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ABSTRACT

The field tested unit is designed to acquaint sixth graders with the 15 USOE job clusters, the jobs therein, and the general requirements for these jobs. The unit requires 19 hours of teaching time and includes whole class activities and large and small group activities. A list of materials required is followed by a goal statement, related subject areas (language arts and social studies), and two performance objectives with accompanying activities and evaluation methods for each. Half of the document consists of transparency masters and work sheets showing jobs within occupational clusters, tests with answer keys, a sample job application master, and a list of resources. (BP)

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GENERAL JOB REQUIREMENTS

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SIXTH GRADE

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CE 004 722

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ARIZONA STATE DEPARTMENT OF EDUCATION

1975

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. Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

GENERAL JOB REQUIREMENTS

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching, it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

The following are suggestions made by the field test teachers:

One teacher suggested activities 1.1.3, 1.1.4, 1.1.5, and 1.1.7 be enriched.

It was also suggested that an introduction as to why people work would add to the unit.

GENERAL JOB REQUIREMENTS

GRADE LEVEL: 6th Grade

DESCRIPTION OF UNIT:

This unit is designed to acquaint 6th grade students with the fifteen USOE Job Clusters, the jobs therein and the general job requirements for these jobs.

The fifteen Job Clusters are as follows:

1. Business and Office
2. Marketing and Distribution
3. Communication
4. Transportation
5. Agri-Business and Natural Resources
6. Marine Science
7. Environmental Control
8. Health
9. Public Service
10. Hospitality and Recreation
11. Personal Services
12. Construction
13. Fine Arts and Humanities
14. Consumer and Homemaking
15. Manufacturing

MATERIALS REQUIRED:

1. Transparency
 2. Ditto paper
 3. Overhead projector
 4. Magazine and newspaper clippings
 5. Construction paper
 6. Scissors
 7. Glue
 8. Encyclopedias
 9. Assorted library books
 10. Job application forms (from local businesses)
 11. Employment tests (from local businesses)
- *****Teachers should immediately begin attempting to procure job applications and employment tests from local businesses.

GOAL STATEMENT:

1.0 The goal of this unit is for the student to become aware that there are various career areas available and that there are certain general job requirements as prerequisites.

APPROXIMATE TEACHING TIME: 19 hours

SUGGESTED GROUPINGS: Total class, large groups, small groups

SUBJECT AREAS: Language Arts, Social Studies

PERFORMANCE OBJECTIVE:

1.1 When directed the learner will identify 10 of the 15 occupational clusters with 100% accuracy.

ACTIVITIES:

1.1.1 As an introductory and motivational activity prefacing the rest of the unit, the teacher should first ask each student to spend 15 minutes listing as many different occupations as they can think of. The teacher should offer some type of fantastic prize to be awarded to any child who succeeds in listing all of the jobs there are. (This prize will not be collected since there are over 23,000 different jobs.)

The teacher might wish to spend a few minutes before this activity is begun, discussing with the students some different types of jobs and making certain that all students understand what a job is. After this brief discussion the rest of the time allotment for day 1 should be allowed for the students to work on their lists. If the teacher wishes students may also be asked to work on their lists at home overnight.

1.1.2 The teacher will prepare transparencies TR-1 through TR-5.

1.1.3 In this activity students should be asked to make contributions from the lists of jobs they compiled in Activity 1.1.1. This should be done by having one or two volunteers read their entire lists and then allowing the remaining students to make spot contributions of interesting or unusual jobs they have listed. The fact that there are over 23,000 different jobs should then be communicated to the students. The teacher may also wish to allow the students to discuss what some of the jobs they contributed from their lists involved, especially if some of those listed were unusual.

1.1.4 TR-1 should then be displayed on the overhead and the fact that all of these jobs (23,000) have been grouped into just 15 clusters explained to the students. The concept of grouping or clustering on the basis of shared characteristics might need to be explained. The occupations of "Heavy Equipment Operator" and "Carpenter" could be used as an example of two jobs in the "Construction Cluster" and the class asked to form a class list of shared characteristics. (Both work on buildings, both usually work for construction companies, neither occupation requires a college education...)

