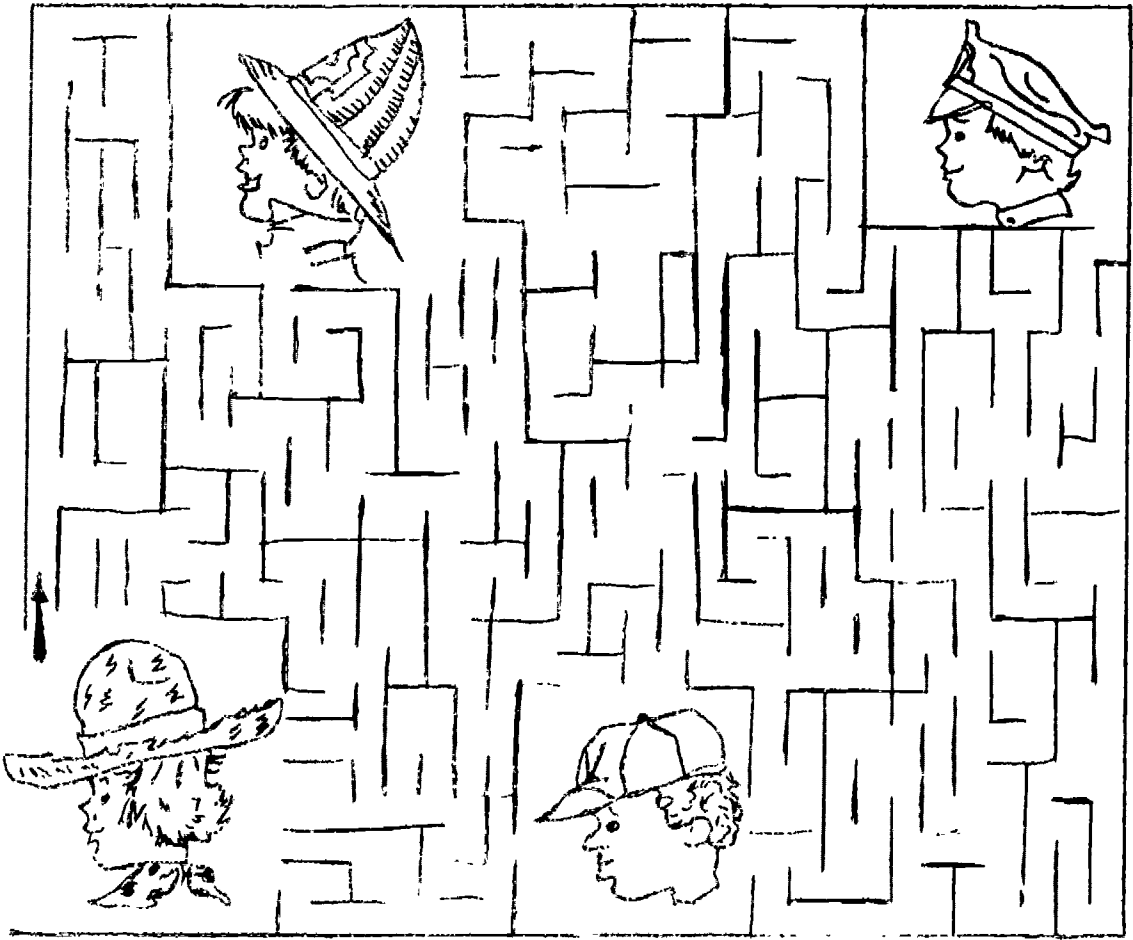
Two separate sections, one for grades K-3 and the other for grades 4-6, describe career education activities related to five developmental goals; the uniqueness of one's self; personal qualities and attitudes affecting careers; wide varieties of career choices; and decision making skills. Preliminary materials list 15 career clusters and also break down the developmental goals in greater detail for the two sections. Arranged in column format, the bulk of the guide treats each element of the developmental goals in terms of activities and their related resource materials and comments. Examples, forms, and resource sheets are included throughout the guide. (MDW)

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# LIFE CAREER DEVELOPMENT

A CURRICULUM GUIDE  
FOR ELEMENTARY SCHOOLS

FIND YOUR WAY TO ALL THE CAREERS



Reorganized School District No 7

Lee's Summit, Missouri

1974

FOR MORE INFORMATION  
CONTACT THE  
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CAREER EDUCATION  
CURRICULUM GUIDES

UNIT I AND UNIT II

FOR

GRADES K-3

GRADES 4-6

SECTION K-3

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## A C K N O W L E D G E M E N T S

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## FOREWORD

The purpose of this guide is to enrich the curriculum for our elementary students. Career education is education to enable the student to see himself in lifetime roles and to develop skills he will need for the goals he selects.

This guide is divided into two sections - Primary (K - 3 ) and Intermediate ( 4 - 6 ). The activities are related to five developmental goals and further divided into objectives at each level. Our developmental goals state that each student will:

1. recognize the importance of education, both formal and informal, in attaining his life goals.
2. understand and appreciate the uniqueness of self and others.
3. realize that there are personal qualities and attitudes needed for a successful career.
4. be exposed to a wide variety of career choices and develop a positive attitude toward the world of work as well as the world of leisure.
5. further develop decision making skills as they apply to self and career education.

Teachers are encouraged to use any of the ideas and activities presented in this guide, adapting them to meet the needs, interests, and abilities of their students. Because of the variety of textbooks used in our district, there has been no attempt to correlate the activities in this guide with texts. The activities are correlated with all areas of the curriculum presently being taught. There is a page at the end of each instructional objective for your use in recording activities which you have used successfully during the year.

\* FOR THE CONVENIENCE OF THE ELEMENTARY TEACHERS IN LEE'S SUMMIT, THERE ARE DITCO MASTERS IN EACH OF THE SEVEN ELEMENTARY SCHOOL LIBRARIES



## FIFTEEN CAREER CLUSTERS

The world of work clusters, around which Career Education can be developed, as suggested by the United States Office of Education.

- \* BUSINESS AND OFFICE OCCUPATIONS
- \* MARKETING AND DISTRIBUTION OCCUPATIONS
- \* COMMUNICATIONS AND MEDIA OCCUPATIONS
- \* CONSTRUCTION OCCUPATIONS
- \* MANUFACTURING OCCUPATIONS
- \* TRANSPORTATION OCCUPATIONS
- \* AGRI-BUSINESS & NATURAL RESOURCES OCCUPATIONS
- \* MARINE SCIENCE OCCUPATIONS
- \* ENVIRONMENTAL CONTROL OCCUPATIONS
- \* PUBLIC SERVICES OCCUPATIONS
- \* HEALTH OCCUPATIONS
- \* HOSPITALITY AND RECREATION OCCUPATIONS
- \* PERSONAL SERVICES OCCUPATIONS
- \* FINE ARTS AND HUMANITIES OCCUPATIONS
- \* CONSUMER & HOMEMAKING-RELATED OCCUPATIONS

DEVELOPMENTAL GOALS  
AND  
OBJECTIVES  
Grades K-3

- A. Each student will recognize the importance of education, both formal and informal, in attaining his life goals.
  - I. The child can relate his formal education to his own personal experiences and to future work experiences.
  - II. The student will develop an awareness of the relevancy of the informal (non-academic) learning experiences toward potential career success.
- B. Each student will understand and appreciate the uniqueness of self and others.
  - III. The student will become aware of his own feelings as an individual and how they affect him and others.
  - IV. The student will recognize himself as an individual and become aware of his own abilities and interests.
  - V. The student will value the personal and academic strengths of others.
- C. Each student will realize that certain personal qualities and attitudes are needed for a successful career.
  - VI. The student should become aware of his relationship and responsibility to the group.
  - VII. The student will recognize that certain personal qualities and attitudes are important to both school work and job success.
- D. Each student will be exposed to a wide variety of career choices and develop a positive attitude toward the world of work as well as the world of leisure.
  - VIII. The students will understand that people work for many reasons.
  - IX. The student will exhibit a positive attitude toward all jobs.
  - X. Pupils will recognize that jobs have changed through the years and are continuing to change.
  - XI. The child will become aware of how leisure time activities can develop or lead to future career choices.
  - XII. The student will know that there are many job families for career choices.
- E. Each student will further develop decision making skills as they apply to self and career education.
  - XIII. The student will recognize the need to make decisions and demonstrate this ability in his daily activities.

DEVELOPMENTAL GOALS  
AND  
OBJECTIVES  
Grades 4-6

- A. Each student will recognize the importance of education, both formal and informal, in attaining his life goals.
- I. The student demonstrates that he is responsible for his or her own education by listing ways to apply present learning to the future.
  - II. The student is able to list informal "job" we all have and how education is needed to do these.
- B. Each student will understand and appreciate the uniqueness of self and others.
- III. The student will recognize himself as an individual.
  - IV. The student will identify feelings and actions that cause positive and negative situations.
  - V. The student will describe ways in which he or she is influenced by peers.
- C. The student will realize that there are personal qualities and attitudes needed for a successful career.
- VI. The student will understand that people work for many reasons.
  - VII. The student will understand that his, or her, values often determine a set of actions.
  - VIII. Each student will see his problem areas and learn ways of coping with them.
- D. Each student will be exposed to a wide variety of career choices and develop a positive attitude toward the world of work as well as the world of leisure.
- IX. The student will learn that there are fifteen job clusters.
  - X. The student will learn to see that occupations are interdependent.
  - XI. The student will be able to identify community workers who provide services for his family.
  - XII. The student will realize that most jobs have a common and proper name by comparing the two terms.
  - XIII. The student will know ways of finding and interviewing for a career.
  - XIV. The student will see how location affects jobs and vice versa.



DEVELOPMENTAL GOALS  
AND  
OBJECTIVES  
Grades 4-6

Continued

- XV. The student will recognize that jobs change.
- XVI. The student will list their interests with jobs that correlate.
- XVII. The student will identify activities he enjoys in his extra time and how they contribute to his self-satisfaction.
- E. Each student will further develop decision making skills as they apply to self and career education.
- XVIII. The student will demonstrate his ability to make decisions involving choice.

CAREER EDUCATION

CURRICULUM GUIDE

UNIT -I- PRIMARY

FOR

GRADES K - 3

- I. OBJECTIVE: The child can relate his formal education to his personal experiences and to future work experiences.

ACTIVITIES

1. Have interest centers in the room showing how Math, Reading and Language are used in daily life situations.

Example - Set up a Post Office so the children can write, address, mail, sort and deliver letters.

Example - Set up a grocery store. The children can buy and sell groceries (empty boxes and cans brought from home) and see how being able to count money is important to our lives.

2. At the end of the activity mentioned above have a discussion on how they used their math, reading, language as store manager, post man clerk and consumer.
3. Draw from the children other situations where they might use their math, reading, and language skills.

Example:

Math - Phone numbers, money, and time  
Reading - Names, signs, and newspapers  
Language - Communication with others

4. Through group discussion let the children imagine what it would be like if there were no schools. They will probably react with, "That would be great." After the initial enthusiasm has worn down, ask them to consider what it would be like to try to get a job when they are grown if they have not gone to school.
5. Direct a Language research project:
  - a. Make a list of jobs in which Reading, Writing, Speaking and Listening are absolutely necessary to success in that particular job.

RESOURCES & COMMENTS

Math L.A.

Math L.A.

Filmstrip and Cassette  
"What Good is School"  
SVE - Career Ed. Dept.

L.A. Speaking Skills

- I. OBJECTIVE: The child can relate his formal education to his personal experiences and to future work experiences.

ACTIVITIES

- b. Make a list of jobs in which these skills are helpful.
- c. Make a list of jobs in which these skills are not needed.

(Desired conclusion: These skills are necessary in all areas of work.)

- 6. The children may dramatize an employer and prospective employee interview. The person seeking a job has never gone to school and has no training for any kind of a job.
- 7. The teacher may read the story, "Learning for Tomorrow," and stop to discuss questions suggested on page 270 of Our Working World, resource book.
- 8. Invite high school students in Business, Distributive, and Industrial Education classes to visit the class and explain:
  - a. for what job they are training
  - b. how school is helping them for their work both now and in the future
  - c. what is their training procedure
- 9. The teacher and pupils plan and write a simple story book with appropriate illustrations on the subject, "We Go to School Because," pointing up that education will be useful in the future.

RESOURCES & COMMENTS

L.A.

Our Working World,  
Neighbors at Work,  
Resource Unit, p.273-274

L.S. Writing Skills

I. OBJECTIVE: The child can relate his formal education to his personal experiences and to future work experiences.

ACTIVITIES

10. Let the children help the teacher make a list of school activities on the board, such as:

- a. gym
- b. math
- c. reading
- d. spelling
- e. writing
- f. music
- g. art
- h. science
- i. social studies

Read each of the play activities listed below and give the children time to explore how each play activity helps in a school activity.

- a. playing tag
- b. keeping score in a game
- c. coloring in a color book
- d. cutting out paper animals
- e. listening to your mother read
- f. collecting insects

example: playing a toy drum - could help you in music class

11. The teacher may begin one school day by pantomining everything (10 minutes of this is probably enough). Ask the children to speculate what you (the teacher) have been doing. Discuss the importance of the ability to speak well to school teachers. Ask them to name other jobs that require skills in speaking. List on a chart. Leave room on the chart for later additions.

12. Suggest to the children that they watch television for one hour after school one day and count how many different voices they heard. Discuss how the ability to speak well helped the television workers.

RESOURCES & COMMENTS

L.A.

L.A.

L.A.

EVALUATION: The child will list or tell ways that his school subjects relate to his own personal experiences.



- II. OBJECTIVE: The student will develop an awareness of the relevancy of the informal (non-academic) learning experiences toward potential career success.

ACTIVITIES

1. Invite resource people (policeman, fireman, nurse) in  
Suggested interview questions:
  - a. What do you do?
  - b. Who helps you?
  - c. Do you work alone?
  - d. Is it important for you to be able to get along with others in your job?
  - e. Why do you need other people to help you?
  - f. What traits do you like in a person?
2. Direct class discussions and/or class meetings on the importance of getting along with others in the school situation.
3. As a class activity the group will make a list of acceptable behavior patterns in the classroom and on the job.
4. Use DUSO Kit D-2, Unit III, Cycles B & C. These units can be used to help the children understand what behavior is considered appropriate or acceptable in different groups.
5. Use DUSO Kit D-1, Unit V. Choose the cycle you find most helpful in your situation.
6. Direct a discussion of the following open-ended story:
 

Jimmy has often been absent during his school years. If a supermarket owner was looking for a boy to carry groceries each Saturday morning, would he hire Jimmy? Why or why not?

RESOURCES & COMMENTS

Plan field trips to the police station, fire station, or post office.

Learning Values

Learning Values

DUSO Kit II, Unit III  
Cycle B Learning what behavior is considered appropriate or acceptable in various groups

Cycle C Learning what behavior is considered inappropriate or unacceptable in various groups

Career Ed. Dept.

DUSO Kit I  
Elementary Counselors

- II. OBJECTIVE: The student will develop an awareness of the relevancy of the informal (non-academic) learning experiences toward potential career success.

ACTIVITIES

7. Show the filmstrips:  
"Learning to Live with Others"  
"Jim Learns Responsibility"  
"Lucy Learns to Share"  
"Busy Bees (Helping Others)"
8. The teacher may read stories or show filmstrips on manners, cleanliness, personal appearance and courtesy. Show pupils how these traits would be important toward career success.
9. Invite the school nurse to speak to the class - on good grooming and cleanliness.
10. Show the filmstrips "Grooming" and "Keeping Clean".

RESOURCES & COMMENTS

Filmstrips and Cassettes  
SVE -Career Educ. Dept.  
Learning to Live with Others  
Eye Gate-Little Things That Count

Personal Development

Books:  
True Book of Health III-56  
Resource Library

Filmstrips:  
Grooming  
Keeping Clean  
Resource Library

EVALUATION: The student will list five of his strengths and his traits in non-academic areas, that need improvement. Students might work in pairs on evaluating each other.

LIST OTHER ACTIVITIES

III. OBJECTIVE: The student will become aware of his own feelings as an individual and how they affect him and others.

ACTIVITIES

1. Have the children complete the following open-ended statements:
  1. Most of the time I feel \_\_\_\_\_.
  2. I am happy when \_\_\_\_\_.
  3. I am sad when \_\_\_\_\_.
  4. I am afraid when \_\_\_\_\_.
  5. Sometimes I can tell how I feel by \_\_\_\_.
  6. Sometimes you can tell how I feel by \_\_.

After this activity has been completed discuss with the children why they answered as they did.

2. Let the children find magazine pictures of people showing different feelings.

Example: picture of a girl laughing

Have them write a short paragraph about the picture.

Example: the girl is laughing because she is happy

Discuss how one's feelings affect the way he or she works.

Example: If we are happy we will be able to do our best work.

To vary the activity, have each child draw his own pictures.

3. Direct the children in acting out emotions (fear, surprise, happiness, sadness) using body language.

Examples:

- a. Surprise birthday party

RESOURCES & COMMENTS

. Personal Development

L.A.

Personal Development

### III. OBJECTIVE

The student will become aware of his own feelings as an individual and how they affect him and others.

#### ACTIVITIES

- b. Losing a baseball game
- c. Getting hurt
- d. Unexpectedly seeing a snake or a mouse

The pupils can discuss how these feelings affect other people around them.

4. Show the following filmstrips and use the discussion questions found in the booklets accompanying the filmstrips.

- a. "I'm the Boss"
- b. "Borrowed Friendships"
- c. "Why Do We Feel"
- d. "Why Do My Feelings Change"
- e. "What Can I Do About It"

5. Have the children cut out pictures depicting different feelings (happy, sad, exciting, worried, disappointed, surprised). Through discussion lead the children to discover different words describing similar feelings. Building a feelings vocabulary will help them express their feelings.

6. This is a story and game about people. It will remind us that people are different in some ways and alike in other ways. This is how you play the people-story game.

I will read the story but every once in a while I will stop to let you fill in a missing word. I will show you how as we read the story and play the game.

THE PEOPLE-STORY GAME  
by Peter Senn

Once upon a time there was a place where everybody was just the same. In the land

#### RESOURCES & COMMENTS

Personal Development  
Filmstrips and Cassettes  
"I'm the Boss" and  
"Borrowed Friendships",  
"Learning About Me"  
SVE Career Educ. Dept.

Filmstrips and Cassettes  
"Why Do We Feel" Eye Gate

"Why Do My Feelings Change"  
Eye Gate

"What Can I Do About It"  
Eye Gate

Career Education Dept.

Personal Development

III. OBJECTIVE: The student will become aware of his own feelings as an individual and how they affect him and others.

#### ACTIVITIES

of Same People, everybody even had the same name. All the people were the same age, just seven years old. Even the teacher. And they were all girls, even the principal and policeman. They were all the same height, three and a half feet, and all had red hair. Their skin was green, and they all wore blue shoes and purple polka-dot dresses. It was very confusing, because they all looked exactly alike. They all had the same income. They all liked the same things, and they all ate the same food.

But there was something even worse. They all felt and thought alike. When one was glad, they were all glad. When one turned sad, they all turned sad. At night they all dreamed the same dreams and when one shivered, they all were cold. If something made one of them mad, they all got mad. Imagine how it would be if you had to always feel like everybody else. That would be bad, but believe it or not, there was something still worse.

Not only did they look alike and feel alike, but they even acted alike. When one talked, they all talked. You couldn't understand a thing-but then, it didn't matter, because they were all saying the same thing. When one jumped, they all jumped. When one sat down, they all sat down. When one ran, they all ran. When it was time to read, every one of them picked up a book. When it came time to sharpen pencil or buy ice-cream cones, things got very crowded at the pencil sharpener and ice-cream stand.

Finally, one day, the Same People were so tired and bored because everyone was so much the same that they decided something must

#### RESOURCES & COMMENTS

III. OBJECTIVE: The student will become aware of his own feelings as an individual and how they affect him and others.

#### ACTIVITIES

be done. So awful was it to look like everybody else, feel like everybody else, and act like everybody else that they decided to all be different, just as we are. They decided to look different, to feel and think differently, and to act differently. But this was hard because they didn't know how.

They needed some help, and there is where we can help them. They wanted to learn about people, and especially how people differ. When I read one way people look, you give me the opposite word-like some people are short and some people are ... Now you tell me. \_\_\_\_\_ (tall)

Some people are old;  
some people are \_\_\_\_\_.  
Some people have white skins;  
some people have \_\_\_\_\_ skins.  
Some people have blond hair;  
some people have \_\_\_\_\_ hair.  
Some people have big families;  
some people have \_\_\_\_\_ families.  
Some people are thin;  
some people are \_\_\_\_\_.  
Some people have big feet;  
some people have \_\_\_\_\_ feet.  
Some people are boys;  
some people are \_\_\_\_\_.

When the make-believe Same People found out that they could look different, they were very happy. They immediately decided to look different, so they could tell each other apart. But once they did that, they felt silly that they all felt and thought the same. They really wanted to have their own feelings and thoughts. Here is where we can help them again. Let's describe opposite feelings and thoughts, like:

#### RESOURCES & COMMENTS

III. OBJECTIVE: The student will become aware of his own feelings as an individual and how they affect him and others.

ACTIVITIES

Some people are happy;  
some people are \_\_\_\_\_.  
Some people believe in one idea;  
some people believe in \_\_\_\_\_.  
Some people are healthy;  
some people are \_\_\_\_\_.  
Some people feel love;  
some people feel \_\_\_\_\_.  
Some people ask questions;  
some people \_\_\_\_\_.  
Some people remember;  
some people \_\_\_\_\_.  
Some people feel friendly;  
some people feel \_\_\_\_\_.  
Some people feel good;  
some people feel \_\_\_\_\_.  
Some people like wool clothing;  
some people like \_\_\_\_\_.  
Some people like fish;  
some people like \_\_\_\_\_.  
Some people like cities;  
some people like \_\_\_\_\_.

How much better the Same People felt now!  
Life was so much more interesting now that  
they could be with people who looked, felt,  
thought, and acted differently from one another.  
When one talked, the other listened, because  
it was interesting. When one got a drink,  
they weren't all thirsty at once. When  
one jumped up, the others stayed seated  
if they felt like it. They all acted in  
their own way when that was right. But  
they found, too, that they could still all  
act the same way when that was right- like  
all listening quietly to the teacher reading  
a story.  
Of course, there never was a Land of Same  
People, because no people do look just alike.

RESOURCES & COMMENTS



III. OBJECTIVE: The student will become aware of his own feelings as an individual and how they affect him and others.

#### ACTIVITIES

We all are born different. And all people have their own thoughts and feelings about the world. These thoughts and feelings make us all act differently. That is why our world can never be dull and uninteresting, as was the Land of Same People.

7. Expression of feelings by simple signs of yes, no, or maybe provides a rapid means by which every student can state his feelings on issues without any fear of judgment or criticism. The teacher must emphasize that there are no right or wrong responses.

The teacher reads aloud, one by one, questions beginning with the words "How many of you...?" After each question is read the students state their position by a show of hands. Those who wish to respond "Yes" to the question, raise their hand in the air. Those who wish to respond "no", fold their arms. Those who wish to express a "maybe" response hold their hands out. Those who do not wish to respond to a certain question make no response.

Yes, no, and maybe lists should never be too long but can be an effective tool for evaluation of classroom activities by using the statements as assessment items. For example, "How many of you liked the poem we just learned?"

Suggested Questions That Might Be Used For "HOW MANY OF YOU...?"

1. \_\_\_\_\_ enjoy watching cartoons on T.V.?
2. \_\_\_\_\_ would like to be an astronaut?
3. \_\_\_\_\_ like brown as your favorite color?
4. \_\_\_\_\_ would like to live someplace else?
5. \_\_\_\_\_ like eating with your family?

#### RESOURCES & COMMENTS

Personal Development  
Learning Values

III. OBJECTIVE: The student will become aware of his own feelings as an individual and how they affect him and others.

ACTIVITIES

6. \_\_\_\_\_ like painting pictures?
7. \_\_\_\_\_ feel badly when someone hurts your feelings?
8. \_\_\_\_\_ like to receive gifts?
9. \_\_\_\_\_ like to listen to rock music?
10. \_\_\_\_\_ like to swim in the ocean?
11. \_\_\_\_\_ would like to be a T.V. star?
12. \_\_\_\_\_ dream of having your own car?
13. \_\_\_\_\_ have a best friend?
14. \_\_\_\_\_ would like to take piano lessons?
15. \_\_\_\_\_ would like to play a game instead of watch one?
16. \_\_\_\_\_ like to sit and talk secrets with a friend?
17. \_\_\_\_\_ find it hard to sit in your seat?
18. \_\_\_\_\_ like to go camping?
19. \_\_\_\_\_ like to come to school?
20. \_\_\_\_\_ would like to be in Disney World now?
21. \_\_\_\_\_ like to tease others?
22. \_\_\_\_\_ would like to be the oldest in your family?
23. \_\_\_\_\_ like to share your crayons?
24. \_\_\_\_\_ would like to earn spending money?
25. \_\_\_\_\_ would rather be spanked than sent to your room?
26. \_\_\_\_\_ fight with your brothers or sisters?
27. \_\_\_\_\_ would rather wear good clothes instead of play clothes?

RESOURCES & COMMENTS

EVALUATION: The student will be able to relate how feelings affect his daily life and the lives of others around him.

IV. OBJECTIVE: The student will recognize himself as an individual and become aware of his own abilities and interests.

ACTIVITIES

1. Each child can compile a Book About Me. This book would contain stories about the child, his family, things he enjoys doing, pets, etc.
2. Pupil-teacher discussion on what hobbies are. Elicit pupil responses to their hobbies and hobbies of their parents. Ask a resource person (a parent in your class) to come and talk to the class about his or her hobby. Ask the children to bring their hobbies to share with the class.
3. Write or tell a short paragraph entitled, "Why I'm Glad I'm Me." To get this activity started ask the children what they like about themselves and why.
  - a. I'm glad I'm me because I have brown hair, and brown eyes and they make me look pretty.
  - b. I'm glad I'm me because I have a sister and nice parents who love me.
  - c. I'm glad I'm me because I have freckles and they are cute.
  - d. I'm glad I'm me because I wear glasses and they make me look intelligent.
4. Show the filmstrip, "Who Are You" and hold a class discussion on how individual abilities can help to decide career choices.
5. The child can tell or write a story on what job or career they would like to have when they grow up. These stories could also be illustrated. Example-I Want To Be.....

RESOURCES & COMMENTS

L.A.  
Personal Development

Personal Development  
Art

RECORD-"Free to Be,  
You and Me"  
Marlo Thomas  
Career Education Dept.

Filmstrip and Cassette,  
"Who Are You", SVE  
Career Education Dept.

L.A.

- IV. OBJECTIVE. The student will recognize himself as the individual and become aware of his own abilities and interests.

#### ACTIVITIES

6. Record student's voice in a group activity and have him try to identify his own voice and those of others.
7. From a magazine or your files choose a picture and let the children look at the picture and have them write or tell what they see. This will show the children that each one of them can see things differently even though looking at the same picture.
8. Take a class picture and put on the opaque projector. After students have identified themselves by different physical means then have them see how all are alike.
9. This check list inventory can be used to help the children understand themselves. It can be read aloud, written on the board or duplicated.

I like to: (Answer Yes or No Only)

- be outdoors
- be indoors
- draw pictures
- talk to people
- be by myself
- help people
- work with machines
- do things where I can move around
- work with hands
- try new things
- make up songs
- build things
- collect things

After you have finished this activity, tally the answers and show the children on the board or overhead how many answered yes or no to each question on the list.

#### RESOURCES & COMMENTS

Learning Values

Mr. Taylor, Director of Special Services, will take a picture for you.

Interests & Values

IV. OBJECTIVE: The student will recognize himself as the individual and become aware of his own abilities and interests.

ACTIVITIES

Point out the individual differences in the class.

10. This activity is designed to help children look at their own personal experiences and learn more about themselves. Identify and discuss all words and phrases in this activity that may be new to your students before they begin. Have children read title and instructions to themselves. Ask someone to explain what to do. Ask if there are any questions. Have children complete the page. Have the children discuss why we need to consider others when making decisions.

I DO LOTS OF THINGS

Each day we all do many things. Some activities we do alone. Some activities we do with other people. Here is a list of things that you could do. If you would do it alone, put the letter A on the line. If you would do it with others, put the letter O on the line. If you would not do it at all, leave the line blank.

ALONE = A  
OTHERS = O

- Go to school
- Ride my bicycle
- Go to the store
- Play games
- Skate
- Do dishes
- Eat Breakfast
- Climb a tree
- Sleep at night
- Play with toys
- Wash my hands

RESOURCES & COMMENTS

IV. OBJECTIVE: The student will recognize himself as the individual and become aware of his own abilities and interests.

ACTIVITIES

- Daydream
- Watch TV
- Think
- Talk
- Listen
- Breathe
- See
- Feed the dog
- Read a book
- Clean up my room
- Draw a picture
- Eat dinner
- Go fishing
- Put on clothes and shoes

How many would you do by yourself? \_\_\_\_

How many would you do with others? \_\_\_\_

11. After children have had many experiences in self-awareness, (interests, feelings, and abilities), have a child share with his classmates the jobs he feels he would be good at and why. Then the class might share with the student different jobs they feel he would be good at, and why.

Example: Karen wants to be a veterinarian because she likes animals.

The class might suggest that she could be a zoo keeper or work at a kennel because she likes animals.

12. Have each child find two magazine pictures. One that is most like himself and one that is very different from himself.

RESOURCES & COMMENTS

Skills in Goal Selection

Learning Values

- IV. OBJECTIVE: The student will recognize himself as the individual and become aware of his own abilities and interests.

ACTIVITIES

On a piece of paper, have the student paste both of his pictures. Below the pictures have him tell how he is like the picture he chose and how he is so unlike the other picture he chose.

Have the children share their stories. This may be a paper the teacher would like to share with parents at conference time or to keep for the child for the end of the year to see if his thoughts about himself have changed since the time this paper was done.

13. Make a life-sized 2 Or 3 dimensional model of each student. This helps the child get a better concept of what he looks like, how he looks to others and to become more aware of himself. This might be done on brown wrapping paper. Each child lies down on his back and a friend can then trace around him. Then the child can put on his own body parts, hair, eyes, and nose, and draw his clothing. Then have a discussion on the likeness and differences.

RESOURCES & COMMENTS

Learning Values

EVALUATION: Each student can draw a picture of something he likes to do and be able to tell what he thinks he does best.

V. OBJECTIVE: The student will value the personal and academic strengths of others.

ACTIVITIES

1. Have a "Kind Word Day". Have each child draw a name of another child in the group. The child then stands and tells one positive quality they admire in the person whose name they have drawn.
2. As a group, have the children tell or write a list of qualities they would like a friend to possess.  
Such as:
  - a. kindness
  - b. friendliness
  - c. being courteous

Make a chart with a list of the qualities the children decide on and put it up in the room. This list can be used as a guide line in choosing A Good Citizen of the Week.

3. Show the filmstrip "Different May Be Nice: and/or "Acceptance of Differences" to stimulate a discussion on the fact that each person differs from others in some respects; we need to understand and accept these differences; each person has some contribution to make; and there should be equal opportunity for each person to make his contribution. This discussion can be in the form of a class meeting.
4. Read several books to the children about famous people, for example: Abraham Lincoln, Helen Keller, George Washington, Booker T. Washington, John F. Kennedy. Help them to see that different characteristic traits are necessary and make for a better working society.

RESOURCES & COMMENTS

Developing Positive Attitudes

Developing Positive Attitudes

Filmstrips and Cassettes  
"Acceptance of Differences"  
SVE  
"Different May Be Nice"  
Eye Gate  
Career Education Dept.



V. OBJECTIVE: The student will value the personal and academic strengths of others.

ACTIVITIES

5. Have the students write a story showing some of the problems in a world where every one either looked alike or acted alike, or both.
6. Have a "Pretend" radio program in which one child introduces another and describes him.
7. Play a game and let one child describe another child in the room and the others guess the identity of the child being described.

Example: The teacher can choose the first child to stand in the group and describe the characteristics of another student in the group.

This person has:

- a. brown hair
- b. blue eyes
- c. green shirt
- d. freckles

The child described then stands and gets to describe another child.

RESOURCES & COMMENTS

L.A.

L.A.

Developing Positive Attitude

EVALUATION: The student will list five personal and/or academic strengths of others that he or she would like to have.

- VI. OBJECTIVE: The student should become aware of his relationship and responsibility to the group.

#### ACTIVITIES

1. Many filmstrips and cassettes are available dealing with relationships and responsibilities .
2. Make a chart (Helping Hands, Dial-A-Turn) and list jobs to be performed in the classroom. The students can help in choosing the jobs needed to be done.

#### Example:

- a. clean up room
- b. turn out lights
- c. be a messenger
- d. erase board

Put each child's name on a small card and draw names for the various jobs to be done for a week at a time. Ask them to tell why it is essential that they work together and that they perform their tasks well.

3. Evaluate job performance at the end of each week or daily if the need arises. The students can write a short evaluation of their performance.
4. Present a listening game

#### Example: Telephone line

Divide the group into two teams. Give the same statement (The sun is shining but it might rain tonight) to the first child in each group. They are to whisper the statement to the next child, etc.

#### RESOURCES & COMMENTS

Career Education Dept.  
Values X-238  
Eye Gate (6 filmstrips)  
Learning to Live With  
Others, Group I & II  
SVE (4 filmstrips each)  
Developing Basic Values  
SVE (4 filmstrips)

S.S.

L.A. & S.S.  
Eye Gate "What About  
Other People"  
Career Education Dept.

The video-tape machine  
is available through  
Mr. Taylor, Director  
Special Services.

- VI. OBJECTIVE: The student should become aware of his relationship and responsibility to the group.

#### ACTIVITIES

The last child on each team gives the statement out loud. The team repeating the exact statement gets to be first out for recess.

5. The children could be video-taped working together on a group project in Social Studies, Art, or Science. Later this tape should be played back so the children may see themselves in a work situation and evaluate how they worked together.

Here are some suggested questions:

1. How does having good manners affect the other children you worked with?
2. What happens if someone is lazy?
3. What could happen if you weren't careful when you worked?
4. What would happen if you were selfish and didn't share the materials?
5. How did you feel about your group doing the work?
6. What made you feel good? What made you feel badly?
7. How did you work with the group?
8. Did you help each other in the group? How?
9. Can you get more done working with a group, or by yourself? Why?
10. What do you need to do to get your group to work more smoothly?

You may only wish to use these discussion questions after a group activity and not use the video tape.

6. As a whole class, name some important traits that are needed for successful group work--these could be listed on a

#### RESOURCES & COMMENTS

Video-tape machine available through Mr. Taylor, Director Special Services.

S.S. & L.A.

VI. OBJECTIVE: The student should become aware of his relationship and responsibility to the group.

ACTIVITIES

chart paper. Example:

1. It's important for all the group members to have something to do.
2. Everyone needs to share ideas and materials.
3. Working together makes for a good feeling.

RESOURCES & COMMENTS

EVALUATION: The student will list 5 traits of acceptable behavior when working individually and in small or large groups.

VII. OBJECTIVE: The student will recognize that certain personal qualities and attitudes are important to both school work and job success.

ACTIVITIES

RESOURCES & COMMENTS

1. Lead the class in a discussion of what personal qualities are needed for school and a successful career.

S.S.

- a. promptness
- b. being able to get along with others
- c. pleasing personal appearance
- d. good health habits
- e. willingness to work
- f. being able to complete a job or task
- g. following instructions

2. Have the children draw pictures of some personal qualities discussed in the above activity

Art

- a. child waiting for bus (being on time)
- b. child sharing scissors with another
- c. a good health habit (brushing teeth)

3. Let each child make a list (written or oral) of all the personal qualities they would want if they were hiring a person for a secretary

L.A. & S.S.

- Example Personal qualities
- a. neat appearance
  - b. promptness
  - c. pleasant personality
  - d. considerate of others

4. Invite a resource person to come to your class and talk about the personal qualities they look for in potential employees. (Personnel directors from schools or industries would be excellent resource people.) Before the resource speaker comes to the group have the children review the personal qualities discussed in activity #1. Have the children, as a group, make a list of questions.

Contact Career Education Dept. for a resource person

EVALUATION: The student will be able to list 5 personal qualities and attitudes needed for a successful career

VIII. OBJECTIVE

The students will understand that people work for many reasons.

ACTIVITIES	RESOURCES & COMMENTS
1. Have pupils plan a game in which each acts out a parent's work and says, "I am a _____" or "I do _____". Other children may ask questions about each occupation to which the pupil would respond.	S.S. (recess indoors)
2. Have pupils tell the work they do, at home and at school. What is their work? Why do they work? What are the rewards for work well done?	S.S.
3. Invite a resource person to discuss his work. Work with pupils to prepare a set of questions for him to answer. (Refer to VII-4) a. What skills he needs b. What he does on the job c. What people depend on him d. What people he depends upon e. Whether he expects others-How? - Why?	Contact Career Education Dept. for a resource person come to your class.
In addition, ask questions about his:  a. attitudes toward his work b. satisfactions derived from his work	
Keep pupils working toward the understanding that people work for many reasons.	
Examples:	
a. money b. respect c. pride d. necessity	
4. Have pupils list tasks that their mothers, fathers, grandparents, neighbors, and others have performed for reasons or satisfactions other than money	

VIII.OBJECTIVE

The students will understand that people work for many reasons.

ACTIVITIES

RESOURCES & COMMENTS

Have pupils discuss and list things they have done for others and why.

5. The children may interview the working members of their families using the following questions

S.S.

- a. Why do you work?
- b. Why did you choose your present career?

Have children report their findings to the class

In class discussion of responses, help the children see that while most people work primarily to earn a living there are other reasons people work.

6. The teacher may show the filmstrip, "Why Do We Work and Play". Have the children list reasons shown in the filmstrip why people work. Suggest to the children that they watch for and think of other reasons not mentioned in the filmstrip which can be added to their list.

Filmstrip and Cassette  
Why Do We Work and Play?  
Eye Gate  
Career Education Dept.

7. The children may divide into groups, and each group will be given a problem situation to discuss and dramatize. Examples of problems for committee consideration are:

S.S.

- a. Some people have plenty of money. They don't need to work for money. Why might they want to work anyway?
- b. Some people have no money to buy what they need. They are told that they don't need to work because the welfare office will give them food and money.

VIII. OBJECTIVE.

The students will understand that people work for many reasons.

ACTIVITIES

Why might they want to work instead of accepting welfare?

- c. Some people have several job offers. Each job pays the same amount of money. How would you choose one job over the others and why?

- 8. Discuss the word "volunteers" (People who work away from home without receiving income)
- 9. Have students make a class list of volunteers under these headings:
  - a. Child Volunteers (Board Eraser)
  - b. Parent Volunteers (PIA Room Mothers)
  - c. Community Volunteers (Red Cross Workers)

- 10. Have the students choose a volunteer job in the classroom that they will perform for a week. At the end of the week let each child tell how he felt about doing that job.

- 11. Invite a volunteer worker into your classroom (School volunteer, church worker, civic worker, volunteer in public affairs.) (Refer back to activity #3 for example questions that may be asked.)

RESOURCES & COMMENTS

S.S.

Learning Values

Contact Career Education Dept. for Resource Person

Refer to VII-4

EVALUATION

Have students list 10 tasks that their mothers, fathers, grandparents and others have performed for satisfaction, money, or other reasons, with reasons why.



IX. OBJECTIVE: The student will exhibit a positive attitude toward all jobs.

ACTIVITIES

1. As a class trace foods to all workers who have handled them before the child ate them for breakfast. Children might cut out or draw pictures of members of the chain to be used for a bulletin board.
2. Invite school workers into the classroom to tell about their jobs and why their job is important to the school community. (Custodian, Principal, Music Teacher, Bus Driver, Cafeteria Workers )
3. Have the class or each student write a story about their parent's work, what their duties are, and the importance of their jobs. Then share the stories with the group. Discuss the many different careers and the contributions they make to the community. Have the class share what they like or dislike about the duties of each job.
4. Have students name all workers who come to their homes. Example: postman, babysitter, painter. Make a mural depicting these workers.
5. Let each child draw a picture of how they help at home. Include captions showing how each child's work helps the family. The children might share their pictures with the class and tell a story about their picture.
6. Students can make up simple riddles ("Who Am I?") about workers. Present them to the class and the one who guesses correctly, can present his riddle to the class.
7. After viewing the filmstrips listed below, have children draw pictures of family

RESOURCES & COMMENTS

Art & S.S.

Refer to VII-4  
and VIII-11

L.A. Writing  
S.S.

S.S.

Indoor recess

IX. OBJECTIVE: The student will exhibit a positive attitude toward all jobs.

### ACTIVITIES

members doing their work and jobs.

"What Else Do Fathers Do?"  
"Just What Do Mothers Do?"

8. Present the following list and ask, "What would happen to residents of a community if they were faced with a situation where there was no-

- a. ambulance service
- b. garbage collector
- c. street maintenance
- d. doctor
- e. teacher
- f. carpenter
- g. appliance repairman
- h. telephone repairman
- i. T.V. repairman
- j. policeman

The children might work in small groups and report their findings as a group.

9. Discuss how the people listed above perform a service to others and that these people provide services necessary for a community.

### RESOURCES & COMMENTS

Filmstrips and Cassettes  
"What Else Do Fathers Do?" and "Just What Do Mothers Do?" Edu-Craft Career Education Dept.

Learning Values S.S.

EVALUATION: (1) Given a job the child will be able to list 3 ways that a job contributes to society (2) He will also list 5 different jobs that make for a more efficient world.

- X. OBJECTIVE: Pupils will recognize that jobs have changed through the years and are continuing to change.

#### ACTIVITIES

- I. Discuss the duties of these jobs and why there is little or no demand for this type of work in the present day society.
  - 1.) Chimney Sweep
  - 2.) Pony Express
  - 3.) Indian Scout
  - 4.) Town Crier-Paul RevereLet a child define the word-obsolete.  
Encourage the children to think of other obsolete jobs.
2. Find out what each job listed below is, (or was) and how each job has changed to meet our present day society needs.
  - 1.) Shoe cobbler
  - 2.) Blacksmith
  - 3.) Alchemist
  - 4.) Apothecary
  - 5.) Haberdasher
3. Have the children ask their parents and grandparents what jobs they might have performed that are no longer in existence. Discuss.
4. Direct the children in painting a mural-"How Jobs in Transportation Have Changed." They can go from Stage Coach Driver and Train Engineer to Astronauts.
5. To help the children see how jobs change, they might explore the job of housewife, and how new developments have changed her duties and the way she performs them.

#### Example:

Dishwashers - washing dishes by hand  
Vacuum cleaners - sweeping with broom  
Washer, Dryer - washing clothes by hand  
drying them on clothesline

#### RESOURCES & COMMENTS

Textbooks and books from  
Resource Library  
VI-295 Boston and Paul  
Revere  
VI-258 Mail Riders  
VI-260 Riders of the  
Pony Express

Problem Solving  
S.S. & L.A.

Refer to VIII-4

Art & S.S.

Invite a mother into  
class or contact Career  
Education Dept.

- X. OBJECTIVE: Pupils will recognize that jobs have changed through the years and are continuing to change.

ACTIVITIES

6. The teacher may read "A Poem of Inventions."  
Ask the children to listen for all of the inventions mentioned in the poem and how the inventions and inventors have helped us. The teacher can point out that some inventions are simple while others are complicated.

A POEM OF INVENTIONS  
by Leon Trachtman

Fingers, nose, ears, toes,  
Think of the jobs you do with those.  
Sometimes all these tools of ours  
Give us ideas, and in a while  
We make a better tool that lets  
Us do our jobs in style.

Now won't you come  
And think of some?

Bang your fist upon the table  
Just as hard as you are able.  
Now think. What special tool can do  
A better banging job than you?

Speak up, don't stammer.  
You're right. A hammer!

Press your hand in soft brown clay.  
See the imprint where it lay?  
Tell us now the very kind  
Of big machine this brings to mind.  
What did you guess-  
A printing press?

Form your hands into a bowl.  
How much water can you hold?  
From this trick now try to think  
Of a better tool to help you drink.

RESOURCES & COMMENTS

Listen skills  
L.A.

- X. OBJECTIVE: Pupils will recognize that jobs have changed through the years and are continuing to change.

ACTIVITIES

Now, bottoms up!  
That's right, a cup.

For noises that are very near  
You only have to use your ear,  
But what invention would you say  
We need for noises far away?

What rhymes with stone?  
The telephone!

Your eyes can see a thousand sights,  
From beetle wings to Christmas lights.  
But do you know what we look through  
When tiny things we want to view?

You said, I hope,  
The microscope.

Your fingernail, if long enough,  
Is good for cutting certain stuff.  
For cutting tougher things than butter,  
What tool makes a better cutter?

Upon my life,  
Correct! A knife.

So, boys and girls, by looking at  
The jobs that feet and hands could do,  
Men learned to make inventions that  
Worked better, faster, easier, too!

RESOURCES & COMMENTS

EVALUATION: The student will be able to list 3 jobs that have changed through the years and be able to name one job that is now obsolete, and why. This can be written or orally.

- XI. OBJECTIVE: The child will become aware of how leisure time activities can develop or lead to future career choices.

ACTIVITIES

1. Make a chart divided into hours of the day and days of the week. As a class discuss how days are divided into working hours and leisure time. Lead them to discover everybody has leisure time.

	CHART		
	Morning	Afternoon	Evening
Sun			
Mon			
Tues			
Wed			
Thurs			
Fri			
Sat			

(Third grade teachers may want to divide the morning, afternoon, and evening into specific hours.)

2. Children may write stories, draw pictures, or cut out pictures concerning activities they like to do in their spare time.

RESOURCES & COMMENTS

Filmstrips  
 "How We Work and Play"  
 Eye Gate - Career Education Dept.

L.A. & Art

- XI. OBJECTIVE: The child will become aware of how leisure time activities can develop or lead to future career choices.

#### ACTIVITIES

3. Discuss leisure time activities available in Lee's Summit. Ask the children to tell what activities they know about.
4. Invite a member of the Lee's Summit Parks and Recreation Dept. to come and talk to the class about the activities available.
5. Class may invite a resource person whose work is centered around leisure time activities for people, to talk to them about work in this area. Examples:
  - 1.) Record store salesman
  - 2.) Hobby shop owner
  - 3.) Bowling alley manager
  - 4.) Boat or fishing gear salesman
  - 5.) Golf course operator
  - 6.) Country club manager
  - 7.) Swimming pool manager
6. Use the newspaper to find leisure time activities available. Some are free, however most leisure time activities cost money.
7. Make a class list of favorite leisure time activities and discuss how any of these might lead to a future career.
8. Pupil - teacher discussion on what hobbies are. Elicit pupil responses to their hobbies and hobbies of their parents. Ask a resource person ( a parent in your class ) to come and talk to the class about his or her hobby.
9. If some of the students in your class have hobbies invite them to bring them to school to share with all of the pupils. This might stimulate those students who do not

#### RESOURCES & COMMENTS

L.A.

Contact Career Educ. Dept. for a resource person.

Field trip to bowling alley or hobby shop.

Refer to IV-2

Refer to IV-2  
Art

- XI. OBJECTIVE: The child will become aware of how leisure time activities can develop or lead to future career choices.

ACTIVITIES

have a hobby to start one.

10. Set aside a certain time each week to allow children to share their hobbies and train or teach their classmates to begin that hobby

Example: Rock collection, sewing, needlework, chess, etc.

11. The teacher can read the story "Barnaby Jonathan Jones" to the class. After the story has been read, the class can discuss how Barnaby's childhood study of animals helped him in his grownup work as an animal doctor.