1.1.5 The teacher should now display Transparencies TR-2a and TR-2b and go over them with the students, explaining that these are the 15 groups or "Clusters" that all jobs are grouped into. The teacher should go through the lists on these transparencies thoroughly reviewing the examples and classification steps and the sample jobs with the class carefully. The teacher should attempt to solicit one or two non-listed jobs from the class to fit in each cluster. These contributions should be discussed carefully using the classification system on TR-2b and it should be stressed that the list in TR-2a is highly-simplified. One other good optional activity that could be done at this time would be to have each student supply one or both of his parents' job titles and then assign it to a specific cluster. This should lead to group discussion which should be encouraged.

1.1.6 The teacher should duplicate sufficient copies of Work Sheets 1 through 3 for each member of the class.

1.1.7 The teacher should now hand out copies of Work Sheets 1 through 3 to the students and allow time for them to examine them carefully. The teacher as leader and the class as a group should then go over these sheets carefully together discussing each "Cluster" and what it involves thoroughly. As is apparent, this sheet more fully delineates the clusters and it is important to go over it carefully as it will be used in later activities. The teacher should solicit 3-5 class contributions of occupations that fit in each cluster. This may seem like excessive drill but it is imperative for later activities that students be thoroughly familiar with these clusters and what they involve. Class contributions may be listed on the board under the cluster or they may be written directly on TR-3 through TR-5 if the teacher wishes.

Any discussion which arises out of this activity should be encouraged. The teacher should make every possible effort to ascertain that all students understand the concepts and terms involved and attempt to give each student an opportunity to contribute.

1.1.8 The class should be divided into teams of two to three students. Each team should then be assigned one of the clusters to portray in a pantomime activity. Each team should be given approximately $\frac{1}{2}$ hour to prepare a silent presentation that will enable the rest of the class to guess their assigned cluster. This can probably best be done by portraying one or two distinctive occupations which fall in that cluster. Each team should be given a maximum of three minutes for their presentation. Teams that successfully portray their cluster should be given 2 points and the team whose member made the correct guess should be given one point. If the cluster is not guessed no points should be awarded. After all groups have made their presentation, the team with the highest total points wins.

1.1.9 The learner will make a collage depicting the 15 occupational clusters and the occupations they include, using magazine and newspaper clippings. At least one clipping depicting each cluster must be included in the collage.

EVALUATION:

1.1.1.1 Given a list of 10 job clusters and 5 distractors, the learner will correctly identify job clusters.

PERFORMANCE OBJECTIVE:

1.2 When directed the learner will be able to identify one distinctive occupation for each of the 15 USOE Occupational Clusters, as measured by a matching post test included in the unit, with 100% accuracy.

ACTIVITIES:

1.2.1 The teacher should briefly review TR-2a&b through TR-5 with the students allowing them to ask any questions they have about the clusters and clearing up any misunderstandings that arise.

1.2.2 Each student should choose at least 4 (more may be required at teacher discretion) different occupational clusters and write a brief description of at least one occupation in each of the clusters chosen based on the guidelines provided in Work Sheet 4 of the appendix. This description should be based on independent research in encyclopedias, library books, SRA Occupational Kits or on interviews with actual workers in the area of study. If the student uses an interview for his information he should use Work Sheet 5.

1.2.3 Each student is given the opportunity to present his findings to the class in the form of an oral report. Time should be provided for any discussion which grows out of the reports.

1.2.4 All of the students' reports from Activity 1.2.2 are compiled into a book by a committee selected by the teacher. All of the reports should be indexed by the cluster and alphabetically by job title within each cluster. Each student should then be given the opportunity to read this class book, independently.

1.2.5 As a culminating activity a "job drill" will be conducted by the teacher using the class book designed in Activity 1.2.4. The teacher will read off one of the jobs listed in the book to a given student in the class. This student must then reply with the correct cluster for that job or stand up. The teacher then repeats this procedure with successive students until only one student remains seated. This student is then designated the winner much as in a spelling bee or flash card drill.

EVALUATION:

1.2.1.1 The teacher should administer evaluation 1.2.1.1 in the appendix, to the students. In order to achieve the objective of this unit 100% of the students should be able to get all 15 items correct. If not the instructor may wish to give individual attention to those not achieving.

NOTE:

If a student has missed an item but has a valid argument for his choice the teacher may legitimately count the item correct. It's the student justification of choice that is important since the categories are often overly broad.