BARNABY JONATHAN JONES  
by Jeanne Stoner

"Barnaby Jonathan Jones, whatever am I going to do with you?"  
Barnaby's mother was not very happy with him.  
Barnaby's mother had just had a very bad surprise. She had just found out about Barnaby's ant collection. Barnaby had forgotten to put alid on the jar.  
"Gosh, Mom, I'm sorry," said Barnaby. And he picked up the nearest ant and stuffed it back into the jar.  
"Barnaby, I want you to get those ants out of the house," said Mother.  
"Oh, Mom, I'm letting them build a town in this jar. See, I have dirt in it and food and everything ants need. The ants can live in there, and I can watch how they work. They won't get out again. Please let me keep them, Mom."

RESOURCES & COMMENTS



- XI. OBJECTIVE: The child will become aware of how leisure time activities can develop or lead to future career choices.

#### ACTIVITIES

"Well, alright, Barnaby. But I do wish you'd warn me about what you're bringing home to keep. I just never know what I'm going to find in this house anymore." And that was the truth, because Barnaby Jonathan Jones just loved animals. He was always bringing some kind of animal home. If Barnaby found a lost kitten, he brought it home, if Barnaby found a turtle on the pond, he brought it home. If Barnaby found a baby bird that had fallen from its nest, he brought it home. And Barnaby was always finding something. Mother said sometimes their house was like a zoo.

Barnaby liked to take care of animals, and he knew how to take care of them. If Barnaby found an animal he didn't know how to take care of, he went to the library and found a book that told him how. Barnaby was so good at taking care of animals that he could mend a bird's broken wing. He could take a splinter out of a puppy's paw so it wouldn't have to limp anymore.

Everyone in the neighborhood said that Barnaby was almost as good as an animal doctor. And that made Barnaby feel very good, because that is just what he wanted to be.

As Barnaby grew, and grew, and grew, he learned more and more and more about taking care of animals. He read everything he could find about animals. When he was old enough, he went to college and learned even more about taking care of sick animals and how to help them.

Now, Mother no longer said, "Barnaby Jonathan Jones, whatever am I going to do with you?"

She said, "Barnaby Jonathan Jones, I'm

#### RESOURCES & COMMENTS

- XI. OBJECTIVE: The child will become aware of how leisure time activities can develop or lead to future career choices.

ACTIVITIES

very proud of you!" Because now he was Barnaby Jonathan Jones, the animal doctor.

12. Write on the board Their Work is Play. Divide the class into groups of 5 and have them list the activities which they think are fun or play. Give them 5 or 10 minutes to do this.

Have them come back and as a class relate these lists of fun activities as being potential jobs. Discuss the slogan "What is one person's leisure is another person's work," or vice versa, depending on your likes and dislikes.

RESOURCES & COMMENTS

- EVALUATION:
- 1.) Each child will evaluate himself. Do I feel I spend my leisure time well?
  - 2.) Each student will list 4 jobs that are related to leisure activity.
  - 3.) Each student will list 3 jobs that could be a hobby or considered leisure time activity.

- XII. OBJECTIVE: The student will know that there are many job families for career choices.

#### ACTIVITIES

1. The teacher may ask the children to discuss:
  - a. What is a family?
  - b. To what family do you belong?
  - c. How are families alike?
  - d. How are families different?
2. The children may develop family trees showing the people in their own families and writing the job of each member of the family.
3. Show the filmstrip "What are Job Families?"
4. The teacher may explain to the children that jobs are grouped in families. Through discussion the children may suggest various ways that jobs can be grouped.
5. The teacher can explain that jobs form families because they:
  - a. are in the same industry
  - b. demand similar training
  - c. involve similar interest
  - d. are in the same location
  - e. require the same skills
6. The children may work in committees, each group taking one of the job families from the list they have developed and make a job family tree. The children will want to use reference books, library books, and direct interviewing to develop their "trees."
7. The children may read related books to find job families.

#### RESOURCES & COMMENTS

Filmstrip & Record  
"What Do Mothers Do?"  
"What Else Do Fathers Do?"  
Edu Craft - Career Educ.  
Department

Filmstrip & Cassette  
What are Job Families?  
SVE - Career Educ. Dept.  
S.S.

Career Educ. Dept.  
Book Entitled-What Do  
People Do All Day?  
by Richard Scarry  
(6 copies)

L.A.

XII. OBJECTIVE: The student will know that there are many job families for career choices.

ACTIVITIES

8. Bulletin Boards: have students bring pictures showing "Workers who help me stay healthy".
9. Teachers may suggest to the Special Area teachers (Art, P.E., Music, etc.) projects related to occupations in their special fields.

Example: Art

Carving projects could be related to a career in Sculpture.

Clay modeling could be related to a career in Ceramics.

Tie dying and silk screen projects could be related to a career in Textile Manufacturing.

10. To reinforce the idea that there is a wide variety of job choices today, the children can cut pictures from magazines of people doing different kinds of work. A display or bulletin board entitled "People at Work" can be prepared.

11. Ask the students to look for and clip pictures from newspapers and magazines which suggest jobs in their community. Place all "job" pictures in the bag.

Allow the children to draw a "job" from the bag. Let this be the spring board for a class discussion about the career, and its value to the community.

This activity will stimulate enthusiasm for knowing more about the careers available

RESOURCES & COMMENTS

Art

Filmstrip & Cassette  
People Who Make Things  
G. A. -Career Educ. Dept.

Art & L.A.

- XII. OBJECTIVE The student will know that there are many job families for career choices.

#### ACTIVITIES

in their own community. A trip to a community industry or an interview with someone from one of the jobs would provide an excellent follow-up activity.

12. To acquaint the children with different jobs and the motions used in that job, play the game "Trades".

The players divide into two groups. One group decides upon a trade or occupation that it will act out. These children then advance toward the second group saying.

"Here are some men from Botany Bay;  
Got any work to give us today?"

The children in the second group then ask:

"What can you do?"

"Anything "

"All right - begin."

The children in the first group then act out their trades. For instance, if they are bakers some will mix dough, others knead it, others look in the oven and perhaps a few will sell the finished products.

If the second group guess the trade, it is their turn to act one. Otherwise, the first group acts out a new one.

If there is plenty of space for running, the game may be varied by having the children who are guessing the trade, tag the others as soon as the trade has been guessed. All who are caught before reaching their home goal, have to join the other side. The first group to capture all of the other side wins.

#### RESOURCES & COMMENTS

L.A. & S.S.

recess

XII. OBJECTIVE: The student will know that there are many job families for career choices.

ACTIVITIES

13. To teach the children an awareness of the many kinds of jobs that are available, have a group bulletin board project. Let the children think of all the jobs that begin with each letter of the alphabet. Example: the letter A:

accountant, acrobat, admiral,  
aerialist, airplane pilot,  
ambassador, ambulance driver,  
analyst, animal trainer, etc.

Put pictures (either from magazines, or hand drawn) of these jobs on the bulletin board and around each job picture put a tag with each child's name for those that would like to do that particular job. Each week do a different letter of the alphabet. Bring in reading by having the children find and read to each other library books for each job.

14. To develop a better understanding of the services offered by community helpers and also to develop cognitive skills, play DIAL-A-HELPER. After an initial discussion and study of various community helpers, pupils are told:

"IT" dials a helper being careful not to call his name or his service.

"IT" then relates the need or the problem which requires services.

The student who guesses the appropriate community helper is "IT" as the game continues. Example:

"IT": "Please help me! My cat's  
in the top of the tree and  
I can't get her down. I  
need your ladder. Please  
hurry!"

Guesser: "Is it the fireman?"

RESOURCES & COMMENTS

Art  
L.A.

Telezonias-Resource Library

XII. OBJECTIVE: The student will know that there are many job families for career choices.

ACTIVITIES

A variation of this game would allow the helper and the one needing services to role play their telephone conversation.

15. Have a class discussion about fire, its usefulness and dangers. The discussion should include the types of fires, the correct and incorrect way to handle each, and the various jobs in fire fighting and prevention.

The students divide into small groups and plan a short skit about a situation concerning fire and firemen. The students choose their characters, plan their show, and write a script. The boys and girls then construct their sack puppets to fit the situations planned.

Each group presents its show. The students then select the group that gave the best performance. A reward of some kind could be given.

16. Count Your Buttons - What Will You Be?

Rich Man  
Poor Man  
Begger Man  
Thief  
Doctor  
Lawyer  
Merchant  
Chief

These can be substituted for any careers arranged in a rhyming fashion. Have a child count his buttons on his clothing. Whatever career they stop on, they are to tell as much about it as they can - duties, training, etc.

RESOURCES & COMMENTS

L.A., S.S., Science

indcor recess  
S.S.

- XII. OBJECTIVE: The student will know that there are many job families for career choices.

#### ACTIVITIES

If a child does not have any buttons, then he is to tell of a career of his choice, why he chose it, and some of the things he must do to prepare for this career.

17. Let the students talk about their parents' jobs and the location of the place they work. Display a large city map on a bulletin board. Have the students make a flag for both their father and mother with their names on each. The students place their flags on the map in the general area where their parents work. The students can locate other parents who work near their own. This activity can spark lively discussion about the different places of employment. Each student can color a dot on the map to represent his home. The distance between home and work can be discussed and its implication for travel and methods of travel.
18. For hands-on experience helping the students relate to the work of the carpenter, have a NAIL DRIVING CONTEST.

You will need:

- a. two 2x4's, about four feet long
- b. two hammers
- c. one nail for each child

Before class the teacher should space the nails and start them in the boards to prevent mashed fingers. After a discussion of the proper way to hold the hammer and the proper way to strike the nail, each student may take his or her turn at driving a nail into the board. Each student may hit his nail only six times, then initial

#### RESOURCES & COMMENTS

S.S., L.A., Map Study

Small & Large Muscle Development  
S.S.  
indoor recess



XII. OBJECTIVE: The student will know that there are many job families for career choices.

ACTIVITIES

the board by his nail. A winner may be selected from each board.

19. Each student thinks of a job name that starts with the same initial as their own first name. Each child then draws a picture of himself dressed for that particular job.

Example: Chris - Carpenter  
Jeff - Janitor

20. Play a Family Occupation Game, seat the children in a circle. Have one child roll a ball to another. The child who catches the ball tells his family name and his parents' job. Variations: Name Community Helpers or Jobs We All Have.

21. Gather pictures from magazines of different workers. Mount these on sturdy cardboard. Below each picture, print the capital and small letter associated with it.

Example: Aa-Actress or Astronaut  
Bb-Baker  
Cc-Carpenter or Cook  
Xx-X-Ray Technician  
Zz-Zipper Maker

22. There are pictures to be used in story telling, oral or written. The teacher can make copies of the pictures for each child. The child should be encouraged to include job names, duties, equipment used on the job, and what he would like or dislike about the job if he were doing it.

RESOURCES & COMMENTS

S.S.

Indoor recess  
S.S.

S.S. & L.A.

DITTO'S  
(following this section)

EVALUATION: Given a job family such as transportation or construction, the child will list 4 jobs in that family.

XIII. OBJECTIVE:

The student will recognize the need to make decisions and demonstrate this ability in his daily activities.

ACTIVITIES

1. Discuss the decision making that students do each day. Some choices are simple and some are more difficult.

- a. choosing between vanilla and strawberry ice cream
- b. who they will invite to their birthday party
- c. playing outside or watching television.

Even the decision of doing what is right or what is wrong.

- a. throwing rocks
- b. pushing someone out of line

2. Give each child a green card meaning agreement and a red card meaning disagreement. Then show a picture and tell a story presenting a situation requiring a decision.

Example:

The picture might be of a small boy and his dog.

The story might begin: Danny's family is moving to an apartment. Danny knows that if he keeps his dog it will have to stay inside all day while Danny is at school and his parents are at work. He has a cousin who lives on a farm and would really like to have a dog. Danny has decided to give his dog to his cousin and visit him when he can.

The children will then show the green card if they are in agreement with the decision made or the red card if they are in disagreement. The teacher may then allow time for reasons to be given.

RESOURCES & COMMENTS

All of these activities maybe related with any subject as well as effecting values.

XIII. OBJECTIVE: The student will recognize the need to make decisions and demonstrate this ability in his daily activities.

ACTIVITIES

3. Children may be encouraged to describe situations in which they have had to make difficult choices. This may be used as a "Show and Tell" activity.

4. The teacher may use open-ended stories requiring a decision such as:

Jenny found a dollar on the playground. Should she spend the dollar or should she turn it in to the principal?

Children may role-play such situations or have puppet shows. The teacher should lead the children in examining possible decisions and their consequences.

5. Have each child tell the group about a time "Everybody was Wrong but Me," relating an experience in which the child was glad he or she did not go along with the group.

6. Show the filmstrips: "The Trouble With Truth!" and "Values" to provide other discussion topics allowing children to make decisions.

7. Pupils can draw pictures of three things they want and indicate order of importance. The teacher can point out the wide variety of first choices shown. The class can discuss the fact that people like different things. As a class the children can make a decision on what is the most important.

RESOURCES & COMMENTS

Activities 4 & 5 came from the DUSO Kit D-2 Manual. You may want to use this for other ideas. Career Educ. Dept.

Filmstrips & Cassettes  
First Things: The Trouble  
With Truth  
Guidance Associates  
Career Educ. Dept.

Values  
Eye Gate  
Career Educ. Dept.

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XIII. OBJECTIVE: The student will recognize the need to make decisions and demonstrate this ability in his daily activities.

ACTIVITIES

RESOURCES & COMMENTS

8. Open-ended stories. Choose an answer that you feel is best and tell why.
- 1.) Mother was busy cleaning the house. It was near dinner time and she still wasn't done. Sue came over and asked Mary to play. Mother said she could. Sue was her best friend. Just then Tom called. He asked her to come over to say goodbye because he was moving away tomorrow. What would you do?
- Help mother
  - Play with your best friend, Sue.
  - Say goodbye to Tom.
  - Another
- 2.) Your favorite TV show is on, Mother is in the kitchen cooking. She calls for your brother to answer the phone. He doesn't move. What would you do?
- Stay watching TV
  - Yell at your brother to answer the phone.
  - Answer the phone yourself
  - another
- 3.) You are watching Mark and Jim play outside. Dick comes over and tells them to give him a dime or he'll tell their Mother they got in trouble in school today. They ask you what to do. What would you tell them?
- Ignore him and keep on playing
  - Give him the dime
  - Go home and tell Mother before he does
  - Another

XIII. OBJECTIVE: The student will recognize the need to make decisions and demonstrate this ability in his daily activities.

ACTIVITIES

9. To help the children see the value they place on their possessions, ask the students to pretend they are going away for a vacation for one week. They will be going to a new house on a deserted island. They will not be able to leave the island for a week and there are no stores or other homes on the island. The teacher explains that each child may take one large paper bag to the island with him. If possible, the teacher brings in a bag to illustrate to the children the amount such a bag would contain. (Each child is encouraged to bring a bag from home) The teacher explains due to the limited space in the house and the short time they would stay there, anything that does not fit into the bag must be left behind. Each child may cut out or draw pictures to show what possessions they feel they must include for this week.

Upon completion of this activity:

- a. a few volunteers can be asked to share the contents of their bags with the rest of the class, and give reasons for choices they have made
- b. students can form small groups (4-6) to share and discuss the contents of their bag.

RESOURCES & COMMENTS

EVALUATION: Each child will be able to make an "I learned" statement about the way he makes choices, written or orally.

CAREER EDUCATIO .

CURRICULUM GUIDE

UNIT II INTERMEDIATE

FOR

GRADES 4 - 6

- I. OBJECTIVE: The student demonstrates that he is responsible for his or her own education by listing ways to apply present learning to the future.

#### ACTIVITIES

1. Have classroom discussion taking each area mentioned on grade card and how they will need these skills later in a career.
2. Draw an illustration of self in 20 years. This will help the child see himself not always at one age as well as see himself in a working situation.
3. Have classroom discussion "How would you like having "no school?" After the enthusiasm dies down, then discuss "What would it be like then to apply for a job with no schooling?"
4. To show that students will be facing test situations throughout life (not always written), place the test scores of the class on the board. Draw a bar graph and a broken line graph on the board which represents the scores. Ask the students to make similar graphs.
5. To help show the importance of following directions in education, have the group take the following quiz, "UPPER GRADE EVALUATION" (see Ditto No. I-1). The copies should be handed out face down. (Ends with only doing #1 and #2.)
6. Have students role play their parent's career and identify areas of education most needed. (Encourage them to wear clothing and to bring tools parent's use in their work.) This activity helps the students to identify with there school work and the world of work through family members jobs.

#### RESOURCES & COMMENTS

Filmstrip "What Good Is School?"  
Career Educ. Office

DUSO Kit V. Toward Resourcefulness & Purposefulness:  
Understanding Personal Motivation  
DUSO Kit - cycle D  
Learning to evaluate relevancy of school tasks for present and future goals

Filmstrip  
"It's In Your Hands"

Math oriented lesson  
on Graphing

Reading Skills oriented  
lesson

Use DITTO No. I-1  
Filmstrip "Why Do We: Have Rules" Eye Gate

Filmstrip "Recognition of Responsibilities"

L.A. & S.S.

- I. OBJECTIVE: The student demonstrates that he is responsible for his or her own education by listing ways to apply present learning to the future.

ACTIVITIES

7. Make a list of jobs in which Reading, Writing, Speaking and Listening are absolutely necessary to your success in that particular job.

Make a list of jobs in which these skills are helpful.

Make a list of jobs in which these skills are absolutely not needed.

(Desired conclusion: these skills are necessary in all areas of work.)

8. The relationship of school subjects and jobs: given several jobs, the students are to make judgements as to the need of school subjects to fill the requirements of the job. This will assist the students in seeing the relevancy of school and the world of work. Use Ditto No. I-2. This can also be used for class discussion or meetings to strengthen their values systems toward school and the world of work.

RESOURCES & COMMENTS

16 MM Film, "Cooperative Occupational Education" Career Educ. Office (recommended for end of 6th grade)

Use DITTO No. I-2

EVALUATION: The student will list all school subjects ( can include special areas -example Art, P.E.) and name a job in which each subject skill will be used.



UPPER GRADE EVALUATION

This upper grade evaluation will help you measure how well you read directions and practice what your reading.

The rules designed to help us work safely do no good unless we know them, understand them, and follow them. And many of us don't do quite as well at following instructions as we might think.

Try the test yourself and see how you compare with youngsters in the upper grades. Just concentrate, but remember you have only three minutes to finish the test.

HOW WELL CAN YOU FOLLOW INSTRUCTIONS?

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper left hand corner of this page.
5. Put an "x" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title write "Yes, Yes, Yes."
9. Put a circle around each word in sentence No. 7.
10. Put an "x" in the lower left hand corner of this page.
11. Draw a triangle around the "x" you must put down.
12. On the reverse side of this page multiply 703 by 9805.
13. Draw a rectangle around the word "page" in sentence No. 4.
14. Circle your first name when you get to this point in the test.
15. If you think you have followed directions up to this point, write "I have" following this sentence.
16. Now that you have finished reading carefully, do only sentence one and two.

If you didn't do so hot, don't feel too badly. Only about 10% of the people who take this test make a perfect score.

The point of the test, of course, is to prove that most of us don't follow instructions as carefully as we should--usually because we simply don't read the instructions carefully enough to fully understand them. This is a big cause for difficulty with assignments. Students could do the work if they followed directions. And our safety record might improve if each of us improved his own habits on this score.

SCHOOL SUBJECTS AND JOBS

	Speech	English	Math	Sci.	So. Stud.	Art	Music
Carpenter							
Sales Person							
Lawyer							
Dental Technician							

Make code entries on chart

- CODE:** E - Essential Subject matter is absolutely necessary for success in the job or for the completion of educational requirements for the job.
- I - Important The subject matter is important to success on the job, although it may not always be an absolute requirement.
- U - Useful The subject is very useful for the job and is usually directly related.
- S - Somewhat Useful The subject is somewhat useful for the job.

- II. OBJECTIVE: The student is able to list informal "jobs" we all have and how education is needed to do these

### ACTIVITIES

(Preface)

To help the student understand that all people are "amateurs" in a wide variety of jobs, there are some items listed below. These are underlined, such as chef with correlated activities. The purpose is to show that they are really trained in school to do a variety of duties, as well as receive information and guidance for one career.

These may be taught as a unit or as individual activities.

- 1 Demonstrate a job we all have. Some examples:
  - 1 Sew on a button
  - 2 Wash a window
  - 3 Scrub a sink
  - 4 Demonstrate how to grow a plant
  - 5 What to look for when buying a dress or shirt
  
- 2 We are all amateurs: (read preface on this page)

#### Chefs

- a Have students bring recipes from home, and double, or cut them in half
  
- b Using the balanced 4 - have students plan meals for one day. (Good correlation with Health Unit)
  
- c Have students assume that they are going on a picnic (All members of the class will go) Have them discuss what they would like to take to eat,

### RESOURCES & COMMENTS

Math oriented on fractions.

Health oriented on nutrition

II. OBJECTIVE: The student is able to list informal "job" we all have and how education is needed to do these.

### ACTIVITIES

figure the quantities needed of each item, and check prices to determine the cost of the picnic.

#### 3. Bookkeepers

Student reasoning problems:

- A. You have a job which pays you 80¢ per hour. You average 2 hours per day after school and 3 1/2 hours on saturday. If you spend \$1.25 each week and save the balance, about how many weeks will it take you to save enough to buy a bicycle which costs \$43.98. (\$10.80 per week less \$1.25 = \$8.55 per week savings. At the end of 5 weeks you will have saved \$42.75, so it would take you a little over 5 weeks to get the bike.)
- B. Sally wants a complete Easter outfit. Her motyer will buy the dress she picked out but Sally is to buy the purse and shoes to match. Sally found a purse for \$3.24 including tax, and shoes for \$7.26 including tax. If Sally babysits regularly for Mrs. Jones at 50¢ per hour, how many hours will she need to baby sit in order to pay for her share of the Easter outfit? (21 hours)
- C. When assigning fractions, careers in retailing and business may be emphasized with specific examples from the mathematics book. Example: A customer at a retail store wants to buy 3 1/2 yards. The clerk must also determine the price. The student may discuss

### RESOURCES & COMMENTS

Math oriented to problem solving

Math oriented to problem solving

Math oriented to problem solving

- II. OBJECTIVE: The student is able to list informal "jobs" we all have and how education is needed to do these.

ACTIVITIES

why the following people need to know how to work with fractions.

- a. Musician
- b. Real Estate Agent
- c. Carpenter
- d. Plumber
- e. Electrician

4. Telephone Operators

- A. Discuss the purpose and uses of the yellow pages of the telephone book. Discuss the meaning and use of cross-referencing in the yellow pages. Discuss indexing and alphabetical order by category in the yellow pages.

Example: Filling station (listed as SERVICE STATION)

Drug Store (listed as PHARMACY)

Give specific products or services and have students make up a list of page numbers, telephone numbers, addresses, etc.

- B. The following situations can be role played with one student as the operator and one the caller.

Whom would you call and what would you say in each of the following situations:

- 1. If you discovered that the house was on fire.
- 2. If you saw a stranger trying to break into your neighbor's house.

RESOURCES & COMMENTS

Language skills in alphabetical order

Bell Telephone Co. will install phones that ring and are connected.

Cross Reference-  
Objective 15  
Activity 11

- II. OBJECTIVE: The student is able to list informal "jobs" we all have and how education is needed to do these.

### ACTIVITIES

- 3.) If your mother became so ill that she could not use the telephone to get help.
- 4.) If you saw a child knocked down by a hit-and-run driver.
- 5.) If someone was having trouble breathing and you needed to get a tank of oxygen in a hurry.
- 6.) You see a friend of yours leaving town. (Running away) He has a severe problem at home. He can't talk to his parents, he is afraid to talk to the police and the only way he can see is to run away

### 5. Bankers

- (a) Checks, deposit slip and statement, (DITTO No. 3 & 4) may be used to show how to write checks and keep a check book. Using the story below, the teacher can go step by step through all the checks, etc. given.

NOTE: For even more reinforcement prepare additional checks and have the students work with these.

NOTE: Filmstrip: "How To Use Your Checkbook"

Story:

Each student has just gotten paid this month. His take-home pay is \$348.15. On Monday, May 2, the student went to Pay-Less Grocery and wrote a \$25.00 check for groceries. On Tuesday morning, May 3, the student paid \$47.26 to the Mod Shop for a new outfit of clothes. That afternoon Raymond Smith bought the students' radio for \$15.42.