PERFORMANCE OBJECTIVE:

1.3 When directed the learner will list a minimum of four general job requirements, relating to employment, in writing, based on a list compiled by the class.

ACTIVITIES:

1.3.1 As stated in the special note at the beginning of the unit, the teacher should begin securing job applications and employment tests, from local businesses, as early as possible, in order to have them ready for the following activities. The wider the variety of these materials available, the more beneficial will be the following activities as it is the ability to draw generalizations from a number of sources about job requirements, that is one of the keystones of the following activities. The teacher should attempt to secure applications for as many clusters as possible; but, if this proves impossible for some reason a detailed job application master is provided for use, in the appendix. For this activity job applications are essential but employment tests while not necessary to accomplish the objective, can provide valuable enrichment and reinforcement to the activity.

1.3.2 The teacher should preface the following activities by giving a brief general explanation of what general job requirements are and why they are important. "General job requirements" fall into such broad categories as: Appearance, attitude, personality, self concept, reliability, health, education, aptitudes and training. All of the above are things that employers look at when hiring, firing, or deciding to retain an employee. In order to secure a job in almost any field it is necessary for an employee to meet certain minimal standards in these areas and several others which your students will hopefully discover for themselves in the following activities.

Since your students will be forced to meet a number of general requirements for a job when they enter the labor market it is imperative that they be introduced to the concept of "General Job Requirements" as early as possible. In this introduction and the following activities you should seek to clarify this concept, help the students to discover as many "General Job Requirements" as possible without hand feeding them, help them understand the importance of the requirements in securing and holding a job, and help them understand as much as possible about what is necessary for them to meet these requirements in the future.

1.3.3 After the general explanation of general job requirements the teacher should hand out the job applications secured earlier and if available, the employment tests. The teacher should then ask the students to complete these forms individually keeping in mind the following things:

1. What types of things do the employers want to know about you?
2. Why do you think they want to know these things about you?
3. What relationships can you see between the things employers ask on job applications and the applicants ability to do the job if he gets it?
4. What are the things that most employers seem to want to know about a person who is applying to them and can these things be grouped together in any way? (These things constitute "General Job Requirements".)

Each learner should be given the worksheet with the above questions on it (in Appendix) and if possible given the opportunity to complete several applications and or employment tests during the course of the activity. The teacher should make individual assistance available, where necessary, throughout, and should spot check periodically to make sure students are completing the forms correctly.

Students should be asked to keep an in-process list of the requirements they discover during this activity (in writing) and be asked to keep an eye out for types of things that appear on more than one form.

Some students may still have trouble understanding what they are looking for and the teacher should give these students individual attention. It is important for the teacher to remember that it is more beneficial for the students to discover the generalities than to have them handed to them.

As an optional enrichment activity in conjunction with the required activity it would be highly beneficial to invite employers from the community to visit your class. These speakers should be asked to generally describe their businesses and specifically discuss what qualities they look for in workers and what their "General Job Requirements" are. A panel discussion between several employers might be an excellent way to do this.

1.3.5 After completing the above activity, the learners should be ready to "bring it all together" and formulate a class list of specific job requirements and more important synthesize this into a list of "General Job Requirements". This activity should take the form of a teacher led discussion with the results being written and compiled on the board. Each student should keep their own list as well.

This discussion should follow the steps suggested by the questions the students were asked to keep in mind while completing their applications. In other words going from the simple/specific to the general/complex. This can be achieved by discussing the questions one by one as follows:

- 1,2,3. The student contributions and responses to these three questions should yield a number of specific requirements that the students have deduced and the first part of your discussion should be aimed at compiling a list of as many specific requirements as possible. These questions should also lead the students to explore the reasons behind the requirements and these should be discussed. Also, this would be a good time to look at the requirements (specific) and see if they vary from cluster to cluster as they often will. (Note: The latter can only be done if a variety of applications were available!)
4. Question four should lead the students to make generalizations concerning the types of requirements held by all or most employers and the qualities they seek. Students should be let to compile a list of "General Job Requirements" at this point. This list should include categories such as:
 - A. Appearance
 - B. Attitude-Personality-Self Concept
 - C. Reliability
 - D. Health
 - E. Education
 - F. Aptitude-Skills

Reasons for these requirements should be discussed and their personal significance for the students clarified through discussion.