### RESOURCES & COMMENTS

Ditto No. 1-3 & 4  
Filmstrips-  
"Economics in Our World"  
"How to Use Your Check  
Book" Eye Gate  
Career Educ. Office

Math oriented

II. OBJECTIVE: The student is able to list informal "jobs" we all have and how education is needed to do these

### ACTIVITIES

He paid the student by check. On Saturday, May 7, the student went to Tom Smity's auction and bought a desk for \$6.50. On Saturday, May 7, the student also bought a used color T.V. set at Adam's Appliance store for \$143.00. How much money does he have left in the bank?

(The final entry in the statement should be a balance of \$141.81) The exercise may be simplified to fit the classroom level.

- (b) Choose an arbitrary net income for one month. List bills that must be paid each month, plus 3 emergency or personal expenses, savings and any other deductions. Have students try to decide the amount. Then subtract from total.

This may help students understand that part of the parents income goes to pay for things the family needs.

### 6. Consumers

#### a. Class game - "The Price is Right"

Have students, using mail order catalogues or newspaper ads, find consumer items and prices (Automobiles, appliances, etc.) Write the name of the item and its price on slips of paper. These are placed in a container. Choose a moderator and 5 panel members. The moderator draws a slip of paper from container. He reads the name of the item to the members of the panel.

### RESOURCES & COMMENTS

Filmstrip-Occupational Education "How to use Your Checkbook"  
Suggestion: have 1 blank check on students desk before starting film.

16 MM Film-Challenge in Banking -Career Education Office

Department Store Catalog, Newspapers

Filmstrip "We are all Consumers" from Economics in Our World

II. OBJECTIVE: The student is able to list informal "jobs" we all have and how education is needed to do these.

### ACTIVITIES

Each panel member has been given a specified amount of money to use in this game. In turn, the panel members bid for the item. The one who bids highest without going over the actual price of the item, wins the item. The student with the most items at the end of the game wins.

b. Credit cards - problems in reasoning:

You charge \$360.00 on a credit card and have one year in which to pay it off. You decide to pay it by the month in equal payments. How much per month must you pay?

c. Discussion project or research project:

Discuss the advantages and disadvantages of owning and using credit cards.

d. Directions - Using catalogs, newspapers, etc. find the gifts on the list. Write the source, page number, price and add the tax. When you have all the shopping done, make up a list of prices and then get a total on the entire amount.

Tape Recorder (Stereo)  
2 Shirts and 2 pairs of Slacks (Large)  
Front load Portable Dishwasher  
Sewing Basket (Even)  
Electric Scissors  
Hair Drier  
Large stuffed dog  
Bingo game  
View-Master stereo viewer  
Stereo Christmas record album

### RESOURCES & COMMENTS

Mo. Tax is 3¢ on the dollar



II. OBJECTIVE: The student is able to list informal "jobs" we all have and how education is needed to do these.

ACTIVITIES

Steam-dry electric iron  
Electronic door opener for garage  
Snow tires 8.00 x 14  
Fenwick record album  
Slippers-corduroy  
Norelco Shaver - 3 heads  
Cardigan sweater  
7 x 35 Binoculars with carrying case  
Mamiya/Sekor 500 DTL camera  
2 neckties (wide)

RESOURCES & COMMENTS

EVALUATION: Each student will list ten jobs he or she feels everyone does in a one month period.

Have students fill in their names

March 3 1974

Pay to the  
Order of \_\_\_\_\_ \$ 15.42

Fifteen and 42/100 \_\_\_\_\_ Dollars

Raymond Smith

*Deposit Slip*

Date _____ 19____	Cash	currency coin		
	C h e c k s			
	Total			
Less Cash Received				
Net Deposit				

*Statements*

Check No.	Date	Issued to	Amount	Date of Dep.	Amount	Total

\_\_\_\_\_ 19  
Pay to the Order of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars  
\_\_\_\_\_

\_\_\_\_\_ 19  
Pay to the Order of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars  
\_\_\_\_\_

\_\_\_\_\_ 19  
Pay to the Order of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars  
\_\_\_\_\_

\_\_\_\_\_ 19  
Pay to the Order of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars  
\_\_\_\_\_

III. OBJECTIVE: The student will recognize himself as an individual.

#### ACTIVITIES

1. Have each student draw a self portrait to help him "see" himself.
2. Students will orally describe themselves using a mirror.
3. Have the students use a check list (Ditto No. 1-5) so as to have a clearer picture of his strong and weak traits. Through this activity a class meeting or discussion may be used to explore how we can develop traits that strengthen one's self.
4. Each student tape records one paragraph from a library book. (This needs to be done behind a screen or away from the group.) The group listens to the tape and guesses who is reading. This can be played twice, the second time stressing different levels of voices.
5. Make 5x7 cards with the letters I A L A C on them. (I am Loveable and Capable.) Each student pins card to shirt. When the student receives a "put down" he tears a small piece off of the right side of the card. The child who gives the "put down" tears a small piece off of the left side of his card.

This is excellent to show how we react to situations differently.

6. Make a COMPLIMENT BOX. The box is prepared by taping a lid on a shoebox, covering it with "happy pictures", and cutting a hand-sized hole in one end of the box. The children form a circle. Each child is given two slips of paper and a pencil

#### RESOURCES & COMMENTS

Filmstrip - "Who are You?"  
and "Who am I?"  
Career Educ. Office

DITTO nos. 1-5

DUSO Kit 2-Toward Competence  
Cycle C: Developing realistic  
attitudes toward one's  
capacities  
Cycle D: Developing self-con-  
fidence and self-esteem

Filmstrip-"Why Do We Grow"  
"Why Do We Feel"  
"Why Do We Die"  
Science oriented to Human  
Body

Filmstrip-Consideration  
of Others-Career Educ. Dept.  
Personality and value  
Development

III. OBJECTIVE: The student will recognize himself as an individual.

#### ACTIVITIES

Children are asked to look around the room and find someone about whom to write something nice. That person's name is to be written on the slip. After the compliments are written (e.g. Mary has pretty hair) the slips of paper are placed in the box which is shaken thoroughly. The teacher also writes compliments with disguised hand writing. One child takes the box and goes to each child who pulls out one slip and reads it aloud. The author remains unknown, so the complimented child may feel the compliment comes from the whole group. If a child, by chance, pulls out a compliment about himself, he reads it, then he is asked to walk around his chair. Actually this serves as a physical vent for feelings of embarrassment children often feel when they must say something nice about themselves publicly. Once in a while a child may write something negative about another child. To avoid this read aloud, children are asked to "scan" each slip before reading it aloud and to throw away the slip if it is an unkind remark. One of the rules is that no one may compliment the same person twice. This forces everyone to spread out his compliments, and after several rounds all children begin to receive compliments.

#### ASSESSMENT:

1. Observations of freer climate and more informal compliments in the classroom.

#### RESOURCES & COMMENTS

III. OBJECTIVE: The student will recognize himself as an individual.

ACTIVITIES

2. "I feel \_\_\_\_\_" statements. Teacher then asks for volunteers to finish the statement "I feel \_\_\_\_\_" based on the "Compliment Box" activities. It is essential that the teacher accept all statements in an open, non-judgmental manner, and encourage children to do likewise.

ADAPTION:

Choose a secret friend who for one week or day you do special things. (Especially good at Christmas, or can be done all year.)

7. Refer to DITTO no. I-6. Complete check list, Ditto No. I-6, then through class discussion or meeting explore how ones strengths and limitations effects ones personality.

8. Have the students respond to one or all of the skill areas below to show them how people are different

A. Listening

1. Use of tape recorder
  - a. Taping each others voices to become aware of differences in volume, pitch, etc.
2. One student gives verbal directions to another. Then using these directions have student draw a map on the black-board as the one who gave directions faces away from the board. Then have someone come up to see if the map makes sense.

B. Writing

1. Ask for three volunteers in classroom and have the rest of the group write a

RESOURCES & COMMENTS

DITTO No I-6

These activities should be used to show how each student is different. These can be taught individually or as a unit

Cassette-Are You Listening?  
J C Penny Co. (6 minutes)  
A communication tool to evaluate how well we listen  
A series of listening experiences include:  
1. a personal telephone conversation  
2. what people have said in an interview  
3. following verbal direction

III. OBJECTIVE: The student will recognize himself as an individual.

ACTIVITIES

short description of each. Each member of the group will write one. Compare descriptions to show how different students comprehend the same person. Notice---different descriptive words, etc.

2. Same as above except describe teachers.

C. Mathematics

1. Give student a list of multiplication facts and have him show three different ways to arrive at that answer through multiplication.

2. Brain Teaser - give written problem in mathematics and have whole class work it. Compare the different methods used to arrive at this answer.

D. Physical

1. Check physical dexterity by timing while students attempt to thread a needle.

2. To check physical dexterity, have students toss erasers into waste basket while being timed.

3. To check physical endurance use any one of the repeated exercises (chin-ups, sit-ups, pull-ups) and have class do them.

E. Persuasive

1. Give each student a sheet of blank paper. They can't write on it.

RESOURCES & COMMENTS

III. OBJECTIVE. The student will recognize himself as an individual

ACTIVITIES

They have 5 minutes to make it into something. Then they must convince you of its value and worth.

2. Variation of the above project is for student to try and sell an empty box.

F. Artistic

1. Hand out incompleted pictures of forms, (Ditto No. I-7) and have each student complete in his own way. Compare the results for likeness and differences.

9. Importance of Differences

1. Have student write a story showing some of the problems in a world where every one either looked alike or acted alike, or both.

10. Reasoning

- A. Have three different groups write out detailed directions for playing the same game. The teacher directs the class on the playground using the directions submitted by each group. Check to see if the three sessions of the same game are the same.
- B. Paste page of magazine onto cardboard. Students cut out puzzle with 10 pieces. These are placed in an envelope and then exchanged with another student. Students try to be first to put someone elses puzzle together.
- C. Challenge students to solve a problem of logic. See DITTO No I-8 & 9

RESOURCES & COMMENTS

DITTO No I-7

DITTO No 8 & 9



III. OBJECTIVE: The student will recognize himself as an individual.

### ACTIVITIES

11. Hand one copy of the Personality Check List, ( Ditto No. I-10 ) to each student. Explain that each student is different from anyone else. Of the listed habits, which ones have you noticed in yourself?

(See Ditto No. I-10 at the end of this section )

12. On a piece of paper have the students number from 1 to 10. Then have them list the 10 things in their lives they love to do. (You could use the word "like".)

Next to each one:

1. place the date you did it last
2. place an A or P if you like to do it  
A=alone, P=with people
3. place a \$ if it costs more than \$5.00 to do it
4. place a \* by the 5 you like the most

Follow this up by having the students look at their lists and finish the following statements:

I learned that I \_\_\_\_\_.  
I re-learned that I \_\_\_\_\_.  
I noticed that I \_\_\_\_\_.  
I realized that I \_\_\_\_\_.

### RESOURCES & COMMENTS

DITTO NO. I-10

Use: "Becoming Myself"  
A book from Career Educ. Office. (Several copies available) Teacher read orally.

or oriented to Health Unit, "Your Living Body" concept: Mental as well as physical well-being.

DUSO KIT 2

I. Toward Self-Identity:  
Developing Self-Awareness & a Positive Self-Concept  
Cycle A: Developing and awareness of self and learning to value self  
Cycle B: Learning to recognize and accept individuality in self and others  
Cycle C: Learning to recognize purposes of behavior  
Cycle D: Developing self-acceptance through the courage to be imperfect  
Cycle E: Learning to deal with rejection

III. OBJECTIVE: The student will recognize himself as an individual.

### ACTIVITIES

### RESOURCES & COMMENTS

#### 13. Likes and Dislikes

1. To show that each individual differs in his likes and dislikes, give the class a list of 10 questions to answer individually on paper.

- a. favorite color
- b. favorite sport
- c. favorite dessert
- d. favorite book read
- e. favorite fruit
- f. country most like to visit
- g. state most like to visit
- h. favorite flower
- i. favorite type of dog (or animal)
- j. favorite song

After students finish, have students compare answers, (either orally or by writing on the board).

Suggestion: Some of these could be used for practice in figuring percentage

#### 14. WHO AM I? Name tag

Pass out 3x5 cards with instructions for each student to print his name in large block letters in the center of the card. The card has numbers 1-5, 2-6, 3-7, and 4-8 on it. (See picture) Note: Cards should have a length of string approximately three feet long attached to two corners in order that the card may be easily hung around the students neck and may be easily lifted up to be read.

(copy of card on following page)

Excellent Activity for beginning of new school year

III. OBJECTIVE: The student will recognize himself as an individual.

ACTIVITIES

Example of card to be used:

1 5	NAME	3 7
2 6		4 8

RESOURCES & COMMENTS

Then ask each student to write answers to four of the following questions near the appropriate numbers on his card:

1. Where were you born?
2. Who is a very good friend?
3. What is one thing you like to be best?
4. What is your favorite TV program?
5. Who is the greatest person who ever lived?
6. Who is the most important person in your life today?
7. What is the thing you now feel you would like to do when you grow up?
8. On the way to school you see two first grade boys fighting. What would you do?
  - a. Pass them by.
  - b. Stop in and stop the fight.
  - c. Help the one you think is right?
  - d. Something else.

These questions should be read aloud to the students and clearly written on the board for easy referral by the students at any time during the activity.

III. OBJECTIVE: The student will recognize himself as an individual.

ACTIVITIES

RESOURCES & COMMENTS

Have the students to hang their completed "Who Am I?" name tags around their necks, making sure that they are right side up in order that they can be easily read. Instruct each student to pair off with another student for a period of 5 minutes. During this time, each student's task is to read the completed "Who Am I?" tag of his partner, and he may then ask one question about any of the four answers on the card. At the end of 5 minutes "change" at which time each student will find another student with whom he has not been before. The process continues for a 30 minute time limit, after which you follow through with the suggested assessment.

Students complete the following statements:

From this activity I learned that I am like others in the class because:

and that I am different from others in the class because: \_\_\_\_\_

- EVALUATION:
- 1 ) Each student will write a paragraph on "Why I am glad I am me".
  - 2 ) The student will list 4 ways they feel themselves unique and 4 areas they feel they have in common with others

CHECK THE COLUMN WHICH BEST DESCRIBES YOU

Almost  
Always   Always   Sometimes   Almost never

1. Kind
2. Neat
3. Friendly
4. Afraid
5. Angry
6. Show-off
7. Helpful
8. Happy
9. Sad
10. Serious
11. Selfish
12. Popular
13. Jealous
14. Honest
15. Good Sport
16. Clumsy
17. Shy
18. Lazy
19. Dependable
20. Moody
21. Understanding of others
22. Easy to get along with
23. Talkative
24. Bossy
25. Troublemaker
26. Good listener

	<u>Always</u>	<u>Always</u>	<u>Sometimes</u>	<u>Almost never</u>
1. Kind				
2. Neat				
3. Friendly				
4. Afraid				
5. Angry				
6. Show-off				
7. Helpful				
8. Happy				
9. Sad				
10. Serious				
11. Selfish				
12. Popular				
13. Jealous				
14. Honest				
15. Good Sport				
16. Clumsy				
17. Shy				
18. Lazy				
19. Dependable				
20. Moody				
21. Understanding of others				
22. Easy to get along with				
23. Talkative				
24. Bossy				
25. Troublemaker				
26. Good listener				



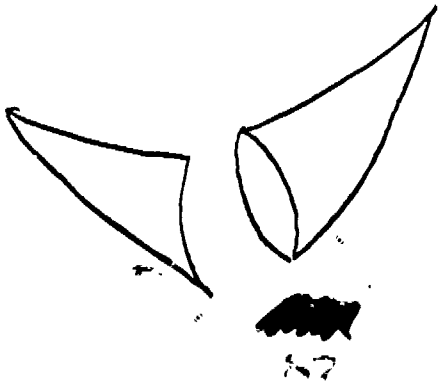
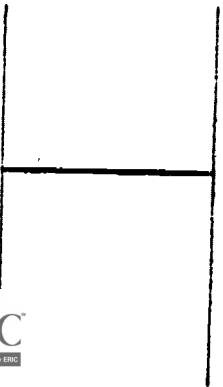
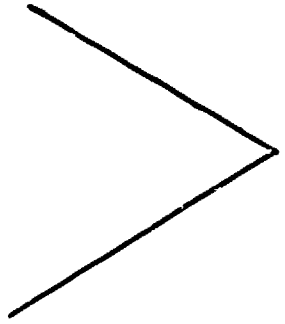
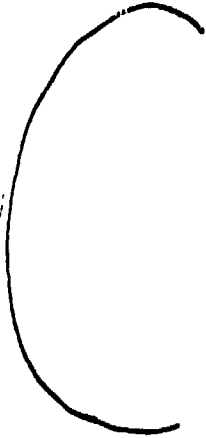
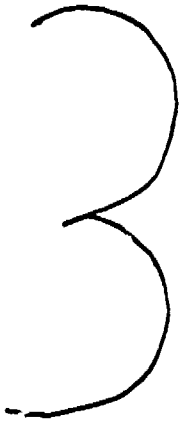
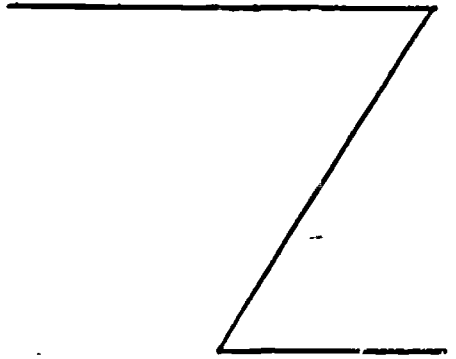
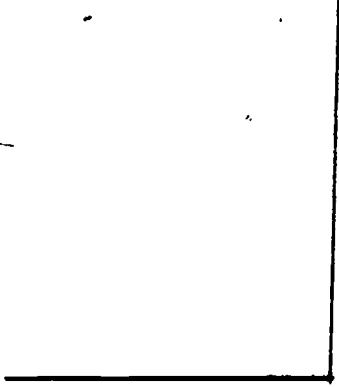
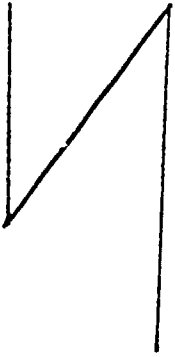
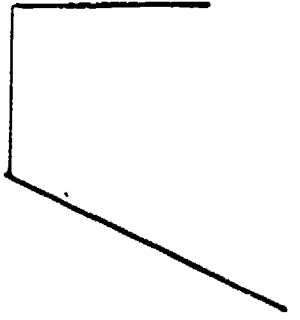
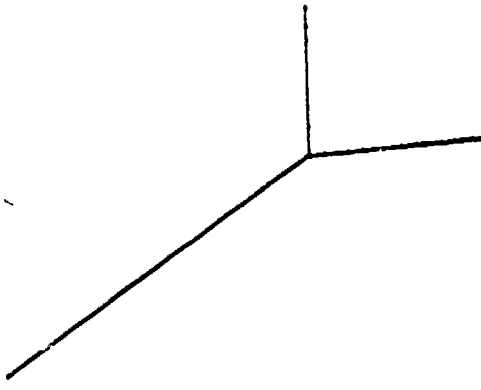
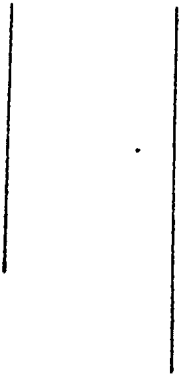
Read each phrase below then check the column which best tells how well you can do each.

<u>ABILITY</u>	<u>VERY WELL</u>	<u>PRETTY WELL</u>	<u>NOT SO GOOD</u>
1. Play kickball			
2. Play baseball			
3. Play football			
4. Jump rope			
5. Run			
6. Swim			
7. Dance			
8. Keep myself neat and clean			
9. Keep my room neat and clean			
10. Keep my desk neat and clean			
11. Help around the house			
12. Iron clothes			
13. Wash dishes			
14. Sweep and dust			
15. Take care of my brother and sister			
16. Ride a bicycle			
17. Help my classmates			
18. Help my parents			
19. Help my teachers			
20. Ice skate			
21. Slide on my sled			
22. Play a musical instrument			
23. Write stories			
24. Write poems			
25. Write sentences			

Continued

<u>ABILITY</u>	<u>VERY WELL</u>	<u>PRETTY WELL</u>	<u>NOT SO GOOD</u>
26. Paint or draw pictures			
27. Math			
28. Science			
29. Social Studies			
30. Read stories aloud			
31. Read stories silently			
32. Read library books			
33. Learn spelling words			
34. Use a dictionary			
35. Make maps			
36. Read maps			
37. Work out problems through reasoning			
38. Work with my hands			
39. Work with others			
40. Work alone			

I-7





## LOGIC PROBLEM

(Old Home Week)

It was her visit home in ten years and Lois wondered how she would manage to see her old friends and still take in the things she wanted to in the seven days she had to spend. But, her worries were needless, for when she got off the plane Sunday morning, there were the girls--Anna, Cora, Gert, Jane, Liz, and Mary. They were waiting to greet her with her seven days visit all planned. The girls knew that Lois wanted to re-visit the little restaurant where they used to have their "Hen" parties, so Sunday afternoon was a get re-acquainted party. After that, each girl had an entire day to spend with Lois, accompanying her to one of the following things: a ball game, a concert, a matinee, the museum, the zoo, and one day reserved just for shopping. From the facts below find out who took Lois where on what day.

1. Anna, and the museum visitor, and the girl whose day followed the zoo visitor were blondes; Gert, and the concert goer, and the girl who spent Monday with Lois were brunettes.
2. Cora and the girl who followed Mary collected antiques.
3. The six girls visited with Lois in the following order; Jane--the day after the zoo visitor and four days before the museum goer; Gert--the day after the matinee visitor and the day before Mary
4. Anna and the girl who took Lois shopping are identical twins--they are so identical that Lois still finds them hard to tell apart.

ANSWER

Monday.. .. Cora, zoo  
 Tuesday.... .. Jane, shopping  
 Wednesday..... Anna, matinee  
 Thursday .. ... Gert, ballgame  
 Friday.. .. Mary, concert  
 Saturday... .. Liz, museum

LOGIC PROBLEM  
(The working housekeepers)

A group of 5 young professional women in a western city share all the expenses involved in leasing a house. Their given names are Helen, Ida, Jane, Mary and Wilma. Each girl--Misses Barton, Carter, Davis, Jones and Wilson (in no special order) has a different profession--accountant, lawyer, nurse, secretary and teacher.

From the following clues, can you decide the full name and occupation of each?

1. Helen and Miss Davis moved in 2 years ago and the teacher joined them last year, while Mary, the accountant, just moved in.
2. Each girl has a different duty: Miss Jones makes up the menus, and the accountant assists her in making the meals. The lawyer washes the dishes; Ida and Jane perform other household duties.
3. Miss Barton and Miss Carter share the smallest room, since they were the last to move in.
4. Miss Barton and the accountant gave a party for the nurse while Helen and Miss Wilson were away.
5. Jane and the teacher are the same age.

ANSWER

Helen Jones.....secretary  
 Ida Wilson.....teacher  
 Jane Davis.....Nurse  
 Mary Barton.....lawyer  
 Wilma Carter.....accountant

## PERSONALITY CHECK LIST

Personality is what makes you different from every other person in the world.

Your personality is made up of many things; the way you walk, talk, think and feel. It includes all of your habits.