1.3.6 In order to reinforce earlier learnings and coordinate them with the cluster concepts also introduced, students should now be asked to conduct one or more interviews with workers in the community (these workers may include their parents) using the form provided. Learners should be asked to complete the enclosed form for each interview and to try to ascertain how many of the general job requirements apply to the occupation for which they are interviewing. Students should then be asked to summarize their findings for the class in a brief oral presentation.

1.3.7 Each learner should write one or more want ads specifying job requirements and qualifications for jobs they are familiar with from one of the earlier activities. Each ad should be labeled with the appropriate cluster and at least one ad should be written by someone in the class for each cluster. Students may write more than one ad if they wish or at teacher discretion.

The teacher should then place or have students place these want ads on dittoed sheets which are distributed to the class. Each learner should now choose one or more of these ads and write a letter of application in reply. In this letter he should be asked to list his own qualifications (may be purely imaginative) for the job keeping in mind the general job requirements discovered in earlier activities. Learners may refer to the lists and forms compiled in earlier activities. The teacher should then give each learner a chance to read his letter to the class. If the teacher wishes it might be interesting to have the ad writer act as an employer and voice his decision to hire or not hire the applicant on the basis of his letter and give his reasons for this decision.

NOTE: The above activity is designed to give the students a chance to apply what they have learned in a life like situation. During this entire activity the teacher should keep in mind all learnings in this unit and make use of every possible opportunity for review of all learnings in the unit with special attention to those activities and learnings in the current objective.

1.3.8 As a final culminating and review activity for this objective and the unit, the learner will participate in a role playing situation involving a job interview. Each learner should be asked to pick the cluster he is most interested in. The groups thus formed should then be organized into teams comprised of one or more interviewers and one or more applicants.

The interviewers should be given a small amount of time to decide on a set of questions based on earlier learnings which they will ask the applicant. Each team should then role play a job interview. Applicants and interviewers should be reminded to stress the general job requirements in the role playing situation.

NOTE: If feasible it would be even more beneficial to have community employers from the appropriate clusters conduct the interviews if not for all clusters then for as many of them as possible.

EVALUATION:

1.3.1.1 The teacher should instruct the students to list as many "General Job Requirements" as they can based on the list compiled earlier, with four (4) being the minimum number of correct responses required. Each student who can list at least four (4) can be considered to have accomplished the objective.

ENRICHMENT ACTIVITIES:

- A. Have speakers such as employers or personnel men from local businesses, parents, and other people come into the class to give talks.
- B. Field trips to the local businesses.
- C. Have students make bulletin boards such as one showing: "Successful and Unsuccessful Job Applications".
- D. Show appropriate films or filmstrips.

MEDIA NEEDED:

- A. Film projector
- B. Filmstrip projector
- C. Charts
- D. Transparencies
- E. Overhead projector

RESOURCES:

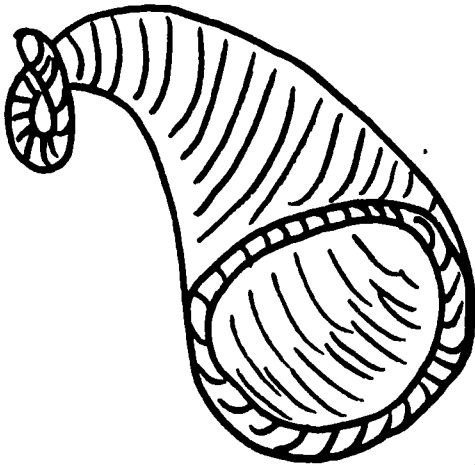
- A. CHOOSING YOUR CAREER - Parts I and II, filmstrips and recordings, Guidance Associates, Harcourt, Brace, and World, Pleasantville, New York.

Part I focuses on characteristics common to each of six general vocational and personality classifications: realistic, intellectual, social, enterprising, conventional and artistic.

- B. YOUR PERSONALITY: THE YOU OTHERS KNOW - Cassette Version.
- C. OCCUPATIONAL OUTLOOK HANDBOOK - PAIS - Any magazine subscription company (\$1.50 a quarter), list of jobs throughout state, forecast of jobs and requirements of field. Paperback 8½ x 11.
- D. OCCUPATIONAL OUTLOOK HANDBOOK, U.S. Dept. of Labor, Superintendent of Documents, U.S. Printing Office, Washington, D.C.
- E. WORLD BOOK ENCYCLOPEDIA, "Getting a Job", Vol. 19, 1971 Ed. Under Vocational Guidance - An overview of jobs.
- F. ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE, Vol. I - Planning Your Career, Vol. II - Careers and Occupations, William E. Hopke, Ed. In Chief, Doubleday and Company, Inc., Garden City, N.Y., J.G. Ferguson Publishing Co.
- G. CAREER OPPORTUNITIES - Five Volumes, J.G. Ferguson Publishing Co., Chicago, Illinois.
- a. Agriculture, Forestry, Oceanographic Technicians, Edited by Howard Sidney.
 - b. Community Service and Related Specialists, Edited by Sylvia J. Bayliss.
 - c. Engineering Technicians, Edited by Walter J. Brookling.
 - d. Health Technician, Edited by Robert E. Kinsinger.
 - e. Marketing, Business, and Office Specialist, Edited by Garland D. Wiggs.
- H. WHY IS SCHOOL IMPORTANT? - SVE

ONLY 15 JOB FAMILIES

ENCOMPASS OVER 23,000 JOBS



- Health
- Agri-Business and Natural Resources
- Construction
- Manufacturing
- Business and Office
- Public Service
- Environmental Control
- Communications and Media
- Hospitality - Recreation and Tourism
- Transportation
- Marine Science
- Consumer and Home-making
- Personal Service
- Fine Arts and Humanities
- Marketing and Distribution

SIMPLIFIED OCCUPATIONAL CLUSTERS

BUSINESS AND OFFICE

Bookkeeper, stenographer, office clerk, secretary, management, computer programmer, office manager.

MARKETING AND DISTRIBUTION

Public relations, product transportation, storage and handling, selling, finance, credit, insurance, advertising display.

COMMUNICATION AND MEDIA

Telephone, telegraph, radio, television, photo reproducers, recordings, commercial artists, design, graphic arts.

CONSTRUCTION

Crafts, equipment operators, masons, utilities, foundation work, architectural design, estimating.

MANUFACTURING OCCUPATIONS

Assembly line operators, machine operators, product inspection.

TRANSPORTATION

Commercial aviation, liquid and gas transmission, ocean water transportation, stewards, dispatchers, agents, land transportation.

AGRI-BUSINESS AND NATURAL RESOURCES

Guardianship of Indians, conservation, management of petroleum and forestry land, fire control, hydro-electric power, fisheries and wildlife.

MARINE SCIENCE

Marine research, seafood processor, ocean fisherman, inspector, oceanographer, underwater construction and salvage worker.

ENVIRONMENTAL CONTROL

Soil and mineral conservation control, mineral extraction, air pollution, planning of urban land, noise abatement, timber, game, wildlife law enforcement.

TRANSPARENCY MASTER #2a con't

PUBLIC SERVICE

Parks and recreation design, legal services, prison industries, public nursing homes, public transportation, education, police and firemen.

HEALTH

First aid and rescue, medical records, community health services, surgical, dental care, pharmaceutical science, public and private health care.

RECREATION, HOSPITALITY AND TOURISM

Leisure-related property, discotheques, golf and tennis clubs, museums, travel aids, recreation safety, day care centers, libraries.

PERSONAL SERVICES

Barbering, cosmetology, massage, pet grooming, mortuary science.

FINE ARTS AND HUMANITIES

Creating, performing, design, visual and graphic arts, languages, culture, creative writing.

CONSUMER AND HOME MAKING

Nutrition, public housing, housing design, interior decorating, clothing design, selection of furnishings, child care homes.

GENERAL DESCRIPTION OF JOB CLUSTER CLASSIFICATION

The 15 "Occupational Clusters" we will be using throughout this unit were developed by the U.S.O.E. to provide a general classification system to be used in grouping the over 23,000 jobs or occupations so far listed. Because there are so many jobs involved, the clusters are very broad. In general, jobs are placed in a given category because of similarities in types of work performed, tools used, equipment and materials required or handled, types of knowledge necessary and the mental and physical characteristics required of those who work in the field. If you have gone through the steps listed below and still can't decide which cluster a job goes in, your best bet is to ask someone who has that job where to place the job.

When classifying ask yourself:

1. In which cluster are the most similar types of work done?
(Place a check next to that cluster)
2. In which cluster are the same types of tools used?
(Place a check next to that cluster)
3. Which cluster uses the same equipment and raw materials?
(Place a check next to that cluster)
4. In which cluster do you have to know the same types of things?
(Place a check next to that cluster)
5. In which cluster are similar mental or physical characteristics required? (Place a check next to that cluster)

When you have finished the above process the cluster with the most checks will probably be the correct one.

JOB CLUSTERS WITH JOB AREAS

BUSINESS AND OFFICE

Management, supervision, personnel, accountant, bookkeeper, systems analyst, computer programmer, computer operator, secretary, stenographer, general office clerk, clerktypist, machine transcriber, office machine operator, office supervisor, office manager, entrepreneur, corporation ownership

MARKETING AND DISTRIBUTION

Management, supervision, personnel, advertising display, public relations, product transport, storage materials handling, selling, industrial purchasing, buying for resale, procurement, trade, non-store retailing, finance, credit, insurance, research

COMMUNICATION AND MEDIA OCCUPATIONS

Management, supervision, personnel, data transmission, telegraph, telephone, radio/television, satellite transmission, laser transmission, photographic reproduction, recordings, signal/symbols, design, production, graphic arts, journalism, commercial art

CONSTRUCTION OCCUPATIONS

Management, supervision, personnel, crafts, material procurement, equipment operators, estimating, masonry, architectural design, nursery operations, ground maintenance, site preparation, utilities, foundation work, prefabrication, building systems

MANUFACTURING OCCUPATIONS

Management, supervision, personnel, assembly line operators, machine operators, foundry operations, material handling, recycling operators, product inspection, quality controller, product promotion, researcher, consumer research

TRANSPORTATION

Management, supervision, personnel, commercial aviation, spacecraft transportation, pipeline and tank firm maintenance, liquid and gas transmission, solids transmission, inland water transportation, ocean water transportation, stewards, merchant marine officers and seamen, land transportation, dispatchers, agents, structural maintainer

AGRI-BUSINESS AND NATURAL RESOURCES

Management, supervision, personnel, guardianship of Indians, Eskimos and trust territories, conservation, pollution control, desalinization, mineral, petroleum, forestry, land and water management, hydro-electric power, fire control, planting and thinning of forest, fisheries and wildlife propagator, fish farmers, mining controls, petroleum seismographologist, horticultural products, food grading

MARINE SCIENCE

Management, supervision, personnel, marine microbiological researcher, marine animal researcher, marine ecology researcher, seafood processor, ocean fisherman, seafood inspector, seaweed harvester and processor, charter boat operator, navigator, aquiculturer, fish hatchery operator, catfish grower, oceanographer, ocean mineral explorer, ocean current and water researcher, offshore mineral production, underwater construction worker, underwater salvage worker

ENVIRONMENTAL CONTROL

Management, supervision, personnel, soil and mineral conservation control, soil management, mineral extraction, air pollution, meteorological processes, waste disposal, urban planning, rural development, ornamental horticulture, noise abatement, parasite control, public land creation, protection, and management, enforcement of timber, game and wildlife laws

PUBLIC SERVICE

Management, supervision, personnel, parks recreation design, maintenance of campgrounds and trails, public housing, social and rehabilitation of children, adult and family, legal services, prison industries, public nursing homes, employment services, defense, post office, public utilities, highways, public transportation, education, teachers, police and firemen

HEALTH

Management, supervision, personnel, medical records, medical library science, medical illustration and photography, vital statistics, health maintenance, community health services, pediatric care and service, geriatric care and service, mental health, psychiatric services, first aid and rescue, medical emergency service, accidents, poisoning, control prevention, dental care, pharmaceutical science and public health, private health

RECREATION, HOSPITALITY AND TOURISM

Management, supervision, personnel, recreation planning, natural resource development, leisure-related property, facility and commodity entrepreneurs, pre-school play and day care centers, discotheques, golf and tennis clubs, museums, libraries, physical recreation program, festivals, fairs, travel aids, recreation sanitation, recreation safety, therapeutic recreation, correctional recreation, avocational counseling.

FINE ARTS AND HUMANITIES

Management, supervision, personnel, creating, performing, performing arts design, performing arts production, artist management, visual and graphic arts, media typing and filming, creative writing, languages, cultures

PERSONAL SERVICES

Management, supervision, personnel, barbering, cosmetology, consultation and services on human weight control, massage, grooming of pets, obedience training, boarding and hospital services for pets, mortuary science

CONSUMER AND HOME MAKING

Management, supervision, personnel, food service production, management, delivery, development and nutrition, clothing design, alteration and product development, child care homes, services, and guidance, public housing, social welfare, personal-family relationships, housing design, interior decoration, furnishing selection, refinishing

WORKSHEET #4

CLUSTER _____

OCCUPATION NAME _____

WHERE INFORMATION FOUND _____

JOB DUTIES _____

WHERE DOES WORK USUALLY TAKE PLACE? _____

HOW MANY PEOPLE WORK IN THIS JOB? _____

WHAT EDUCATION IS NEEDED FOR THIS JOB? _____

HOW MUCH DOES THIS JOB PAY? _____

OTHER INFORMATION: _____

WORKSHEET #5

Name _____ (interviewee)

Occupation _____ (by title) Cluster _____

How long doing this work? _____

How long training (apprenticeship, learning)? _____

Tools involved? (include typewriters, cars, hand tools, etc.) _____

Hours per week usually work? _____

Conditions? (indoors, outdoors, below ground, in trees, etc.) _____

How many people in your area do this kind of work? (percent) _____

Chances for advancement for someone starting now? _____

Is this a field that requires special skill or talent? _____

If so, what kind? (strength, balance, typing, etc.) _____

Is this a position that you would recommend for a young person starting out to learn? _____

Are there fringe benefits that make the job attractive? _____

Are there any special requirements for your job? _____

What kinds of things could get you fired? _____

Additional questions by the students should be encouraged.

DISCOVERING GENERAL JOB REQUIREMENTS

As you complete your job application form(s) keep in mind that you are trying to discover "General Job Requirements" knowledge of which will be helpful to you in securing and keeping a job. As you complete each form keep the following questions in mind and write a list of as many "job requirements" as you can.

1. What types of things does the employer want to find out about you?
2. Why do you think he wants to find out these things about you?
3. What relationships can you see between the things the employer asks on the application and your ability to do the job for which you are applying if you get it?
4. What are the things that most employers seem to want to know about a person who is applying for a job and can these things be grouped together in any way?

IT IS IMPORTANT TO REMEMBER THAT JOB APPLICATIONS ARE ONE OF THE MAIN WAYS THAT AN EMPLOYER MEASURES YOU FOR A JOB AND THAT IT IS A GOOD IDEA FOR YOU TO FIND OUT HOW TO MEASURE UP!

SAMPLE TESTS FOR EVALUATIONS

Since each teacher will be more aware of which points have been given the most emphasis, a teacher made test is likely to be the most effective means of evaluation. The following samples of test items are given mainly as examples of format and not necessarily of content.

EVALUATION 1.1.1.1

There are 10 Job Clusters on this page and five that are not Job Clusters; put a circle around the 10 that are Job Clusters.

1. Business and Office
2. Transportation
3. Selling
4. Agri-Business and Natural Resources
5. Construction Occupations
6. Environmental Control
7. Dental Care
8. Recreation, Hospitality and Tourism
9. Bio-Physics
10. Police
11. Teacher
12. Marine Science
13. Health
14. Public Service
15. Marketing and Distribution

ANSWER KEY FOR EVALUATION 1.1.1.1

1. Business and Office
2. Transportation
4. Agri-Business and Natural Resources
5. Construction Occupations
6. Environmental Control
8. Recreation, Hospitality and Tourism
12. Marine Science
13. Health
14. Public Service
15. Marketing and Distribution

EVALUATION 1.2.1.1

DIRECTIONS: Match each occupation on the right with the most appropriate (best) cluster on the left. Each job only fits 1 cluster.

- | | |
|---|------------------------------|
| ___ 1. Business and Office | A. Carpenter |
| ___ 2. Marketing and Distribution | B. Actor |
| ___ 3. Communication and Media Occupations | C. Appliance Salesperson |
| ___ 4. Construction Occupations | D. Oceanographer |
| ___ 5. Manufacturing Occupations | E. Interior Decorator |
| ___ 6. Transportation | F. Quality Control Inspector |
| ___ 7. Agri-Business & Natural Resources | G. Farmer |
| ___ 8. Marine Science | H. Nurse |
| ___ 9. Environmental Control | I. Stenographer |
| ___ 10. Public Service | J. Golf Pro |
| ___ 11. Health | K. Pilot |
| ___ 12. Recreation, Hospitality and Tourism | L. City Planner |
| ___ 13. Fine Arts and Humanities | M. Pet Groomer |
| ___ 14. Personal Services | N. Disc Jockey |
| ___ 15. Consumer and Homemaking | O. Teacher |

ANSWER KEY TO EVALUATION 1.2.1.1

1. I. Stenographer
2. C. Appliance Salesperson
3. N. Disc Jockey
4. A. Carpenter
5. F. Quality Control Inspector
6. K. Pilot
7. G. Farmer
8. D. Oceanographer
9. L. City Planner
10. O. Teacher
11. H. Nurse
12. J. Golf Pro
13. B. Actor
14. M. Pet Groomer
15. E. Interior Decorator

PRINT OR TYPE NEATLY

POSITION
APPLYING FOR

Position for which you are applying _____

Date you can start _____ Salary desired _____

Are you employed now? ___ May we contact your employer? _____

Where are you employed? _____

GENERAL INFORMATION

Name _____ male _____
 (last) (first) (middle) female _____

Present address _____
 (street) (city) (state) (how long?)

 (phone number)

Previous address _____
 (street) (city) (state) (how long?)

Soc. Sec. No. _____ Date of Birth _____

U.S. Citizen? ___ No. of Dependents _____

Married ___ Single ___ Divorced ___ Widowed ___

Housing: Own ___ Rent ___ Live with parents ___

PHYSICAL INFORMATION

Have You:

___ been absent from work because of sickness or injury during the past three months?

___ ever been seriously ill? Specify: _____

___ any impairment in your physical condition or health?

___ Heart trouble ___ Rupture ___ Major surgery ___ Nervous disorder

___ Epilepsy ___ High blood pressure ___ Bronchitis ___ Back injury

___ Varicose veins ___ Dizzy spells ___ Skin disease ___ Diabetes

___ Defective sight ___ Defective hearing ___ Asthma ___ Arthritis

___ other _____

If you checked any of the above, please explain: _____

EDUCATION NAME AND LOCATION OF SCHOOL YEARS ATTENDED DATE GRAD. SUBJECT STUDIED

EDUCATIONAL INFORMATION

HIGH SCHOOL
 COLLEGE
 TRADE, BUSINESS, CORRES.
 APPRENTICESHIP TRAINING

MILITARY SERVICE

Veteran of U.S. Service? Yes ___ No ___ Branch of Service _____
 Type of discharge _____ Type of work in Service _____
 Grade or Rank in Service _____ Length of Service _____

UNION

Do you belong to a Union? Yes ___ No ___ If yes:
 Name _____ Local Number _____

REFERENCES

List at least three references not related to you:

1. _____
 (name) _____ (position) _____
 (street) _____ (city) _____ (state) (phone) _____

2. _____
 (name) _____ (position) _____
 (street) _____ (city) _____ (state) (phone) _____

3. _____
 (name) _____ (position) _____
 (street) _____ (city) _____ (state) (phone) _____

EMPLOYMENT RECORD

A. Present or last employer _____

Reason for leaving _____

Address _____ Business _____

Started (date) _____ left (date) _____ pay _____

Name your job, describe what you did, tell what machines, materials and equipment you used: _____

B. List any other previous employers:

1. Name _____ from _____ till _____

Reason for leaving _____ Pay _____

Describe the work you did: _____

2. Name _____ from _____ till _____

Reason for leaving _____ pay _____

Describe the work you did: _____

TOOLS OF THE TRADE

If required by the position:

Do you have your own tools? _____

Do you have a drivers license? _____ type _____

Do you have an occupational license? _____

I hereby certify that the answers given by me to the foregoing questions are true and correct.

Date _____ Signature _____