Your personality is the sum total of every quality you have.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Like to talk a lot          | <input type="checkbox"/> Seldom bored                     | <input type="checkbox"/> Gossip once in a while    |
| <input type="checkbox"/> Move slowly                 | <input type="checkbox"/> Laugh a lot                      | <input type="checkbox"/> Never laugh               |
| <input type="checkbox"/> Feel happy most of the time | <input type="checkbox"/> Wish you were somebody else      | <input type="checkbox"/> Glad you are yourself     |
| <input type="checkbox"/> Gossip a lot                | <input type="checkbox"/> Like to listen while others talk |  |
| <input type="checkbox"/> Envy no one                 | <input type="checkbox"/> Feel sad a lot                   | <input type="checkbox"/> Jealous of lots of people |
| <input type="checkbox"/> Get angry often             | <input type="checkbox"/> Move quickly                     | <input type="checkbox"/> Tired of living           |
| <input type="checkbox"/> Love life                   | <input type="checkbox"/> Like to be alone                 | <input type="checkbox"/> Have many friends         |
| <input type="checkbox"/> Have a few close friends    |   |  |

IV. OBJECTIVE: Student will identify feelings and actions that cause positive and negative situations.

#### ACTIVITIES

1. Teacher may hold class discussion on situations that have occurred in the classroom, on the playground, etc., which have caused positive or negative relationships.
2. Students may list some of their "pet peeves" or things that really "turn them off" and cause them to react negatively to people.
3. Students could be given a situation, such as being disciplined by the teacher for coming in late, and asked how they would react if:
  1. They had just been invited to a party.
  2. Their father had punished them for something their younger brothers had done.
  3. Their dog had just died.
  4. They didn't get enough sleep and had a terrible headache.
4. Students draw or cut-out pictures or cartoons to illustrate feelings or actions which caused a positive or negative situation. Students may make bulletin board with pictures and captions
5. Have a group discussion concerning what you like about others. After the discussion explain to the class that this was a positive situation.
6. HERE AND NOW WHEEL: this activity will assist the student in being able to deal with his or her feelings, plus understanding and accepting the feelings of others.

Each child is given a sheet of paper on which is drawn a circle divided into

#### RESOURCES & COMMENTS

DUSO kit 2 Toward friendship:  
Understanding Peers  
Cycle A. Learning to share and to understand that giving does not require receiving  
Cycle B. Learning to express both positive and negative feelings  
Cycle C. Learning to empathize with the feelings of others  
Cycle D. Learning to cope with fluctuations in friendship and affection.

Language Arts oriented to sequential order

Filmstrip- "Why Do My Feelings Change"

DITTO No I-11

IV. OBJECTIVE: Student will identify feelings and actions that cause positive and negative situations

#### ACTIVITIES

four sections, DITTO no. I-11 Tell the children that sometimes it's helpful to stop and think how you feel right now in this spot--to get in "touch" with yourself. Ask each child to sit quietly and think about how he feels inside. As words come to him that tell how he feels, he is to write these words in each of the spaces of the wheel. Such words might be happy, a little scared, don't know what to do, hungry, - each part of the wheel should express a feeling. After children have had time to do this, ask for volunteers to share their Here and Now Wheels. Accept all contributions. As it seems appropriate, you may point out similarities of feelings, e.g. "Several of you put down, 'a little scared'. Could that be because you were trying something new?"

#### ASSESSMENT:

Each child is given a sheet with 5 circles, Ditto No. I-12. At the same time each day, for 5 days, (right after lunch, just before dismissal, beginning of the school day) each child is given a few minutes to make his own Here and Now Wheel. Collect them at the end of the week, look at them, return to owner.

#### ADAPTATIONS:

After children become familiar with the procedure you may use this strategy to help children express feelings-particularly at times of unusual activity: school's beginning after winter holiday, children receiving physical fitness awards, in the middle of Art Day or Play Day.

#### RESOURCES & COMMENTS

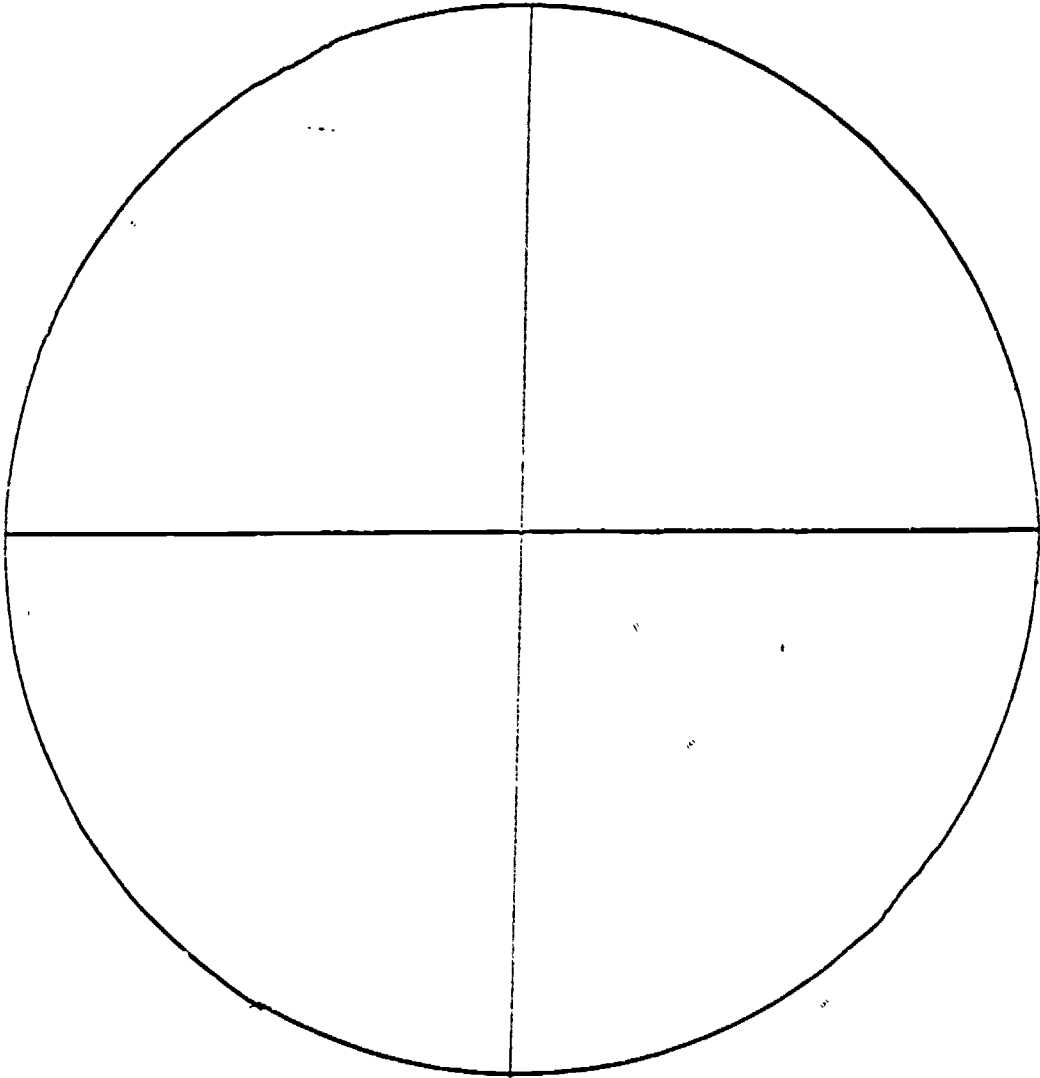
DITTO NO. I-11

Filmstrip-"Learning to Keep a Promise"  
"Learning to Trust People"

DITTO NO. I-12

EVALUATION: Students keep a daily log of the feelings they experience. When they express their feelings they should write down the situation which caused the feeling. The students could share their logs with each other and use them for discussion purposes.

*Here and Now Wheel*



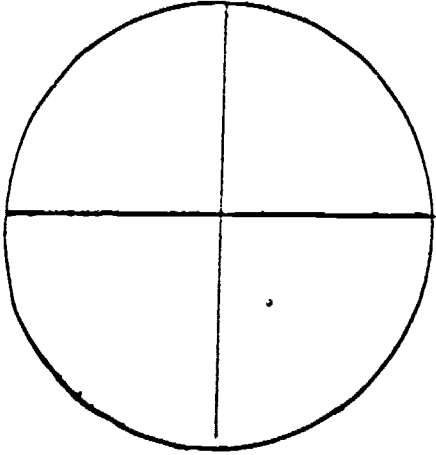
# Here and Now Wheel

I-12

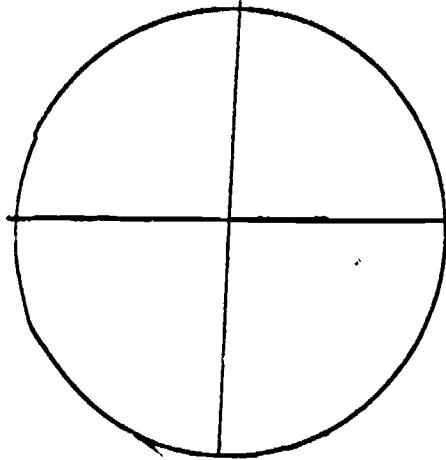
for the week of: \_\_\_\_\_

Names: \_\_\_\_\_

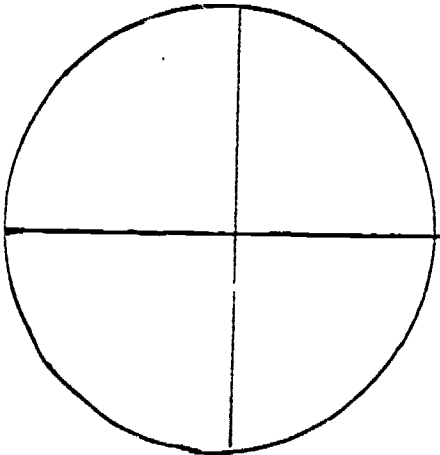
Mon.



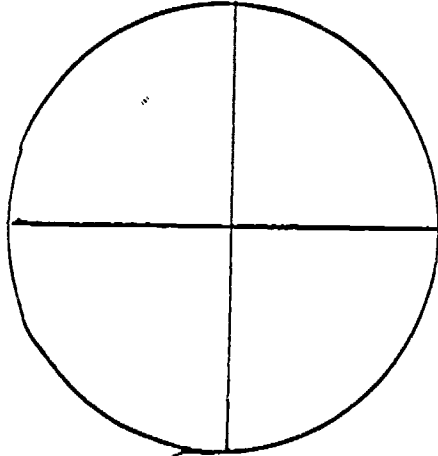
Tues.



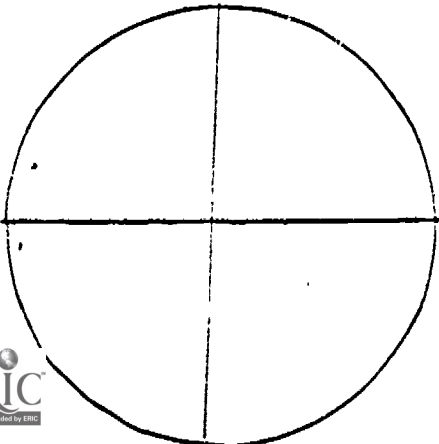
Wed.



Thurs.



Fri.



Time of Day

\_\_\_\_\_

V. OBJECTIVE: Student will describe ways in which he or she is influenced by peers

ACTIVITIES

1. Class discussion on what students wear, play, etc. is influenced by rest of class.
2. Research on fads in various eras (One purpose is to show fads are geared to the young now where as in past times were directed toward adults).
3. Bulletin Boards to show how fashions changed. One way of doing this could be by dividing the board into eight parts and titling each part with a ten year period (1900-1910 ending with 1980-1990). Students either draw or cut out pictures of each era (This can be done by music or any field the students are interested in)
4. Class discussion of today's jargon. Research could be done on slang terms

RESOURCES & COMMENTS

DISCU KIT 2  
100 Toward responsible  
independence  
Understanding Growth  
Child-Centeredness  
Child Interest  
Child's Self-acting a feeling  
of belonging with the peer  
group  
Child's Self-acting what behavior  
is considered appropriate or  
inappropriate in various groups  
Child's Self-acting what behavior  
is considered inappropriate  
in various groups  
Child's Self-acting to evaluate  
and work toward group goal  
Bibliography-"What About Other  
People"  
Art project  
Research from Dept. Store  
Book page 4 referred to  
"Work and Play"  
"What About Other People"  
"What About Other People"  
"What About Other People"

EVALUATION: The students will be able to list 5 ways the decisions they make. Examples: clothes they wear, play, vocabulary they use, classmates they



VI. OBJECTIVE: Student will understand people work for many reasons

### ACTIVITIES

1. Display a bulletin board of workers and their finished products to show people work for self-satisfaction
  
2. Help the students to understand volunteer work by having each child make up math problems and present them to students in a lower grade (Concept: the problems need to be thoroughly explained)
  
3. Concept: Work means different things to different people  
Activity. Try to have the children make a personal judgement by applying the questions below:  
Suppose your parents gave you \$10 a week. They told you that "you don't have to work around the house if you don't want to". Would you want to work anyway? Why or why not?

### RESOURCES & COMMENTS

DUSC KIT No. 2  
V Toward Resourcefulness and Purposefulness: Understanding Personal Motivation  
Cycle A: Developing Self-Motivation and the courage to try  
Cycle B: Developing intellectual curiosity  
Cycle C: Developing effective work habits  
Volunteer worker around school  
Walk to class.  
Filmstrip-"Are You Looking Ahead"  
a. How about being an electron assembler?  
b. Would you like to sell?  
c. Do you want to work in a laundry?  
d. Do you like flowers?  
e. Would you like hospital work?  
f. Do you love animals?  
g. How about office work?  
h. Do you like sports?  
i. How about being a keypunch operator?  
j. Would you like to be a cashier?  
Math oriented  
Filmstrip-"Why Do We Have Homes"

4

VI. OBJECTIVE: Student will understand people work for many reasons.

ACTIVITIES

4. Values & Decision Making—refer to DITTO No. I-13 for this activity. This activity is designed to give the student insight to his value system and then through class discussion explore how one's values are adopted by their association with others, (peers).

RESOURCES & COMMENTS

DITTO No. I-13

Filmstrip—"Working and Earning" from Economics in our World-Career Educ. Office

EVALUATION. The student will identify his or her own value system, by arranging the value list found in activity 4 in order of importance to themselves individually.

From the list below select the one value which you feel best describes the reason for the decision made by the person involved.

I-73

VALUES:

AND DECISION MAKING

- |                      |                         |
|----------------------|-------------------------|
| 1. Beauty            | 7. Honesty              |
| 2. Independence      | 8. Helping others       |
| 3. Money             | 9. Creativity           |
| 4. Education         | 10. Immediate pleasures |
| 5. Respect of others | 11. Power               |
| 6. Family welfare    | 12. Responsibility      |

1. John was working for a company which was using Government money for the companies needs and profit instead of research for the government. John quit the job. Which of the above values affected his decision to quit?

2. Betty has an opportunity to take a job in a far-away location. She has waited several years for a chance at this job. However, her mother is ill and has become very dependent upon Betty. Mother cannot be moved. Betty did not accept the new job.

3. Tom was doing a job which he liked very much. However, his oldest son (one of four children in the family) was ready to enter college and the expenses of supporting his family were going up. He was offered a position in which he would have to do a type of work he did not like, but the salary was nearly double that of his present job. He took the new job.

4. George was a very bright young man just out of high school. His father offered to pay all of his expenses for a four year college education. However, George instead took a job at a local garage as a mechanics helper in order to be able to buy a used motor cycle which his friend wishes to sell.

5. Sally had a choice of jobs. She could go to work in a greeting-card studio painting original ideas for card fronts or she could go to work as a copy artist, transferring Old Master's paintings to greeting card plates. She took the job in the studio department.

6. Tess and Jim got married. Tess's father owned a large chain of super-markets. He offered Jim a job as Vice-President of the company. Jim, instead, opened his own grocery store in a distant city with some money he had saved himself.

7. Bob was encouraged by some close friends to drop out of high school for the year and go with them to spend the winter on Florida beaches.

8. Sally is a "candy stripper" in a local home for aged people. She works after school and on Saturdays. She tried out for a large part in the High School play and won the audition. She wanted to do the part in the play very much but she would have to practice after school and several Saturdays to get the play ready. She turned the part down and did not appear in the play.

NOTE TO TEACHER: Key to above-----

1-7, 2-6, 3-3, 4-10, 5-9, 6-2, 7-4, 8-8

VII. OBJECTIVE: The student will understand that his or her values affect determining a set of actions.

### ACTIVITIES

- I. The teacher explains that each person will write a book about himself. The book will be divided into chapters and the class will suggest chapter titles which will be listed on the board, on a chart (e.g. My Earliest Years, My Family, My Favorite Things, My Friends, My Hobbies, My Travels, and so on). Each day the children may choose one chapter to write about. Emphasis should be on creativity, not spelling or grammar. Children may illustrate. At the end of the week the children may make covers and bind their books. Upon completion, the books may be placed in the media center for recreational reading. The finished covers must have titles and author's names. Additional chapters may be added during the year.

The components of book making and publishing may be discussed.

2. Making choices:  
Examples: Try to have the children make a personal judgment by applying the question:  
You wanted to find a job in your neighborhood. You were lucky, you found three. However, your mother and dad told you that you could only take one of the jobs. The jobs were (1) cutting your aunt's lawn for \$2 a week, (2) washing a neighbor's windows, \$2 a week. How would you choose the job?
3. Select one story from the book, Becoming Myself, and use "what's your opinion" questions at the end of each story.

This activity is based upon a process of value clarification. It raises questions

### RESOURCES & COMMENTS

DUSO Unit 2

VIII Toward Responsible  
Choice Making: Understanding  
Values

Cycle A: Understanding the  
effects of group opinion on  
one's personal value system

Cycle B: Developing honesty

Cycle C: Developing fairness  
and an understanding of val

Cycle D: Developing a sense  
of human dignity and equality

Language oriented to  
"Creative Writing"

Filmstrips & Cassettes

"Values" geared to 4th grade

1. Civility
2. Politeness
3. Telling the Truth
4. Kindness
5. Responsibility
6. What is Stealing

Becoming Myself - copies  
Career Education Office

VII. OBJECTIVE: The student will understand that his or her values often determine a set of actions.

#### ACTIVITIES

to get the individual to think about his own values through exercises called strategies. Contents include a guide, FORUM Magazine on "Value Clarification" and 7 folders containing overheads, flash card and posters.

#### Game (Will force students to make choices)

Directions: Have the students divide a sheet of paper into nine blocks. The three blocks at the top of the page should be labeled from left to right with the following words:

Good cats, OK, Bad cats

Next you will present six stories that are value problems. The students will be forced to make a judgment as to where in the six blocks to place each character. Do not present the stories to the students all at one time. Tell the stories one at a time and have the student place the character after each story. When they have finished, they may change them around, if they choose too. Only two people may be placed in any one category. The students use clue words to identify the character.

1. Paul is a boy who is constantly stressing law and order. He is concerned with what is happening in our school. He is a student council member and says that kids must have hall passes. (Law and order)

2. Carol's mother gave her money for her lunch but she spent it at the donut shop on the way to school buying donuts for her friends. She must borrow money again from the office to buy her lunch. It's the second

#### RESOURCES & COMMENTS

KIT-Introduction To Value Clarification from J.C.Penny Career Education Office

Process of placing values and decision making.

VII. OBJECTIVE: The student will understand that his or her values often determine a set of actions.

#### ACTIVITIES

#### RESOURCES & COMMENTS

time this week she has borrowed (LUNCH MONEY) from the office.

3. Tom wants to win the Law essay contest very much. If he wins he will take a trip to St. Louis with other winners in the district. He can't think of very many good ideas so his mother writes his essay for him. Tom copies it over in his writing and signs his name to it. (CONTEST)

4. A store owner feels he has freedom of choice. He operates a ice-cream store where he keeps blacks out. (CHOICE)

5. Charles promised the new boy, George, that he could play baseball with the kids during recess. The other boy's at school don't like George and don't want him to play. Charles is the captain and insists that George play or their won't be a game. (BASEBALL GAME)

6. Sue helps Betty with her math problems. Sue tells Betty some of the answers but Betty works most of the problem out by herself.

Discuss values involved. Stress that there is no right or wrong.

4. This activity is designed to assist the student in acting through role playing his feelings in relation to his or her set of values. As the activities of role playing are being utilized the teacher will want to explain that each person has needs that are different.

VII. OBJECTIVE: The student will understand that his or her values often determine a set of actions.

ACTIVITIES

Have the students do some ROLE PLAYING based on the following situations.

A. Needs are different for each individual

Your family has discussed several types of vacation including: visiting Disneyland, riding horses at a dude ranch, touring scenic Mexico, staying at a seashore resort in Florida, camping in Colorado, and fishing in Canada. After much discussion your parents tell you they plan to go camping in Colorado. What is your reaction when they tell you? Have this acted out by several different students to see the differences in individually felt needs. Discuss with class. NOTE: Do not let various actors see the others perform.

B. Social needs

1. Need for accomplishment

During the summer, John and Sam both passed their lifesaving badge at scout camp. George tried three times but could never make it. When Sam and John's parents came for visitors day they were introduced to the boys and given the badges Sam and John had won. George's parents sat quietly with George during the presentation. After the presentation the boys and their parents met for lunch. Take a part in this story and act out what you think happened at lunch.

2. Need for affection

Grandmother comes for a visit. She brings special gifts for your younger sister and for your younger brother. She does not bring you anything. She gives the two younger children a big hug. She then turns around to you...act out what happens next

RESOURCES & COMMENTS

Filmstrip "Respect for Property" Career Educ. Office

Resource Library films on attitudes and values



VII. OBJECTIVE: The student will understand that his or her values often determine a set of actions.

ACTIVITIES

RESOURCES & COMMENTS

3. Need for attention

A planning committee for a school party meets to plan a party. There are four well known and very popular girls on the committee. The fifth member is a girl who is very quiet and shy. She has a worthwhile suggestion to share but is afraid to speak up. As a member of this group, how would you act?

4. Need for self-acceptance

It was playday. Mrs. Anderson's class was competing in a relay. Andy was the last person to get the baton. Mrs. A's class was a good half playground length ahead of the other class. Andy, in the excitement, cut in behind the corner marker instead of going around it. Mrs. A's class won the relay but had to disqualify themselves because of Andy's mistake. The next day at school, after tempers had cooled down, the class wanted to make Andy feel like a worthwhile member of the class again. Play a part in this story and act out how the class can get Andy to feel good again.

C. Social needs (Role Playing)

5 Need to be a member of a group

Your neighborhood group has planned a bicycle trip for next Saturday. You plan to ride out into the country and have a picnic lunch. You have been looking forward to this trip for several days. Early Saturday morning you discover that a tire on your bike is flat and can not be repaired in time for you to go on the trip. Your parents will not allow you to go, riding double with someone else, because

VII. OBJECTIVE: The student will understand that his or her values often determine a set of actions.

#### ACTIVITIES

it is not safe. You see the group riding up the street to pick you up on the way. How will you act as a member of this group?

##### 6. Need to contribute to a group

Your teacher has made an offer. She divided the class into groups of five students each. Your group is to make up a plan for a bulletin board. The group with the best plan gets to make up the bulletin board and there will be a picture of it in the local newspaper. After your group begins working one member causes so many discipline problems and so much confusion, discussion and work on the plan is made almost impossible. As a member of the working group, what do you do?

##### 7. Need for group acceptance

A popular and well liked girl in your class room is planning a slumber party. She has included all the girls in your class except one. You discover from overhearing conversations that you are the only one who did not get an invitation to this party. What do you do? Take the part of a close friend of yours who was invited. What does she do?

##### 5. Economic needs

###### 1. Research project

Have students list 10 things they consider necessities in their life. Have them list 5 things they consider luxuries. Have them then research the actual retail price of each of the 15 things they list. (Use can be made of mail order catalogs, newspaper ads, etc.)

#### RESOURCES & COMMENTS

Math oriented



VII. OBJECTIVE: The student will understand that his or her values often determine a set of actions.

ACTIVITIES

RESOURCES & COMMENTS

Verse 3: This train don't carry no sickley,  
  this train  
          Don't carry nothing but healthy  
          people, this train

Verse 4: This train don't carry bad attitudes,  
  this train  
          Don't carry nothing but good attitudes,  
          this train.

Make a bulletin board labeling the cars  
with desirable work attitudes.

7. Selecting a team

If you were the captain of a kickball team,  
who would you pick to play on your team?  
The students are to pick six people they  
would want, from the list below:

Charles-easy to get along with and a poor  
          player

Bobby-bullies other children and average  
          kickball player

Sally-follows directions well and has never  
          played before

Brian-good thrower and slow runner

Donna-good kicker and talks a lot

Tommy-poor sport and good fielder

Harry-slow runner and practical joker

Mary-good sport and good fielder

Jim-good runner and argues a lot

EVALUATION: REFER TO DITTO NO. I-14

EVALUATION FOR OBJECTIVE VII

SOCIAL AND PHYSICAL NEEDS

We all need to feel that we belong, are liked and that we get some success from whatever we do.

If these social needs aren't satisfied...WATCH OUT!!!...because people who feel that they aren't liked, don't belong, and aren't successful usually can be very difficult people to be with.

The secret is to know that you have these needs, and if they aren't being satisfied, to try to do something that will satisfy your needs.

Can you tell the difference between people whose social needs are being satisfied, and those whose social needs are not being satisfied?

Below are listed some of the ways people behave. See if you can sort them out and put them into the correct columns. Number one is done for you. Try to use your best handwriting.

- 1. Does good work
- 2. Bullies other people
- 3. Is friendly
- 4. Picks on people
- 5. Rips work up
- 6. Is very sarcastic
- 7. Laughs a lot
- 8. Is proud of himself
- 9. Shows off
- 10. Stays away from people
- 11. Is very sociable
- 12. Daydreams a lot
- 13. Acts "wise"
- 14. Is fun to be with.
- 15. Listens to others
- 16. Bosses other people
- 17. Is at ease with people
- 18. Is noisy and loud
- 19. Is agreeable most of the time
- 20. Takes advice

A PERSON WHOSE SOCIAL NEEDS ARE BEING SATISFIED

A PERSON WHOSE SOCIAL NEEDS ARE NOT BEING SATISFIED

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
--	--

VIII. OBJECTIVE: Each child will see his problem areas, and learn ways of coping with them.

ACTIVITIES

- I. Have the student state three advantages and or benefits of three work situations that they had previously thought undesirable or not done by refined people.
  
2. REFER TO DITTO NO. I-15  
With matching skills with abilities to do jobs the student will see importance of knowing one's self and what he can do.
  
3. REFER TO DITTO NO. I-16  
Hand a copy of "The Perfect Job" to each student (Ditto No. I-16). Explain each student's needs are different. Have them choose one condition from each group for the type of situation that would best fit their needs. This worksheet can be followed up with a class discussion on how many jobs require a certain ability.

RESOURCES & COMMENTS

DUSO Kit 2  
VII:Toward Emotional  
Stability:Understanding  
Stress  
Cycle A:Learning to cope  
with change  
Cycle B:Developing patience  
Cycle C:Learning to manage  
anxiety  
Cycled: Learning to recognize  
and accept the  
consequences of one's  
behavior

DITTO I-15

Filmstrip-"How I Can Improve  
Myself"  
"What Can I Do About  
It?"  
"Where Do We Go From  
Here"

Set of Transparencies on  
"Identifying Workers"  
Career Education Office

DITTO I-16  
Filmstrips-"Learning to Face  
Up to Mistakes"  
"Learning About  
Patience"

EVALUATION: The student will list three of his abilities and careers that might fit these.

## MATCHING SKILLS AND ABILITIES TO JOBS

Mark each job below with the number of the skill which you think is most closely related to the job. Each skill twice.

## SKILLS AND ABILITIES

- a. Large muscle dexterity
- b. Artistic creativity
- c. Working with numbers
- d. Ability in writing
- e. Musical ability
- f. Finger dexterity
- g. Ability to persuade
- h. Ability to follow directions exactly
- i. Distance perception
- j. Ability to transfer abstract ideas to concrete reality

## JOBS

- |                                |                                 |
|--------------------------------|---------------------------------|
| _____ 1. Bookkeeper            | _____ 11. T.V. Assembler        |
| _____ 2. Salesman              | _____ 12. Riveter               |
| _____ 3. Lifeguard             | _____ 13. Newspaper Reporter    |
| _____ 4. Foreign Correspondent | _____ 14. Aircraft pilot        |
| _____ 5. Watch Repairman       | _____ 15. Fashion Designer      |
| _____ 6. Window Dresser        | _____ 16. Piano Tuner           |
| _____ 7. Contractor            | _____ 17. Bank Cashier          |
| _____ 8. Astronaut             | _____ 18. Choreographer         |
| _____ 9. Typist                | _____ 19. Chef                  |
| _____ 10. Bus Driver           | _____ 20. Advertising Executive |

KEY: 1-c, 2-g, 3-a, 4-d, 5-f, 6-b, 7-j,  
8-h, 9-f, 10-i, 11-j, 12-a, 13-d,  
14-i, 15-b, 16-e, 17-c, 18-e, 19-h,  
20-g.

## THE PERFECT JOB

What's your idea of the perfect job? If you could have your choice of any of the working conditions listed below, which ones would you choose? Put a circle around each of your choices.

An indoor job  
or  
An outdoor job

a daytime job  
or  
a nighttime job

a job where the work is interesting  
but you don't make much money

or  
a job where the work is dull but  
you make lots of money

a part-time job  
or  
a full-time job

a job where you work alone  
or  
a job where you work with lots  
of people

a job where you wear old clothes  
or  
a job where you wear good clothes

a job where you have a boss  
or  
a job where you're your own boss

a job in the city  
or  
a job in the country

a job where you work hard and make a lot of money  
or  
a job where you can take it easy and not make much money

a job where you can sit while your working  
or  
a job where you move around while you're working

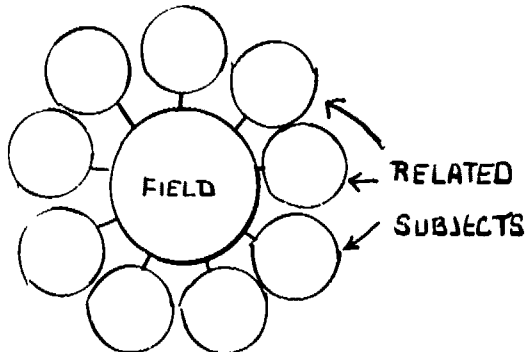


IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

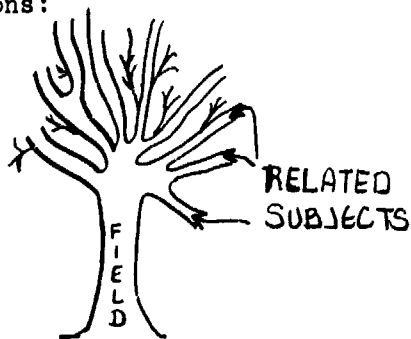
### ACTIVITIES

1. Make a bulletin board with a theme of one job cluster.

Example:



Variations:



2. Have a bulletin board of library book jackets that pertain to a particular subject area as well as career area.

Example: Navigation-book jackets of Amelia Earhart, Charles Lindberg, Nathan Bowditch, "21 Balloons", "The Great Horn Spoon", as well as non-fiction books on the subject of navigation. The caption could read, "Navigate Yourself to Reading".

3. Using magazine pictures, have the children make collages of people engaged in the work situation. Adaptations: bulletin boards or murals.

### RESOURCES & COMMENTS

Filmstrip-"What is a Job?"  
"What are Job Families?"  
Career Education Office

Art

Bibliography in Career Educ. Office- Clyde Beatty, Mary McLeod Bethune Frederick Douglas Harry Houdini-Helen Keller Martin Luther King Edward R. Murrow Harriet Tubman Filmstrip-"Government Goods and Services" from Economics in our World

Oriented to Art

IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

ACTIVITIES

4. Class game:

Given a list of 20 different occupations, students must decide which of the three categories (things, people or ideas) each job belongs to.

Suggestion: Divide the class into two teams. Have occupations on slips of paper in a container. One member from each team draws a slip of paper from container and reads the name of the occupation to his group. They have 15 seconds in which to classify these jobs. The other team can challenge response. (SRA Occupational Briefs are a good source for names and classifications of jobs) The team with the most points at the end of the game wins.

5. Class of students is divided into two teams. The teacher orally gives both teams an academic field, such as Fine Arts. The teams then have three minutes to list as many occupations in that area as they can. (Perhaps use a screen between the two groups.) The team with the most wins that round and goes on to the next field.

6. Math problems that mention occupations:

To create an interest and enlightenment into the career of cement mason, use of any measurement word problems are useful.

Example: Given that a foundation is going to be 3 yards long, 7 yards wide, by 1 foot deep: how much concrete is needed?

RESOURCES & COMMENTS

Filmstrip-"People Who Make Things" Guidance Assoc Teacher's manual needed to determine turning of filmstrip - high interest Career Education Office

Book-Career Opportunities by N.Y. Life-a series of articles designed to help guide young people to a better future (20 copies)

Filmstrip-"People Who Influence Others"

Oriented to Math Class Problem Solving

IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

#### ACTIVITIES

Solution: Volume=Length X Width X Height  
 $V = 7$  cubic yards

Therefore, the cement mason has calculated that he will need approximately 7 cubic yards of concrete.

Example: Review the ruler and review the units of measure with the class. Approximations of objects in the room can be obtained and the students can check them by actual measure. The teacher can draw lines on the board and the students can guess their length.

Lines and planes, rays and etc. may be an opportune time to encourage research into the careers of surveyor, architect or drafting.

Example: Draw a square to represent one square mile and divide the square into 64 square units.

Example: The idea of the shortest distance between two points is a straight line can be demonstrated by the use of drawings.

Example: Define and show examples of each type of parallelogram, demonstrate the drawing of each child to the class.

7. The "Career World Word Hunt" (refer to DITTO No. I-17) is designed to help the student learn of many occupational fields.

#### RESOURCES & ACTIVITIES

DITTO No. I-17

16 MM Film- 'Pathways to Craftsmanship' good for skills in construction

Film Tapes- 'Training Opportunities Think Food, and Professional Selling' Career Educ. Office

IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

ACTIVITIES

8. Changes in job titles, Ditto No. I-18  
Would a woman apply for a job as a foreman, salesman, or credit man? Would a man apply for a job as a laundress, maid, or airline stewardess? Probably not. Unless these job titles were changed to eliminate sex stereotypes.

That's just what the U.S. Census Bureau has done to 52 job titles in its Occupational Classification System. The aim is to eliminate the idea of so-called "Men's jobs" and "Women's jobs."

REFER TO DITTO No. I-18 at the end of this objective.

KEY to Ditto: 1.K \_\_\_ 2.I \_\_\_ 3.A \_\_\_  
4.N \_\_\_ 5.B \_\_\_ 6.C \_\_\_ 7.J \_\_\_ 8.L \_\_\_ 9.F \_\_\_ 10.O \_\_\_  
11.M \_\_\_ 12.E \_\_\_ 13.H \_\_\_ 14.G \_\_\_ 15.D \_\_\_

9. REFER TO DITTO No. I-19.  
Double Word Search: Designed to explore occupations through fun type activities.

RESOURCES & COMMENTS

continued resources for activity No. 7  
Filmstrip-"Distributive and Office Occupations",  
"The Electrical Worker",  
"The Gas and Oil Worker"  
"The Telephone Worker"

DITTO No. I-18

Semi-Skilled Careers Kit  
150 career briefs, summaries, and job guides on semi- and unskilled jobs.

Career Wheels-discs that show the different areas and requirements needed for that area (Soc. Studies, Humanities Business, Engineering Educ., and Natural Sciences

DITTO No. I-19

L.A. Spelling  
Sets of Transparencies for the following areas  
Transportation (#1-12)  
Health (#1-24)  
Business (#1-12)  
Public Service (#1-12)  
Construction (#1-24)

IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

ACTIVITIES

DOUBLE WORD SEARCH (Key)  
to DITTO No. I-19

- a. Internship
- b. author
- c. nouns
- d. weaver
- e. tunes
- f. aide
- g. effort

He that waits upon fortune  
is never sure of a dinner.

10. REFER TO DITTO No. I-20 for this activity.  
Jumbled Jobs: Fun activity for further  
exploration into occupational areas.

JAMBLED JOBS (Key)

1. artist
2. baker
3. carpenter
4. taxi driver
5. engineer
6. fashion designer
7. guard
8. journalist
9. librarian
10. maid
11. meat cutter
12. nurse
13. oceanographer
14. policewoman
15. reporter
16. scientist
17. secretary
18. tailor
19. teacher
20. usher

RESOURCES & COMMENTS

CONTINUED resources for  
Activity 9

The previously listed set  
of transparencies identify  
most workers in that field.  
They are available in the  
Career Education Manual

DITTO No. I-20

IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

ACTIVITIES

11. REFER TO DITTO No. I-21 for this activity. Cryptoquiz- a fun activity-the words are names of occupations and each code letter stands for another letter in the alphabet. Example: V stands for A in one word, then V stands for A in every word in the list.

Cryptoquiz (Key)

Answers:

- |                       |                         |
|-----------------------|-------------------------|
| 1. electrician        | 11. mechanic            |
| 2. teacher            | 12. plumber             |
| 3. bank clerk         | 13. journalist          |
| 4. maid               | 14. policeman           |
| 5. interior decorator | 15. fireman             |
| 6. oceanographer      | 16. doctor              |
| 7. zoologist          | 17. disc jockey         |
| 8. engineer           | 18. baker               |
| 9. nurse              | 19. immigration officer |
| 10. librarian         | 20. secretary           |

12. To relate algebraic equations to the job of a machinist the following example is suggested:

Write a power on the board such as:  $2^3$   
Stress that  $2^3$  means  $2 \times 2 \times 2 = 8$

Students wishing extra activities should be encouraged to research other careers in machining. Examples: All-round Machinist, Machine Tool Operators, Tool and Die Makers, and Instrument Makers.

13. Students take one field of interest, such as Sports, and show equipment used. For example: football-the student would bring equipment used in football. He or she would also tell of atleast 5 occupations relating

RESOURCES & COMMENTS

DITTO No. I-21

Oriented to Math

Oriented to Language Arts  
Oral reports

IX. OBJECTIVE: Student will learn that there are fifteen job clusters.

ACTIVITIES

to this field and they should not all relate to the playing aspect.

14. Have a class debate on the topic "Most jobs can be done by both men and women".
15. During a discussion of democracy and other forms of government, have the students choose a legal-related occupation which might be role played within the classroom. Select a defendant and tell only him whether he is guilty or not. Select the witnesses, lawyers, court photographer, jurors, judge, court reporter, bailiff, and legal secretary. Have the students research each occupation related to the courtroom and also study the court cases from the old magazines. Have a mock trial. Perhaps the most surprising result of this activity will be the finding guilty of the defendant who actually was guilty or the proving innocent of the one who actually was innocent.

RESOURCES & COMMENTS

Oriented to Women's Liberation movement?

Related field trip:  
Municipal Court

EVALUATION: Student will be able to name 4 jobs from each cluster.

## CAREER WORLD WORD HUNT

See if you can circle all 21 occupations spelled out in the box. The words run from left to right, from right to left, from top to bottom, from bottom to top, and diagonally. Use this list to keep track of the words you've found.

baker	docter	nurse	plumber
barber	farmer	optometrist	psychologist
carpenter	librarian	prthodontist	salesman
clerk	mechanic	photographer	teacher
disc jockey	minister	physician	technician
			zoologist

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



CHANGES IN JOB TITLES

I - 18

See if you can match each old job title on the left below with its new title on the right.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. Foreman                    | A. Waiters' assistant            |
| 2. Maid (household)           | B. Firefighter                   |
| 3. Busboy                     | C. Clergy                        |
| 4. Airline stewardess         | D. Warehouse laborer             |
| 5. Fireman                    | E. Delivery worker               |
| 6. Clergyman                  | F. Forge and hammer operators    |
| 7. Policeman                  | G. Longshore worker              |
| 8. Laundress                  | H. Fisher                        |
| 9. Forgeman and hammerman     | I. Private household cleaner     |
| 10. Shoe repairman            | J. Police                        |
| 11. Structural metal craftman | K. Blue collar worker supervisor |
| 12. Deliveryman               | L. Launderer                     |
| 13. Fisherman                 | M. Structural metal worker       |
| 14. Longshoreman              | N. Flight attendant              |
| 15. Warehouseman              | O. Shoe repairer                 |

DOUBLE WORD SEARCH

Complete each sentence below with the word that fills the blanks. Then, matching the numbers beneath each space, write the letters in the blanks at the bottom. When all the blanks are filled, you will have a wise saying for the career-minded student, written by Benjamin Franklin in 1734.

A. All doctors must go through a period of 9 40 19 26 32 15 30 1 23 13

B. An 36 12 3 4 34 42 spends years developing his literary skills.

C. To be an English teacher you must know your 25 17 31 21 11 from your verbs.

D. If you're good with a loom, you can be a 9 28 5 27 41 18.

E. A violinist 10 20 39 22 24 his instrument before he plays.

F. A nurse's 8 38 37 33 helps her performs her duties.

G. Good employees put 2 16 35 14 29 6 into their work.

- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
- 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33
- 34 35 36 37 38 39 40 41 42



## JAMBLED JOBS

See if you can unscramble the letters in the job titles below.

- |     |                  |     |              |
|-----|------------------|-----|--------------|
| 1.  | isatrt           | 11. | etma trutce  |
| 2.  | arkbe            | 12. | sreun        |
| 3.  | rcprteena        | 13. | caorperhgnea |
| 4.  | xilt evrrdi      | 14. | oiclowenpam  |
| 5.  | neeneigr         | 15. | rtroerpe     |
| 6.  | hoifasn ieesdgrn | 16. | sttescini    |
| 7.  | adgur            | 17. | ecrsratye    |
| 8.  | sojtuirian       | 18. | aoirtl       |
| 9.  | abaiilrnr        | 19. | erctahe      |
| 10. | adim             | 20. | reuh         |

CRYPTOQUIZ

I-21

A cryptoquiz is a list of words written in code. In this cryptoquiz the words are names of occupations and each code letter stands for another letter in the alphabet. If, for example, V stands for A in one word, then V stands for A in every word in the list. To start you off, the words Career World HVCCLC EGCIZ. See if you can decipher the whole list.

- |                       |                         |
|-----------------------|-------------------------|
| 1. LILHOC PHPVA       | 11. ULHWVAPH            |
| 2. OLVHWLC            | 12. DIKUSLC             |
| 3. SVAF HILCF         | 13. NGKCAVIPXO          |
| 4. UVPZ               | 14. DGIPHUVA            |
| 5. PAOLCPGC ZLHGCVOGC | 15. JPCLUVA             |
| 6. GHLVAGQCVDWLC      | 16. ZGHOVC              |
| 7. BGGIGOPXO          | 17. ZPXH MGHFLN         |
| 8. LAQPALLC           | 18. SVFLC               |
| 9. AKCXL              | 19. PUUPQCVOPGA GJJPHLC |
| 10. IPSCVCPVA         | 20. XLHCVLOVCN          |

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

X. OBJECTIVE Pupils will learn to see that occupations are interdependent.

ACTIVITIES

1. Have students bring trademarks and brand names from a product. Then discuss the work of all the people involved in producing this product.

Example: Quaker Oats. farmer and helpers till soil, plant, harvest crop. Trucking company takes oats to grain elevator. Elevator employees weigh, record, and pay farmer. Elevator sells the oats to Quaker Oats. Factory workers will process oats. Production managers keep time and production on each dept. Electrician's and mechanics keep all machines in operation, etc.

2. Contact the local Red Cross for various handicraft projects. Supplies are furnished free. Use the material to develop the concept of interdependency of jobs. Organize in an assembly line form where each child has a particular job.

3. This could be used as a group discussion by discussing the actual duties of the jobs

What would happen to residents of a community if they were faced with a situation where there was no:

- |                       |                        |
|-----------------------|------------------------|
| 1. Ambulance service  | 6. Carpenter           |
| 2. Garbage collector  | 7. Appliance repairman |
| 3. Street Maintenance | 8. Telephone repairman |
| 4. Doctor             | 9. TV repairman        |
| 5. Teacher            | 10. Policeman          |

RESOURCES & COMMENTS

Oriented to Social Studies  
(Trading)

Lee's Summit Red Cross

Filmstrip-"Specializing  
and Exchanging" from  
Economics in Our World

X. OBJECTIVE: Pupils will learn to see that occupations are interdependent.

ACTIVITIES

4. Study about the newspaper and some of the workers involved in it. In this activity the students will set up their own newspaper, run it and distribute copies of it.

Example:

Cartoonist  
Sports Writer  
Reporter  
Layout person  
Typist or Printer  
Proofreader  
Editor  
Delivery personnel

5. REFER TO DITTO No. I-22  
Have 3 people in one field of interest come and discuss how their jobs are interdependent. Ditto No. I-22 is a guide of suggested interview questions. As a suggestion, the interview might be taped if possible and used for further classroom discussions.
6. REFER TO DITTO No. I-23  
Several students, or all, can use this form to evaluate the interview.

RESOURCES & COMMENTS

16 MM Film-Manufacturing  
Team  
Career Education Office

The Career Education Office has comic books on all of the 15 job clusters, good motivation for independent reading.

DITTO No. I-22

DITTO No. I-23

EVALUATION: The student will take one job and explain 5 other jobs dependent on the original one.

## SUGGESTED INTERVIEW QUESTIONS

1. What is the name of your job?
2. What are your duties while at work?
3. Where is your job located?
4. What education or training is needed for this occupation?
5. What personal traits or special skills are helpful, such as: ability to work with people, etc.
6. What special benefits does your company have, such as: retirement, vacations, insurance, etc.
7. Ask resource people to categorize job: People, Ideas, Things.
8. What are some things you like about your job?
9. What are some things you dislike about your job?
10. Do you work alone?
11. Do you have regular hours, or does your job require overtime, or working evenings, Sundays or holidays?
12. Is your job seasonal?
13. What other job could you do with the training you have?
14. Where would I go to secure training for this particular occupation?
15. What are the possibilities of change in the future of this job?
16. What has changed about your job in the last 10 years? Such as: working conditions, hours, equipment, skills.
17. What are your general working conditions?
18. Have you had any hobbies that would be related to your job?
19. What is required in the way of procedure to enter this occupation?
20. What special school subjects are most useful?
21. What personal equipment would I need to get started?
22. Do you have to have a license?
23. What physical requirements are needed for the job?
24. What other jobs have you had?

## STUDENTS EVALUATION OF INTERVIEW

\_\_\_\_\_ (Name of student)

Name of person interviewed \_\_\_\_\_

His or her occupation \_\_\_\_\_

1. I felt I had (no, little, great) difficulty in understanding the speaker and his job. ----- What was the difficulty?
2. Did you feel that any of the questions were repeated, unimportant or to personal? \_\_\_yes \_\_\_no.
3. Did you feel this program fit our grade level? \_\_\_yes \_\_\_no.
4. Was there enough interest to have this person back next year or do you wish some other occupation to be interviewed? Explain:
5. What size group do you prefer? \_\_\_ 1 room alone? \_\_\_ larger group?
6. Are there suggestions you could make to help us improve future interviews? We will use any worthwhile ideas.
7. Do you feel more of one of the following was needed?
  - \_\_\_ explanation
  - \_\_\_ demonstration (films, transparency, etc.)
  - \_\_\_ questions and group discussion
8. Do you feel less of one of the following was needed?
  - \_\_\_ explanation
  - \_\_\_ demonstration (films, transparency, etc.)
  - \_\_\_ questions and group discussion



- XI. OBJECTIVE: The student will be able to identify community workers who provide services for his family.

#### ACTIVITIES

1. Each student will bring in a tool and explain which occupation it is used for and show how it is used. (Teacher suggestion: Have the students volunteer as to which tool they will bring in to avoid repetition.)
2. Write letters inquiring about particular career areas.
3. Class game:  
Divide the class into groups of four students each.  
One student on each committee will act as recorder of information.  
Another will act as librarian, the third will act as reporter and the fourth will act as leader.  
The leader conducts the discussion for each committee.  
The committee lists all the occupations suggested by the pictures in old magazines. The librarian sees to it that the committee always has a magazine, but only one at a time.  
Set a time limit for all committees.  
The recorder for each committee lists the number of occupations and counts the number of occupations selected by each committee, when time is called.  
The committee with the largest number of occupations wins.

#### RESOURCES & COMMENTS

16 MM Film—Hospital  
Partnerships  
Career Education Office

2 A oriented  
Occupational Outlook Handbook  
will help with addresses

Filmstrip—'People Who Help  
Others'

Bulletin Board Kit—  
"National Gas Serves the  
Community"

- EVALUATION: Have each student make a list of atleast 5 jobs he sees. It has been
1. At home
  2. At school
  3. At shopping centers or stores
  4. On vacations or week-end trips
  5. Entertainment or recreation areas (movies, bowling alley)

XII. OBJECTIVE: The student will realize that most jobs have a common and proper name by comparing the two terms.

ACTIVITIES

1. Have a class discussion on career opportunities and their common and proper name.
2. Have a spelling bee using occupational titles for the words. (Adapt to student level)
3. Allow each pupil to choose a card from kit listed to study a career.
4. REFER TO DITTO No. I-24 at the end of this objective for this activity. Career World Word Hunt: This game is designed to acquaint the students with a variety of jobs.
5. REFER TO DITTO No. I-25 at the end of this objective for this activity. Jumbled Jobs: this activity is designed to acquaint student to other jobs, by unscrambling letters and making them into job titles.

JUMBLED JOBS (Key) answers

- |                        |                |
|------------------------|----------------|
| 1. hydrologist         | 6. chef        |
| 2. hotel manager       | 7. coach       |
| 3. pro football player | 8. jeweler     |
| 4. cashier             | 9. rock writer |
| 5. mechanic            | 10. chemist    |

6. REFER TO DITTO No. I-26 at the end of this objective for this activity. This activity is in the form of a Cross-Word puzzle. Refer to the next page for the answers for the appropriate blanks.

RESOURCES & COMMENTS

Oriented to:  
Language Arts  
Proper and Common Noun

WORK-WIDENING Occupational Roles Kit  
Oriented to reading

DITTO NO. I-24

DITTO NO. I-25

DITTO NO. I-26

XII. OBJECTIVE: The student will realize that most jobs have a common and proper name by comparing the two terms.

ACTIVITIES

The following is the KEY to the crossword puzzle which is activity No. 6 - DITTO NO. I-26

ACROSS

1.meteorologist  
6.singer  
7.chef  
8.gardener  
9.tutor  
11.diver  
13.cashier  
14.secretary  
15.physician  
17.engineer  
20.jockey  
21.broadcaster  
22.butcher  
25.recreator  
26.fisherman  
28.teacher  
29.welder  
30.boxer  
31.hairdresser

DOWN

1.mechanic  
2.laborer  
3.therapist  
4.librarian  
5.architect  
10.repairman  
12.miner  
16.newsman  
18.dentist  
19.arborist  
21.babysitter  
23.paratrooper  
24.patrolman  
27.baker

RESOURCES & COMMENTS

7. REFER TO DITTO No. I-27 at the end of this objective for this activity, entitled, "What's My Job?" This activity gives the student a chance to match job names with duties.

DITTO NO. I-27

What's My Job? (Key)

I-E, 2-K, 3-H, 4-M, 5-G, 6-B, 7-I, 8-A, 9-F, 10-N, 11-C, 12-J, 13-L, 14-D, 15-O

EVALUATION: Make up a worksheet of 15 proper names, and 15 common names and have the student match the two.

CAREER WORLD WORD HUNT

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

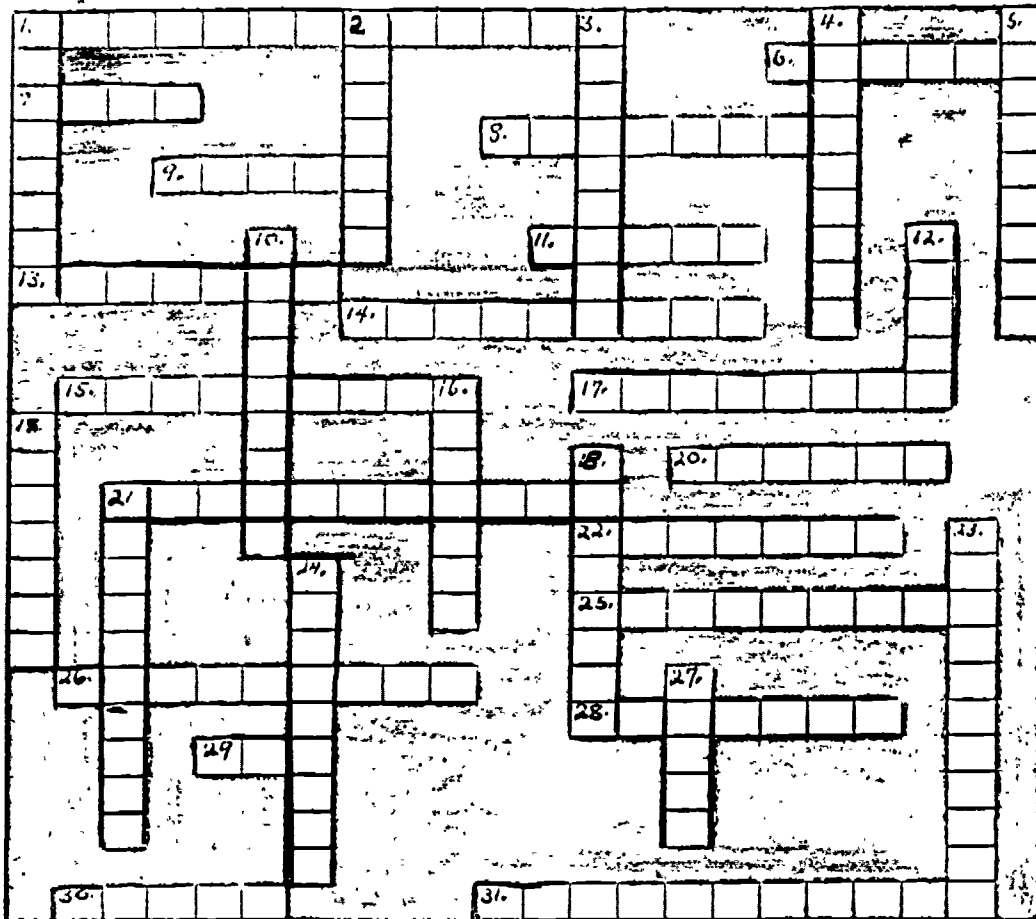
See if you can circle all 71 occupations spelled out in the box above. The words run from left to right, from right to left, from top to bottom, from bottom to top, and diagonally. Use this list below to keep track of the words you've found.

- |            |             |             |               |              |
|------------|-------------|-------------|---------------|--------------|
| accountant | chemist     | florist     | mechanic      | racer        |
| actor      | chessmaster | garageman   | meteorologist | ranger       |
| architect  | clerk       | glassblower | milkman       | roofer       |
| artisan    | cook        | glazier     | moviestar     | salesman     |
| artist     | cutter      | guard       | musician      | secretary    |
| baker      | dentist     | hatter      | nurse         | sportsman    |
| banker     | designer    | icer        | oilman        | stewardess   |
| barber     | doctor      | inspector   | page          | stonemason   |
| biller     | editor      | intern      | painter       | tailor       |
| boss       | electrician | lawyer      | pharmacist    | teacher      |
| busdriver  | engineer    | librarian   | pilot         | technician   |
| cabbie     | farmer      | lineman     | poet          | therapist    |
| carpenter  | filer       | maid        | policeman     | tutor        |
| chef       | fireman     | manager     | printer       | veterinarian |
|            |             |             |               | writer       |

## JUMBLED JOBS

See if you can unscramble the letters in the job titles.

- |                        |                |
|------------------------|----------------|
| 1. hdsgooyrlit         | 6. fchc        |
| 2. tehol nagrame       | 7. acohc       |
| 3. rop toobafll yalper | 8. werelej     |
| 4. sachrei             | 9. cork tewrir |
| 5. echamcin            | 10. eschtm     |

ACROSS

1. A person who studies the atmosphere and weather.
6. A type of entertainer.
7. Another word for cook.
8. A person who grows flowers and other plants.
9. A person who helps students catch up on their homework.
11. This person may face underwater danger.
13. This person handles alot of money.
14. He or she often types files and takes shorthand.
15. Another name for Dr.
17. A person who designs electrical equip. is a electrical \_\_\_\_\_.
20. A person who rides a horse during a race.
21. Another name for a radio announcer.
22. This person cuts meat.
25. Fun is this person's business.
26. This person's job is a fishy subject.
28. Another name for educator.
29. This person joins pieces of metal.
30. A professional fighter or \_\_\_\_\_.
31. This person is in the beauty business.
- DOWN
1. A person who works on car engines is an auto \_\_\_\_\_.
2. Another term for worker is \_\_\_\_\_.
3. A person who helps patients express themsleves through art is an art \_\_\_\_\_.
4. This person works around alot of books.
5. This person designs buildings and other structures.
10. A person who fixes industrial machinery is an industrial machinery \_\_\_\_\_.
12. This person works in a coal mine.
16. A person who covers news events.
18. A person whose concern is dental care.
19. A person who works with trees.
21. A good part time job for a teenager.
23. A soldier who jumps from planes.
24. A policeman might also be called a \_\_\_\_\_.
27. This person makes lots of dough.

## WHAT'S MY JOB?

Following are a few of the many occupations in the world today. Can you match the name of the occupation with its duties? (When stumped, a dictionary might help.)

- |                   |                   |
|-------------------|-------------------|
| A. Optometrist    | H. Podiatrist     |
| B. Lapidary       | I. Meteorologist  |
| C. Statistician   | J. Confectioner   |
| D. Cosmetologist  | K. Optician       |
| E. Horticulturist | L. Chauffeur      |
| F. Orthopedist    | M. Anthropologist |
| G. Archaeologist  | N. Choreographer  |
|                   | O. Cartographer   |

- \_\_\_ 1. Specializes in cultivation of gardens or orchards.
- \_\_\_ 2. Makes or sells eyeglasses.
- \_\_\_ 3. Treats foot disorders.
- \_\_\_ 4. Studies characteristics and customs of groups of people living today.
- \_\_\_ 5. Studies the life and culture of ancient people by excavation of ancient cities and ruins.
- \_\_\_ 6. Cuts, polishes, and engraves precious stones.
- \_\_\_ 7. Studies the weather and climate.
- \_\_\_ 8. Examines the eyes and prescribes glasses to correct any defect.
- \_\_\_ 9. Treats deformities, diseases and injuries of the bones and joints.
- \_\_\_ 10. Designs or arranges the movements of a ballet.
- \_\_\_ 11. Works with numerical facts and data.
- \_\_\_ 12. Makes or sells candy or ice cream.
- \_\_\_ 13. Drives an automobile for someone else.
- \_\_\_ 14. Makes or sells beauty products such as powder, lipstick, and rouge.
- \_\_\_ 15. Makes maps or charts.

XIII. OBJECTIVE: The student will know ways of finding and interviewing for a career.

#### ACTIVITIES

1. The student will draw himself as he visualizes he will be in a future career.
2. Hand out to the students sections of the Sunday Star want ads. The class will examine the main headings to see the many uses of want ads. List these as they are given.
3. The teacher can use the following story with a transparency or bulletin board to prepare students toward investigation into careers.

Zeke has been going to school a number of years. He has learned many things in school-how to read and write, how to multiply and divide, what makes the world tick, and how to stay healthy (remove cloud A). He knows all about himself-what his interests and a abilities are.

He is interested in football, music and making tyings. (remove cloud B) He knows he has mechanical ability and musical ability. (remove cloud C)

Now Zeke is ready to go to work - he thinks. But, wait a minute, there is something wrong here. Something is missing! What is it?

Through class discussion the students should be able to arrive at the conclusion that Zeke needs information about careers. (Remove cloud D)

#### RESOURCES & COMMENTS

Oriented to Art

Sunday Kansas City Star

Filmstrip "Labor Unions"  
from Economics in Our World  
Career Education Office





XIII. OBJECTIVE: The student will know ways of finding and interviewing for a career.

ACTIVITIES

RESOURCES & COMMENTS

Each of the thinking clouds can be removed at the appropriate time to reveal the following terms:

- a. School preparation
- b. Interests
- c. Abilities
- d. Career Information

4. Class project: Discussion

Decide on room jobs (blackboard eraser, pencil sharpener, etc.)--the skills each job takes and the qualifications needed to perform this chore. As a class decide what information should be required on an application form for each specific job. Have class interview applicants for the jobs. Then decide which student is best qualified for each job and make assignments. Stress responsibility for job after acquiring it. (Fire students who are irresponsible.)

5. Role Playing--suggested activity for interviewing for a job.

In the following, the employer must have questions prepared ahead of the interview, and the applicant will need a data sheet of their qualifications.

Following are some suggestions. The teacher may use any type of employer and job category.

- 1. A mother of three children is interviewing a part time housekeeper.
- 2. A hotel owner is interviewing a hotel manager trainee.

Refer to X OBJECTIVE,  
activity no. 5  
for DITTO No. I-22

XIII. OBJECTIVE: The student will know ways of finding and interviewing for a career.

ACTIVITIES

3. Barber Shop owner interviews a barber.
  4. A caterer interviews a cake decorator.
  5. Department store manager interviews sales clerks, both men and women.
  6. Lawyer interviews applicants for a legal secretary.
  6. REFER TO DITTO No. I-28 for this activity. (Ditto is at the end of this objective.)
- Application for Employment
- Hand out application form and go through each heading discussing why this information is requested. Then have the students complete the blanks.
7. REFER TO DITTO No. I-29 at the end of this objective for this activity- "How to Read the Want Ads".
  8. REFER TO DITTO No. I-30 at the end of this objective for this activity - "Abbreviations". This activity is similar to the above, and will help the students learn to read newspaper ads.
  9. Have students look in newspaper want ads section to find one or two jobs for each of the following people:

Joe Zilch

Holds a college degree in engineering  
Age 28. Married. 2 children.  
Lives in this area, but will move if necessary.

RESOURCES & COMMENTS

DITTO No. I-28

Set of Transparencies on  
Forms and Types (1-17)  
Career Education Office

Student should think in  
advance of references, school  
and employers addresses.

DITTO No. I-29

L. A. oriented

DITTO No. I-30

L. A. oriented

L. A. oriented

XIII. OBJECTIVE: The student will know ways of finding and interviewing for a career.

ACTIVITIES

Betty Haaze

High School Diploma  
Age 33. Married. No children.  
Some experience in typing and shorthand.  
Lives in this area and will not move.

Zelda Squatmeyer

High School and one year of College  
54 years old.  
Has experience as a sales clerk.  
Hasn't worked for the past 12 years.

Bert Glick

Just graduated from High School.  
Age 18. Not married.  
No experience on any kind of job.  
No special field of interest.

Bill Bell

High School drop-out. Finished one  
year of high school only.  
Age 23. Married. 4 children.  
8 years experience in his father's gas  
station. Needs immediate employment.

10. Two students will role-play answering a classified ad found in the newspaper. One student will be applying for the job and the other student will be the employer. The class listens for questions not asked or answered.
11. Tape record an interview on the in-class telephone with one student answering the classified ad and another student asking as employer.

RESOURCES & COMMENTS

S. S. L.A.

Southwestern Bell Telephone will install telephones in the room.

EVALUATION: The student will find 3 jobs from the Want Ads that he or she would be interested in applying for if they had a High School diploma.

## SAMPLE

## Application for Employment

(Please Print)

NAME: Miss \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 Mr. \_\_\_\_\_

Date: \_\_\_\_\_

Soc. Sec No. \_\_\_\_\_

ADDRESS \_\_\_\_\_  
 (Street)

Telephone No. \_\_\_\_\_

\_\_\_\_\_  
 (City) (State) (Zip Code)

Age \_\_\_\_\_ Date of birth \_\_\_\_\_  
 (Month) (Day) (Year)

Height \_\_\_\_\_ Weight \_\_\_\_\_

Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_

<u>EDUCATION</u>	<u>Name of School</u>	<u>Location</u>	<u>Dates Attended</u> From - To
1. Elementary	_____	_____	_____
2. High School	_____	_____	_____
3. College	_____	_____	_____
4. Other	_____	_____	_____

## Personal References (Do not use relatives or former employers)

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

Former Employment

	<u>Employer</u>	<u>Address</u>	<u>Duties</u>	<u>Reason for leaving</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____

ABBREVIATIONS

I-29

The price of a "want ad" in most newspapers is figured on the number of lines in the ad. Therefore, in order to use as few lines as possible and save money, people who put want ads in newspapers generally use as many abbreviations as they can. Find the abbreviations in the want ads for the words that are listed, and then write them in the empty spaces.

HELP WANTED

Routemen

Linen and Towel Supply  
 No exp nec.... Good Sal pd  
 Hosp & Ins Benefits  
 11 Cascade Road See Mr. Lund

MORNINGS-ONLY

CLERICAL/ LITE TYP \$90  
 TV/ADV

5 days incl Sat Oppty  
 VALOR AGENCY

370 Bellrose Ave

MACHINE SHOP TRNEES

Exc oppty for high school  
 grads. State approved appren-  
 tice program

Patton Mfg Co 5 Jansen Ave

Lab Tech F/T - Chem apt  
 Beginner O.K. Call/apply

Personnel Office

Mount Royal Hospital

BOYS\*\*\*AIRPORT\*\*\*\$80 week

Driver lic req

Phone 763-8245 X21

P/T Receptionist Dr's ofc

Hrs 9-1 or 3-7 \$1.75 hr

X7645 Times-Herald

Factory Helpers -- No exp nec

--\$1.87 to start plus benefits

& overtime.....at least 2 yrs

HS

Apply 83 Main 5th flr

- |                           |                             |                |
|---------------------------|-----------------------------|----------------|
| a. manufacturing company  | i. laboratory technician    | q. avenue      |
| b. doctor's office        | j. experience necessary     | r. hours       |
| c. chemistry aptitude     | k. television & advertising | s. trainees    |
| d. including Saturday     | l. extension                | t. high school |
| e. license required       | m. salary                   | u. paid        |
| f. excellent opportunity  | n. full-time                | v. part-time   |
| g. hospital and insurance | c. floor                    | w. graduates   |
| h. light typing           | p. opportunity              |                |

ABBREVIATIONS

To save money, people who put ads in newspapers try to use as few letters and words as they can. Below are some typical want ad abbreviations. See if you can match the abbreviations with the word it stands for.

<u>ABBREVIATIONS</u>		<u>WORDS</u>	
___ 1. techal	___ 13. secty	a. secretary	m. advettisement
___ 2. stant	___ 14. swbd	b. opportunity	n. technical
___ 3. oppty	___ 15. invw	c. switchboard	o. interview
___ 4. expd	___ 16. bldg	d. background	p. building
___ 5. agcy	___ 17. temp	e. excellent	q. assistant
___ 6. trnee	___ 18. ext	f. trainee	r. student
___ 7. asst	___ 19. co	g. department	s. company
___ 8. bkgd	___ 20. wk	h. stenographer	t. graduate
___ 9. dept	___ 21. exc	i. paid	u. clerk
___ 10. ad	___ 22. sal	j. temporary	v. agency
___ 11. grad	___ 23. clk	k. experienced	w. week
___ 12. steno	___ 24. pd	l. extension	x. salary

Here are some help wanted ads that have abbreviations in them. Find the abbreviations that are used for the words below and then write them in the empty spaces.

- a. east \_\_\_\_\_
- b. major medical \_\_\_\_\_
- c. telephone clerk \_\_\_\_\_
- d. bookkeeper assistant \_\_\_\_\_
- e. good speaking \_\_\_\_\_
- f. manager trainee \_\_\_\_\_
- g. corporation \_\_\_\_\_
- h. responsible \_\_\_\_\_
- i. Bacnelor of Science  
or Master of Science \_\_\_\_\_
- j. speack Spanish \_\_\_\_\_
- k. Hotel room clerk \_\_\_\_\_
- l. technicians \_\_\_\_\_
- m. night  
medical receptionist  
incorporated  
employment division  
references required \_\_\_\_\_

HELP WANTED  
Shipping Department

Exp. checker needed by leading corp. Resp for million dollar shipments. Good salary and maj med 627-4400

Htl Rm Clk Nite shift  
R Melling Agency 18 E. Davis  
STORE MGR TRNEE \$5400  
Contact emp div -- Harper  
Employment Agency

BKPR ASST to \$120  
exp/inexpd Downtown  
Must spk Span Bx 120

LABORATORY TECHS  
BS/MS degree Liberal Salary  
REFs Req  
Hempstead Laboratories Inc  
Tel clk gd spkg voice  
\$90 Freed Agency 10 Harris  
Med receipt Plastic surgeon  
\$100 Carroll Agency  
9 Pudding Lane

140

XIV. OBJECTIVE: The student will see how location affects jobs and vice versa

#### ACTIVITIES

1. Have the students photograph people in the community as they perform their jobs. Bring the photographs into the classroom and student explain the job being performed in the picture. Use the pictures for a bulletin board.
2. The type of work you choose maybe governed by where you live. Names of occupations are placed on small slips of paper and placed in a container. A student draws a slip of paper from the container. He goes to a map of the world and shows where he might live if her performed this job. He must also explain why he thinks he should live in that particular place in order to do that job.

EXAMPLE: "I am a tug boat captain. I would live in Buenos Aires. It is a sea port.

#### SOME SUGGESTIONS FOR OCCUPATIONS.

1. Tug Boat Captain
2. Corn farmer
3. Mountain climber
4. Ski instructor
5. Rice farmer
6. Coffee grower
7. Llama driver
8. Camel driver
9. Resort owner (seaside)
10. Coal miner
11. Vinyard worker
12. Tuna fisherman
13. Forest ranger
14. Sampan operator
15. Richshaw

#### RESOURCES & COMMENTS

Language skills Visual  
discrimination  
Oral presentation  
Speech making

Social Studies oriented  
to Geography

XIV. OBJECTIVE: The student will see how location affects jobs and vice versa.

ACTIVITIES

16. Windmill maker
17. Ship builder
18. Safari leader
19. Oil driller
20. Correspondent
21. Import, export dealer
22. Horse mounted police
23. Lighthouse keeper
24. Marine biologist
25. Archaeologist
26. Cattle rancher
27. Sheep herder
28. Sugar plantation operator
29. Pineapple grower
30. Airplane pilot (jet)

Other members of the class can challenge the reasoning used by the student locating his home where he did.

3. REFER TO DITTO No. I-31 for this activity. This ditto is located at the end of this Objective No. XIV. This activity is oriented to Social Studies, geography for the fourth grade.

RESOURCES & COMMENTS

Reading: Vocabulary building

DITTO No. I-31

16 MM Film-"Mountains of Coffee"  
Filmstrip-"International Trade from Economics in Our World  
Career Education Office

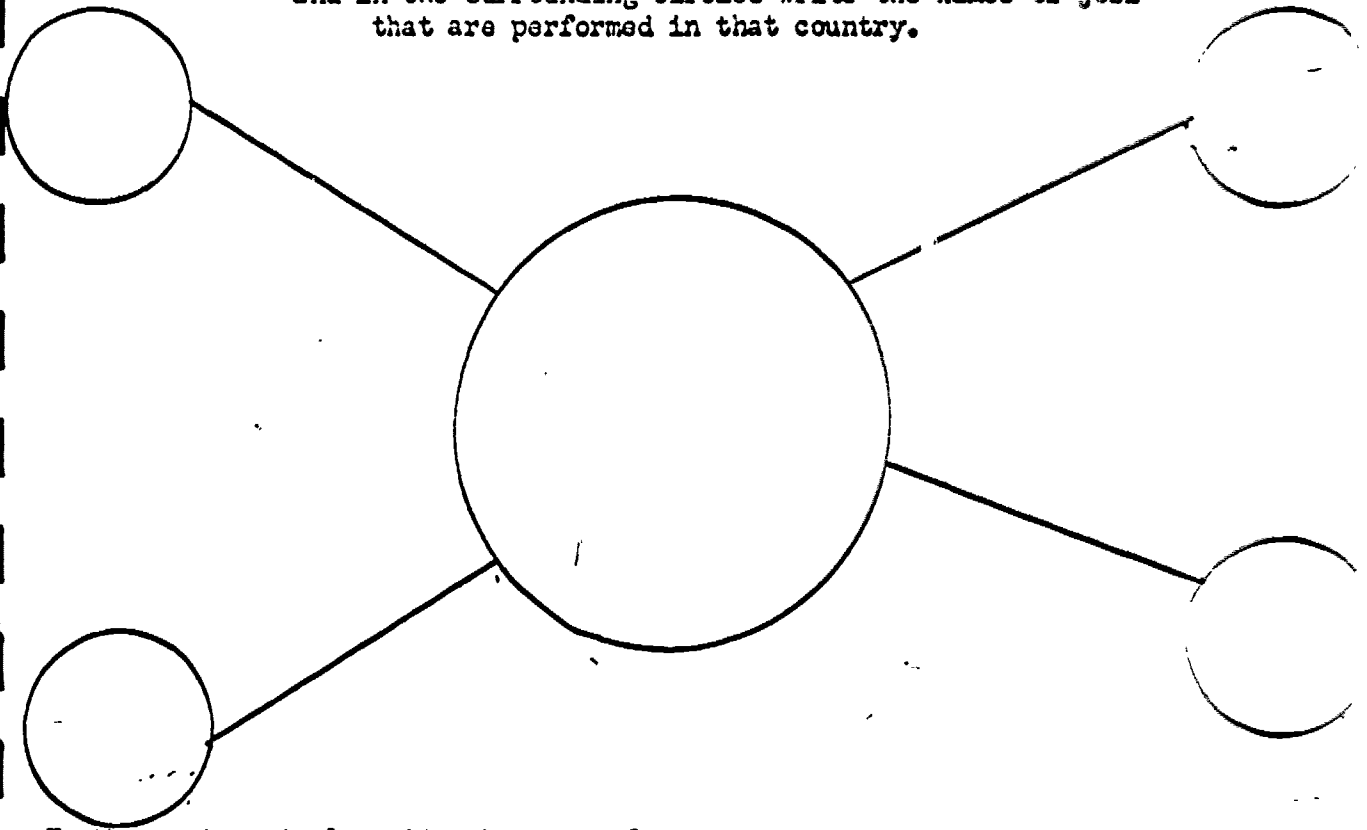
EVALUATION: Student will list 4 specific geographical environments such as a desert, coast, mountain, swamp and then write two occupations found only in those areas.



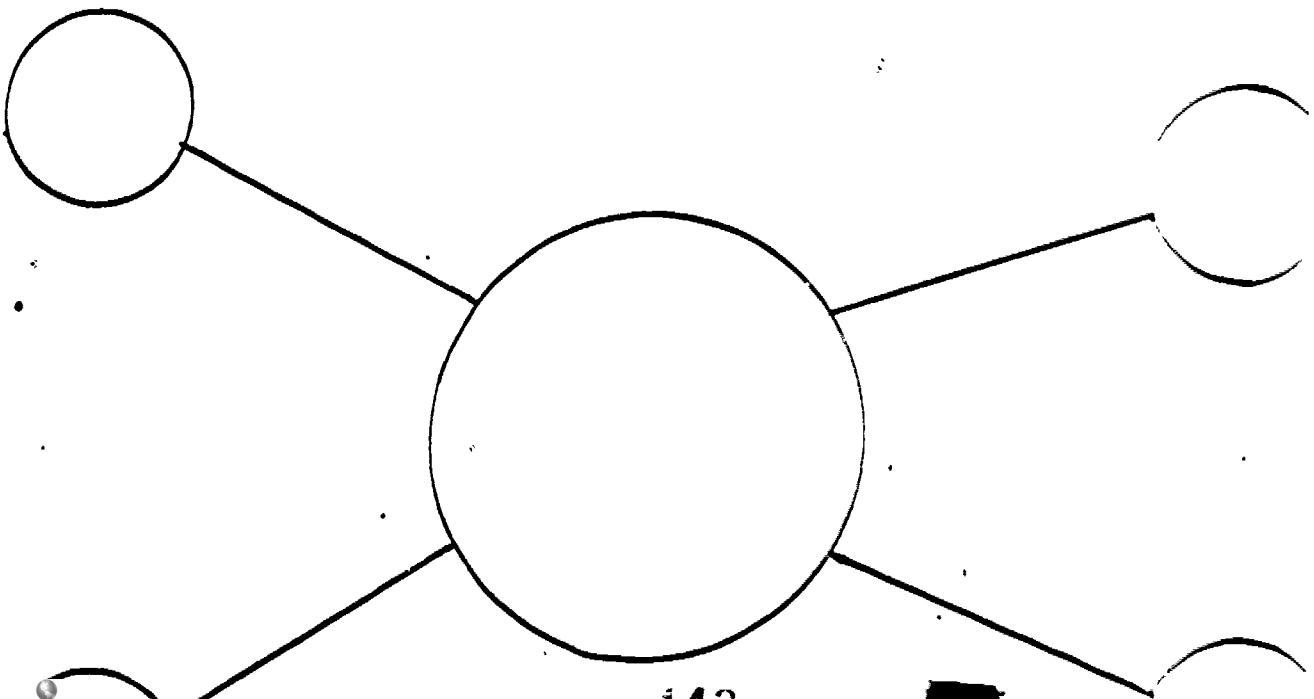
WORKERS IN DIFFERENT LANDS

1 - 31

In the center circle write the name of a foreign country you have studied and in the surrounding circles write the names of jobs that are performed in that country.



In the center circle write the name of your community and in the circles write the names of jobs in your community that are similar to those listed above.



XV. OBJECTIVE: Pupils will recognize that jobs change.

ACTIVITIES

(PREFACE)

The following is a teacher aide giving examples of why a change in occupation may take place. Could be used as a basis for discussion to let the students be aware that throughout their career they may have several jobs. - Bring out the need to be flexible.

1. Peak loads or rush seasons occur in such occupations as accounting, retail business, veterinary medicine, aviation, agriculture, photography, fishing occupations and postal work.
2. Emergencies are a common part of the work of repairmen, ministers, general medical practitioners, policemen, veterinarians, and firemen.
3. Irregular hours are required of firemen, telephone linemen, athletic coaches, funeral directors and some physicians.
4. Long vacations are common for teachers and employees with high seniority in many firms: members of the Armed Forces have long annual leaves
5. Age ceilings are low for professional athletes, airplane pilots, models, and airline stewardesses.
6. Seasonal layoffs are frequent among auto workers and suppliers, actors, entertainers, musicians, construction workers, crop pickers, and resort workers

RESOURCES & COMMENTS

XV. OBJECTIVE: Pupils will recognize that jobs change.

ACTIVITIES

(Preface continued)

7. Health hazards include such possibilities as: injuries to professional athletes, eyestrain for bookkeepers, falls and shocks for linemen, and injury to policemen in struggles with lawbreakers.

8. Work outdoors is customary in construction, surveying, farming, wildlife preservation, forestry, and the merchant marine.

9. Direct and individual contact with those served is a part of counseling, cosmetology, nursing, retail sales, medicine, case-work and dentistry.

10. Unfavorable environmental conditions, such as heat, noise, odors, dirt and grease, darkness, or isolation are characteristic of various industries and occupations.

1. Have a class discussion of jobs that change with the seasons.
2. Have each student research the following jobs, for changes over the years.
  1. Shoe cobbler
  2. Blacksmith
  3. Alchemist
  4. Apothecary
  5. Haberdasher
3. Have students research the following jobs:
  1. Chimney Sweep
  2. Wagon Master
  3. Indian Scout
  4. Town CrierDiscuss the duties of these jobs and why there is little or no demand for this type of work in the present day society.

RESOURCES & COMMENTS

Oriented to: Social Studies  
Study of Economics  
Values & decision making

Oriented to Social Studies  
(American History)

XV. OBJECTIVE: Pupils will recognize that jobs change.

ACTIVITIES

4. Have members of the class either discuss in class or write on the following:

For 15 years you were a conductor on a railroad. You have been notified that the railroad for which you work will no longer offer passenger service. You have the following choices as to what to do about a job:

1. You can go to work for another railroad that still offers passenger service. However, to take this job, you will have to move to another city in another part of the country.
2. There might be another job with the same railroad in which you might be interested. However, you must take a slight cut in pay and learn a new job.
3. You could find another job in some other industry in which you would still be working with people and could do with no further training.
4. You could find a job in a completely different area of work but you must be re-trained for the new job.

What decision would you make and why?

The above project could be set up on any other area of work.

RESOURCES & COMMENTS

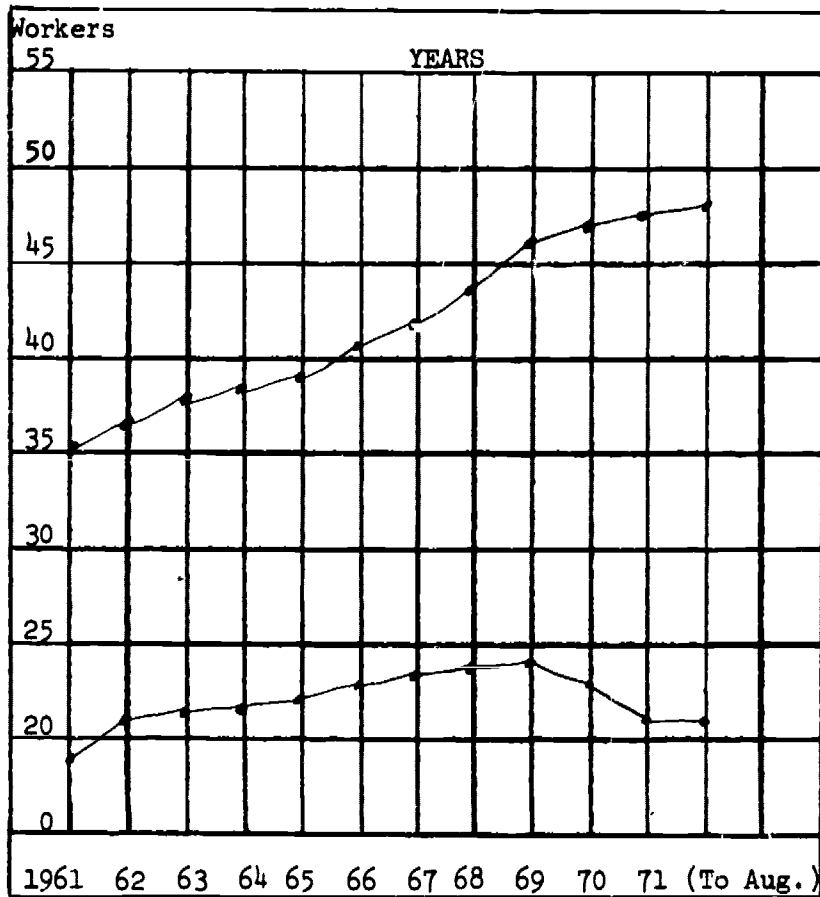
Oriented to Language Art

XV. OBJECTIVE: Pupils will recognize that jobs change.

ACTIVITIES

- 5. REFER TO DITTO No. I-32 for this activity. "Rise in Service Jobs" is a graph that can be used in Math class to demonstrate how goods and services, (jobs) have changed. Give the students the blank graph, Ditto No. I-32. Using the Key, have them graph the points. When done, then discuss the meaning of the graph.

RISE IN SERVICE JOBS  
(in millions of U. S. Workers\*)



\*graph doesn't include farming jobs.

By 1980 - 70% of all jobs may be in services.

RESOURCES & COMMENTS

DITTO No. I-32

oriented to Math  
Excellent to emphasize  
Supply and Demand

XV. OBJECTIVE: Pupils will recognize that jobs change.

ACTIVITIES

6. Centuries ago a man's name frequently was derived from his occupation. That's why there are so many Smiths around. Another example is the surname Fletcher, which literally means arrowmaker. Please refer to DITTO NO. I-33 for the activity -"What's in a Name?".

Answers:

- |      |       |
|------|-------|
| 1. E | 6. J  |
| 2. C | 7. H  |
| 3. I | 8. D  |
| 4. A | 9. F  |
| 5. B | 10. G |

7. Discuss the life and livelihood of people during the 1700's. Make a chart listing all the occupations the students can name. Some of these might include blacksmith, caulker, cooper, town crier, potter, street lamp lighter, sailmaker, baker, goldsmith, silversmith, preacher.
- Have the class construct a model town of the 1700's using their textbook in Social Studies (for sixth grade a Spanish hacenda would be excellent). Discuss all the occupations present during this period and whether they have become modernized or obsolete.
- Then have the students construct a model of the modern town, labeling it with the names of the local industries and including all the modern improvements like paved streets, airports, etc., and note the occupations available.
- Have the students choose one occupations from the 1700's and one from the modern town and write a short report.

RESOURCES & COMMENTS

DITTO No. I-33

Social Studies oriented to community development

(all or part of this would be excellent for small group work)

XV. OBJECTIVE: Pupils will recognize that jobs change.

ACTIVITIES

8. Use the Johnny Carson "Tonight Show" to introduce major aspects of different careers and show the importance or relation to world history.
- Discuss careers which have been of significance in world history and select five for emphasis in this activity. Divide class into committees to gather information about the careers selected. Each committee will select one of its members to appear as a guest on the show. There should be a cast of six (one will be Johnny Carson) who will present the research of different occupations and will, through role playing, bring out the interesting points of their different occupations. The student playing Johnny Carson must be familiar with each occupation and have questions prepared for each. This can be an interesting way of telling occupations.

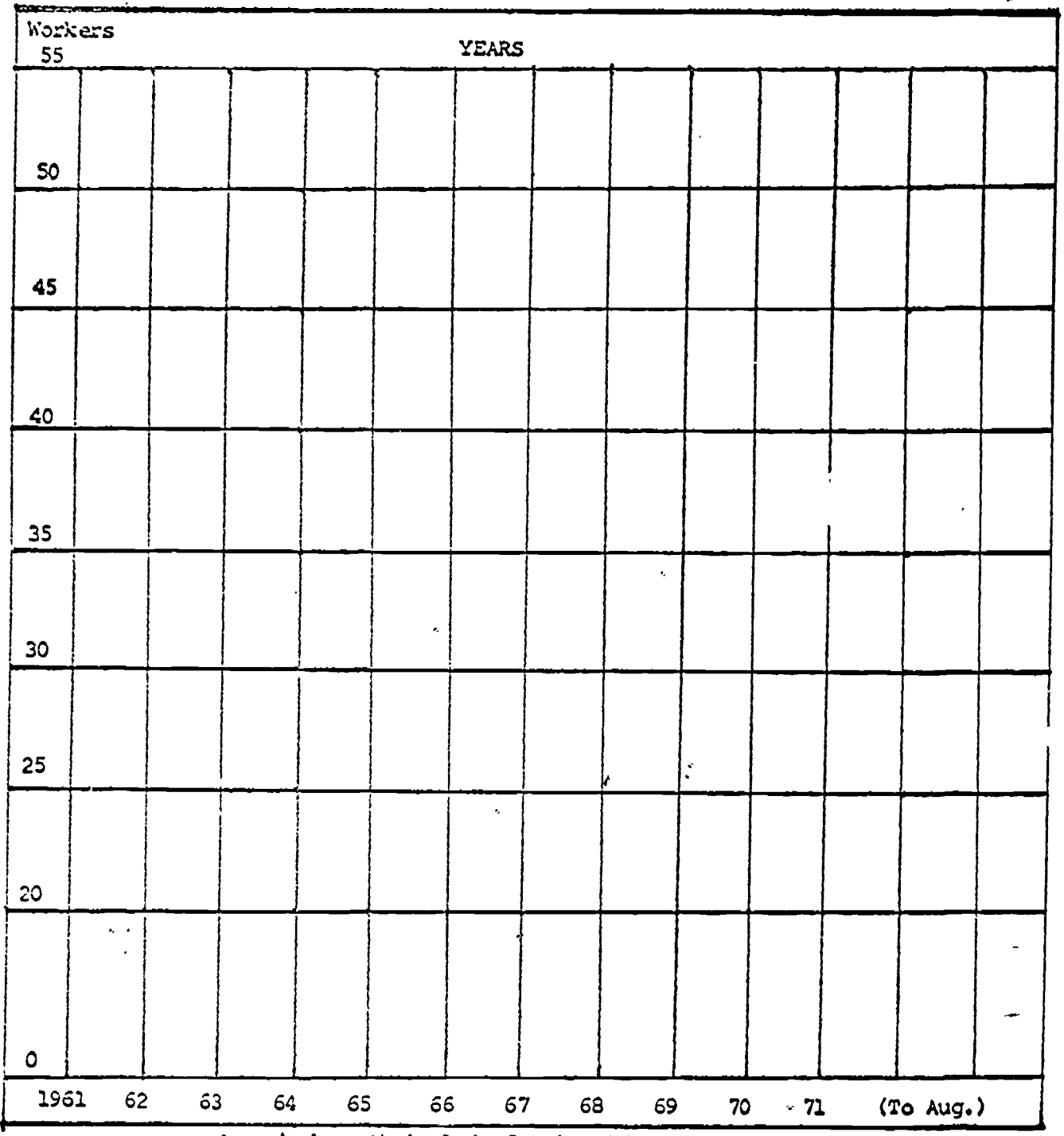
RESOURCES & COMMENTS

Related to Social Studies  
Past History

EVALUATION: The student will list 3 jobs that have changed in their community.

### RISE IN SERVICE JOBS

(In millions of U.S. Workers\*)



\*graph doesn't include farming jobs.

By 1980-- 70% of all jobs may be in services.



WHAT'S IN A NAME?

In the left hand column below are 10 occupations, and in the right hand column 10 common surnames that stem from those occupations. See how many of them you can match correctly.

- |                    |                   |
|--------------------|-------------------|
| 1. Candlemaker     | A. Mr. Draper     |
| 2. Deliveryman     | B. Mr. Potter     |
| 3. Coal miner      | C. Mr. Carter     |
| 4. Drygoods Dealer | D. Mr. Wainwright |
| 5. Ceramics Maker  | E. Mr. Chandler   |
| 6. Pot Mender      | F. Mr. Glazier    |
| 7. Manservant      | G. Mr. Turner     |
| 8. Wagon Maker     | H. Mr. Butler     |
| 9. Glass Fitter    | I. Mr. Collier    |
| 10. Lathe Worker   | J. Mr. Tinker     |

How well did you do?

Do you know the meaning of your name?

If you can think of any other names that began as job titles, write them down.

XVI. OBJECTIVE: Students will be able to list their interests and correlate them with jobs.

ACTIVITIES

1. Encourage students to bring their hobby materials to class and demonstrate step by step procedures they know work for them. If they have culinary interests, these may be worked out using an electric skillet.
2. Have students show and explain their hobbies to the lower grades.
3. Class may want to invite a resource person whose work is centered around leisure time activities for people, to talk to them about work in this area.

Examples: record store salesman, hobby shop owner, bowling alley manager, boat or fishing gear salesman, golf course operator, country club manager, swimming pool manager, etc.

4. For the student who does not have a hobby this activity (DITTO No. I-34) may help them find one. Hand one copy to each student to see if they can identify some of their interests, skills and abilities. (Ditto is on the next page)

RESOURCES & COMMENTS

Filmstrip-"What Do You Like to Do?"  
Career Education Office

Oriented to Language Arts  
(Oral Reports)

Filmstrip-"People Who Create Art"  
"Natural Resources- It's the Growing Thing"

DITTO No. I-34

EVALUATION: The student can list 3 hobbies which correlate with careers.

## ABILITIES, SKILLS, AND INTERESTS

When you're trying to decide what kind of work you'd like to do, it's important for you to know what abilities, skills, and interests you have. If you do, then this knowledge should give you a better understanding of the kind of work you probably would look for -- work where you can actually make use of these qualities that you have.

Listed below are some abilities, skills, and interests. Put a check mark beside any of them which you feel you have.

- |   |  |
|---|--|
| <input type="checkbox"/> speak another language                       | <input type="checkbox"/> seem to be able to teach others                         |
| <input type="checkbox"/> play a musical instrument                    | <input type="checkbox"/> good salesman   |
| <input type="checkbox"/> can write good letters                       | <input type="checkbox"/> interested in anything scientific                       |
| <input type="checkbox"/> have leadership qualities                    | <input type="checkbox"/> read and write well                                     |
| <input type="checkbox"/> good at sports                               | <input type="checkbox"/> like to tinker with anything<br>mechanical              |
| <input type="checkbox"/> enjoy doing creative work<br>with your hands | <input type="checkbox"/> good at growing things                                  |
| <input type="checkbox"/> excellent eye-hand coordination              | <input type="checkbox"/> enjoy working with animals                              |
| <input type="checkbox"/> can repair things quickly                    | <input type="checkbox"/> good at helping others                                  |
| <input type="checkbox"/> like performing in public                    | <input type="checkbox"/> have artistic ability                                   |
| <input type="checkbox"/> enjoy constructing things                    | <input type="checkbox"/> interested in anything that has<br>to do with aviation. |

XVII. OBJECTIVE

The student will identify activities he enjoys in his extra time and how they contribute to his self-satisfaction.

ACTIVITIES

1. In fictional books that students read for one month, have them keep a record of all occupations mentioned.  
  
Purpose: To expose the child to more jobs and show them that in hobbies and interests, jobs are everywhere.
2. Have students volunteer to share their favorite hobbies with the class. (Include materials needed and demonstrate how the work is done.)  
Note: To avoid repetition, a specific hobby should be demonstrated by only one child.
  - a. Use parents as resource persons to demonstrate their hobbies. Example: Ceramics, needlepoint, carpentry, etc.
  - b. Have students find information on hobbies they consider to be unusual and describe the activities required in this hobby.
3. By keeping a daily journal the students will be able to see how they spend their time, and to determine how it contributes to their self-satisfaction. Please refer to DITTO No. I-35 for this activity.

RESOURCES & COMMENTS

Library Skills

DITTO No. I-35

EVALUATION: The student will discuss the activities found in Activity No. 3, and how his or her time was self-satisfying.

HOW I SPEND MY WEEK

	7:00 to 9:00 A.M.	9:00 to 3:00 p.m.	After sch.	After sch.
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

Are you using your time and interests in the most profitable and enjoyable ways?  
 Practically always     Much of the time     Not as a rule



XVIII. OBJECTIVE: Student will demonstrate his ability to make decisions involving choice.

ACTIVITIES

1. The students will choose committees to plan for a prospective field trip. They will find out cost, make arrangements, etc.

Present information to the class and the decisions are carried out making bus and time arrangements with the principal.

2. After students return, have them evaluate their field trip by filling out a form, (DITTO NO. I-36) Student's Field Trip Evaluation.

3. Decision making projects are used throughout this booklet. If more are desired, look back through and find ones previously not used.

RESOURCES AND COMMENTS

Career Education Office  
Handbook of Field Trips

Filmstrip-"First Things:  
What Do You Do About Rules?"  
(cartoon form-excellent  
interest for levels)

Parker Brothers Career Game  
Career Education Office

DITTO No. I-36

EVALUATION: The students will debate on a current controversial topic related to career education.

EVALUATION OF FIELD TRIP

I-36

STUDENT'S FIELD TRIP EVALUATION \_\_\_\_\_  
(student's name)

NAME OF COMPANY OR PLACE VISITED \_\_\_\_\_

Type of business or service performed or product manufactured \_\_\_\_\_

1. Were the skills and the jobs you saw too complicated to understand?  
\_\_\_\_\_yes \_\_\_\_\_no
2. I had (no, little, great) difficulty in understanding our guide.  
Explain:
3. How did your peer group perform? \_\_\_\_\_O.K. \_\_\_\_\_Proud to be a member  
\_\_\_\_\_Embarrassed to be with them. Explain:
4. What did you do ahead of time to prepare for this field trip?
5. What did you learn on this trip?
6. Would you recommend that this field trip be taken by another group?  
\_\_\_\_\_yes \_\_\_\_\_no. Why?
7. Did the guide emphasize the jobs performed or did he emphasize more  
the product made?
8. If you have any other comments you feel would help improve future  
field trips, please state here: