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ABSTRACT

The prepilot test copy of the career education unit is designed to provide 8 hours and 55 minutes of instructional time for learners. The major emphasis of the unit stresses the relationship between the school environment and society, and the need for structure and order in each. Five major goals and 16 performance objectives are addressed in the unit. The activities for the performance objectives reinforce ways in which the home and school experience are interrelated. The major topics included in the unit focus on an interdisciplinary approach with activities relating closely to art, social studies, and language arts. (Author/VA)

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AN INSTRUCTIONAL UNIT

READIN', WRITIN', AND RELEVANCE

(VT 101 961)



PREPILOT TEST COPY



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Arizona Department of Education
W.P. Shofstall, Superintendent

READIN', WRITIN', AND RELEVANCE

Unit Rationale

This Career Education Unit is designed to provide approximately eight hours and fifty-five minutes of instructional time for learners. The major emphasis of this unit stresses the relationship between the school environment and society, and the need for structure and order in each.

Five major goals and sixteen performance objectives are addressed in this unit. The activities for the performance objectives reinforce ways home and school experience are interrelated. The manner in which present activities and interests provide clues for possible future occupational choices, and how present work habits and attitudes tend to influence future behavior.

The major topics included in this unit focus on an interdisciplinary approach with activities relating closely to art, social studies and language arts.

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GOAL STATEMENTS:

- 1.0 THE STUDENT WILL DEVELOP HIS KNOWLEDGE OF THE REALTIONSHIP BETWEEN IN-SCHOOL AND OUT OF SCHOOL LEARNING.

THE STUDENT WILL PERCEIVE HOW PARTICIPATION IN SCHOOL CLASSES AND ACTIVITIES CAN APPLY TO HIS USE OF TIME THROUGHOUT LIFE.

THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND PREPARATION FOR CAREERS.

THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND CAREER SELECTION AND DEVELOPMENT.

PERFORMANCE OBJECTIVES:

- 1.1 When directed, the learner will identify three ways his home life helps in his school work.
- 1.2 When directed, the learner will identify three ways his school work contributes to an outside activity.
- 1.3 When directed, the learner will report on the leisure-time activities of three adults which stem from the adult's training or school experiences.
- 1.4 Given a group situation, the learner will explain one way that participation in the group might affect his future.
- 1.5 Given a specific school subject, the learner will name three occupations that make use of skills contained within that school subject.
- 1.6 Given a specific task of a school subject, the learner will name three occupations in which the skills of this task could be utilized.
- 1.7 Given a school task which requires the steps to be completed in a problem-solving order, the learner will describe why the order of the steps is necessary.
- 1.8 Given an occupational task which needs to be performed in a certain order, the learner will describe how each step depends on the one previous for completion.
- 1.9 Given a list of six or more school activities, the student will identify occupations which require knowledge of or participation in the skills of the given activities.

- 1.10 When directed, the learner will pick one subject area in school and identify three occupations which might interest him that depend on proficiency or knowledge in that area.
- 1.11 When directed, the learner will relate the jobs of three adults to the adults' educational interests.
- 1.12 Given a career cluster, the student will identify one in-school activity related to jobs in that cluster.

GOAL STATEMENT:

- 2.0 STUDENT WILL BECOME AWARE OF THE PERSONAL ATTITUDES AND WORK HABITS ASSOCIATED WITH CERTAIN OCCUPATIONS OR JOBS.

PERFORMANCE OBJECTIVES:

- 2.1 When directed, the learner will identify three attitudes he has toward school which might affect a future job.
- 2.2 When directed, the learner will identify three work habits he has in school which might affect a future job.
- 2.3 Given a specific occupation, the learner will depict a situation showing good work habits and attitudes in this occupation.
- 2.4 Given an occupation and three good work habits and/or attitudes which contribute to good performance, the learner will identify the reasons these habits and/or attitudes contribute to said good performance.

TEACHER STRATEGIES
AND
LEARNER DIRECTIONS

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.1 When directed, the learner will identify three ways his home life helps in his school work.

TEACHER'S INFORMATION:

1. Estimated Time: +40 minutes
2. Suggested Grouping: Independent, large
3. Appropriate Subject Areas: Art, language arts
4. Content Outline: Identify three (3) ways home life helps school work.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Knowledge of the inter-relationship between home life and school.
7. Teacher Preparation Tasks:
 - a. Have 2" x 2" blank slides available.
 - b. Have a slide projector available.
 - c. Instruct the learners to start collecting pictures for a scrap book.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Today we shall learn some of the ways our home life helps us with our school work. We will discuss some of the activities that take place in the home and relate them to school tasks. Following the discussion, each of you will receive three blank 2" x 2" slides. On each slide, you will illustrate an activity at home that helps you in your school work.
2. Participate in a class discussion. Ask questions concerning the ways the learner's home life helps in his school work.

Examples:

- A. How do you spend your free time at home?
 1. Helping my dad build cabinets.
 2. Watching television programs about science.
 3. Working with my rock collection.

B. In what ways do these activities help you in school?

1. Dad helps me with my math.
2. I get ideas for creative writing.
3. I have a project I can use for a special activity.

3. Write the student responses on the chalkboard.
4. Explain to the learners that they will be given a practice piece of paper and three 2" x 2" blank slides on which they are to illustrate, with fine tipped felt pens, home activities that help them in school.
5. Distribute the slides and paper to the learners. Move around the room giving help where needed.
6. When finished, project the slides and allow the learner to explain his slides to the class.
7. Instruct the class to start collecting pictures of people in various occupations for a scrap book about how school subjects help in a given career.
8. Conclude by saying: Today we have learned some of the ways our home life helps us in school. We have talked about some of our home activities, relating them to school. We demonstrated through slide-making what we have learned. Next time we will learn how school work contributes to an out-of-school activity.

ENRICHMENT:

Fast:

The learner will write a short story explaining how his activities at home help him in school.

Slow:

The learner will help draw and paint a wall mural illustrating how home life helps school work.

Other:

None

RESOURCES:

1. Felt tip pens
2. 2" x 2" blank slides
3. Slide projector

TEST ITEMS:

(See Appendix A, Lesson #1.1)

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.2 When directed, the learner will identify three ways his school work contributes to an outside activity.

TEACHER'S INFORMATION:

1. Estimated Time: +30 minutes
2. Suggested Grouping: Independent, large
3. Appropriate Subject Areas: Art, language arts
4. Content Outline: Identify the ways school work helps in an outside activity.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: The knowledge that school subjects and out-of-school hobbies and activities may be inter-related
7. Teacher Preparation Tasks:
 1. List school subjects on the chalkboard.
 2. Art paper available
 3. Paint or crayons
 4. Remind learners to collect pictures for a scrapbook.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. We have learned how our home life helps our school work. Today we will learn how our school work contributes to an outside activity. We will discuss the ways certain school subjects contribute to out-of-school activities and draw pictures to show this.
2. Ask questions concerning each subject area to start the class discussion.
Examples:
 - A. What possible hobby or out-of-school activity could be associated with history? (Collecting coins and stamps)
 - B. What out-of-school activity could be helped by a knowledge of geography? (Hiking)
 - C. What out-of-school activity could be helped by physical education? (Little League sports)

- D. What out-of-school activity could be helped by science? (Collecting specimens)
3. During the discussion, develop a workable list of school subjects and out-of-school activities on the chalkboard.
 4. Participate in the discussion, then instruct the learners to draw pictures illustrating how a subject in school helps them with a hobby or out-of-school activity. Provide an opportunity for students to share their illustrations if desired.
 5. Arrange the pictures on a bulletin board.
 6. Remind the learners to collect pictures for a scrap book about occupations.
 7. Conclude by saying: Today we have learned the ways our school work contributes to an outside activity. We have talked about these various ways and drawn pictures to show that we understand them. Next time, we will learn how leisure-time activities are affected by our school experiences.

ENRICHMENT:

Fast:

The learner will view the filmstrip series, "Foundations for Occupational Planning, (5 filmstrips from Singer, SVE Educational Filmstrips) and write a short review of each.

Slow:

The learner will view the filmstrip, "What Good is School," (From the Singer SVE, Foundations for Occupational Planning series) and write a short paragraph on what he saw.

Other:

The learner will make a paper-roll TV showing how school work contributes to outside activities.

RESOURCES:

1. Chalkboard
2. Art paper
3. Paint or crayons

TEST ITEMS:

(See Appendix A, Lesson #1.2)

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.3 When directed, the learner will report on the leisure-time activities of three adults which stem from the adult's training or school experiences.

TEACHER'S INFORMATION:

1. Estimated Time: +30 minutes
2. Suggested Grouping: Large
3. Appropriate Subject Areas: Language Arts
4. Content Outline: Show how leisure time activities of adults relate to the adult's training or school experiences.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge:
 1. How to listen to a guest speaker
 2. Ability to ask reasonable questions
7. Teacher Preparation Tasks:
 1. Arrange for guest speakers.
 2. Remind the learners to collect or draw pictures of occupations for a scrapbook.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. We have learned the many ways our school work contributes to the activities in which we participate after school. Today, we will learn how an adult's leisure-time activities are related to his training or school experiences. We will listen to a guest speaker who will tell us how school or training has helped in finding leisure-time activities.
2. Discuss with the children the leisure-time activities of adults. Include the learner's parents and adults as much as possible.
3. Introduce the guest speaker to the class.

4. Tell the class that the guest speaker will tell them how school or training helped him with his hobby. Instruct the class to listen for the ways school helped the guest.

Examples:

- a. Biology class helped interest him in flowers and bees. During his leisure-time, he raises flowers and keeps bees. The rewards of the hobby include a continued interest in biology and the honey produced by the bees.
 - b. English class helped her improve her writing. She now writes short stories during her leisure time for girls' magazines.
 - c. Physical Education classes were exciting and he now plays tennis which enables him to exercise and be with his family at the same time.
 - d. Visiting museums helped interest him in painting so now he paints in his spare time.
 - e. Watching TV specials on different areas interested him in traveling. Now he goes to many places.
 - f. Watching others' slides of a vacation interested him in photography. Now he takes pictures for his own family.
5. Encourage the learners to question the guest speaker(s) about his/their activities and how they maintain them.
6. Explain that after a few more lessons, the class will make scrapbooks and that they will need pictures of people involved in different occupations.
7. Conclude by saying: Today we have learned about leisure-time activities of adults and how these activities are related to their school or training activities. We listened to a guest speaker(s) to find out about these activities first-hand. Next time, we will learn how our participation in a group may influence our future.

ENRICHMENT:

Fast:

The learner will interview three adults to discover how school influences their leisure-time activities. The learner will report his findings to the class.

Slow:

From a list of leisure-time activities, the learner will identify a school subject that could influence that activity.

- Examples:
1. Building model cars, boats, planes--Automotive shop
 2. Baking pastries--Home Economics
 3. Translating English stories into Spanish--Spanish classes
 4. Coaching Little League--Physical Education

Other:

The learner will make a wall mural or bulletin board display showing how leisure-time activities may be related to school subjects.

RESOURCES:

1. Lectern for speakers
2. Table for speaker's display

TEST ITEMS:

(see Appendix A, Lesson #1.3)

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.4 Given a group situation, the learner will explain one way that participation in the group might affect his future.

TEACHER'S INFORMATION:

1. Estimated Time: +30 minutes
2. Suggested Grouping: Independent, large
3. Appropriate Subject Areas: Art, language arts
4. Content Outline: Explain how participation in a group might affect the learner's future.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Knowledge of youth organizations and their activities
7. Teacher Preparation Tasks:
 1. Have writing materials and supplies available.
 2. Have pictures of people involved with various occupations available.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. During a previous lesson, we learned how school or training can influence a person's leisure-time activities. Today we will learn how a person's future may be influenced by the organizations in which he participates. We will look at your interests and some of the organizations to which you belong. You will write some information about yourself and illustrate it.
2. Ask questions concerning each picture.
Examples:
 - a. What occupation does the person in the picture represent?
 1. rancher
 2. forest ranger
 3. scientist
 4. music instructor

- b. In what group might the person have participated to help him know more about his occupation?
 1. 4-H Club
 2. scouting
 3. science club (Let's Find Out)
 4. band
3. Briefly discuss how participation in groups might affect a learner's future occupation.
4. Instruct the learners to identify their interests and the groups in which they presently participate and predict to what occupations these interest areas might lead.
5. They will then write a few paragraphs and illustrate their information.
6. Remind the learners to bring their pictures for the scrapbooks to the next lesson.
7. Conclude by saying: Today we have learned how a person's future may be influenced by participating in groups.

ENRICHMENT

Fast:

The learner will research five famous Americans of his choice to discover to what organizations they belonged while they were in school.

Slow

On sheets which have groups and organizations listed, have the learners identify occupations that may result from participation in them.

4-H--Forestry, veterinarian, farming
YMCA--Camp director, teaching, safety engineers
Scouting--Teaching, conservation, law
(Use local situations when possible.)

Other:

Create a bulletin board showing the advantages of belonging to a group or organization.

RESOURCES:

Pictures of people in various occupations available

TEST ITEMS:

(See Appendix A, Lesson #1.4)

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.5 Given a specific school subject, the learner will name three occupations that make use of skills contained within that school subject.

TEACHER'S INFORMATION:

1. Estimated Time: +30 minutes
2. Suggested Grouping: Individual, large
3. Appropriate Subject Areas: Art, language arts
4. Content Outline: Name occupations that make use of specific school subject areas
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Some knowledge of what people do in various occupations.
7. Teacher Preparation Tasks:
 1. Have magazines available.
 2. Have art material available.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Last time, we learned how participating in a group might affect our future. Today we will learn how school subjects relate to occupations. We will make a scrapbook depicting these various occupations.
2. Discuss briefly with the learners the skills and knowledge gained in subject areas.
3. List learner responses on the chalkboard.
Examples:
 - a. English or Foreign Language
 1. Lawyer
 2. Reporter
 3. Television Reporter
 4. Performer

b. History

1. Author
2. Anthropologist
3. Geneologist
4. Teacher

c. Science

1. Tree Surgeon
2. Pharmacist
3. Geologist
4. Fish and Game Warden

4. Direct the learners to choose a school subject.
5. Then instruct the learners to identify three occupations that make use of the skills in that school subject.
6. Explain that they will make a scrapbook illustrating how each occupation uses the skills of that school subject.
7. Pictures may be drawn or cut from magazines.

Examples:

a. Lawyer

1. Delivering a speech in court
2. Writing a contract
3. Researching for a case

b. Television Announcer

1. Using correct grammar
2. Using a pleasant speaking voice
3. Reading without punctuation marks

c. Reporter

1. Using correct grammar
2. Ability to write logically
3. Ability to ask correct questions for information

8. Move around the room, giving help where needed.
9. Learners will share their scrapbooks with each other to determine how many different occupations they have found. (Can be in small groups)
10. Display the learners' work on the bulletin board.
11. Conclude by saying: Today we have learned how occupations make use of the skills of a school subject. We have made a scrapbook to show what we have learned. Next time, we will learn how a specific task in a school subject can help in an occupational area.

ENRICHMENT:

Fast:

The learner will write a story about a person engaged in an occupational area. Include the subjects the person liked in school, the training required, and the general tasks of the occupation.

Slow:

The learner will write a newspaper-type advertisement listing the school subjects the person must use to fulfill the occupational requirements.

Other:

The learner will choose an occupation and identify how most/all of the major school subjects help a person perform his tasks.

RESOURCES:

1. Art supplies
2. Old and used magazines

TEST ITEMS:

(See Appendix A, Lesson #1.5)

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.6 Given a specific task of a school subject, the learner will name three occupations in which the skills of this task could be utilized.

TEACHER'S INFORMATION:

1. Estimated Time: +45 minutes
2. Suggested Grouping: Individual, large
3. Appropriate Subject Areas: Drama, language arts, art, foreign language
4. Content Outline: Knowledge of how skills learned in school can be utilized in an occupation
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Knowledge of the tasks people perform in various occupations
7. Teacher Preparation Tasks: Have tables or desks arranged for role playing
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. In the previous lesson, we learned how specific school subject skills were used in certain occupations.
2. Today, we will learn how specific skills of a school subject or task might be used in an occupation. We will role-play situations which demonstrate the use of a skill in an occupation.
3. Discuss in a large group occupations which use specific school subject skills.
Examples:
 - a. Typing
 1. Secretaries
 2. Lawyers
 3. Teachers

- b. Addition
 - 1. Sales clerk
 - 2. Service station operator
 - 3. Television repairman
- 4. Direct the learners in a role-playing situation to show how a person might perform a skill directly related to a specific school task.
- 5. Invite the learners to participate in one role-playing situation.

Examples:

 - a. Tripling a Recipe
 - 1. Chef
 - 2. Housewife
 - 3. Cook
 - b. Spanish
 - 1. Border custom inspector
 - 2. Book translator
 - 3. Nursery school operator
- 6. Those who do not wish to participate in the role playing, may draw pictures of three persons involved in different occupations utilizing the skills of one subject area.
- 7. Conclude by saying: We have identified some of the occupations that use specific school subject tasks. We have role-played situations to understand how this is accomplished. Next time, we will learn the steps necessary to complete a task and what would happen if the steps were not followed.

ENRICHMENT:

Fast:

The learner will view the filmstrip, "What Good is School?" Society for Visual Education, 1969, \$5.00.

Slow:

The learner will read from the book series, I Want To Be () by Carla Greene.

Other:

The learner will view filmstrips from the series "Foundations for Occupational Planning," Society for Visual Education, 1969, \$22.50 per set of five.

RESOURCES:

Tables or desks for role playing

TEST ITEMS:

(See Appendix A, Lesson 1.6)

GOAL STATEMENTS:

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PERFORMANCE OBJECTIVE:

- 1.7 Given a school task which requires the steps to be completed in a problem-solving order, the learner will describe why the order of the steps is necessary.

TEACHER'S INFORMATION:

1. Estimated Time: +45 minutes
2. Suggested Grouping: Small, large
3. Appropriate Subject Areas: Social studies, math, language arts
4. Content Outline: Knowledge of the importance of order in problem-solving
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: How to organize themselves in small groups
7. Teacher Preparation Tasks: Know the steps in problem solving, have story-problems available.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Last time we learned how specific tasks of a school subject might be used in an occupation. Today we will learn the steps necessary to complete a task and what would happen if the steps were not followed. We will solve math problems in small groups and describe the steps involved.
2. Discuss with the learners the steps in solving a problem.
3. During the discussion, develop a workable list of the problem-solving steps and participate, if necessary, in the sequencing of those steps.
Math Example:
 - a. State problem
 - b. Decide on operation to use
 - c. Set up problem
 - d. Solve problem
 - e. Check problem solution

4. Briefly discuss and predict what might happen if the steps were not followed.
5. Divide the learners into small groups.
6. Direct each group to choose a leader for the purpose of reporting to the large group.
7. Provide each group with a math story-problem. Instruct the groups to follow the problem-solving steps.
8. Move from group to group, observing and giving help when needed. After ten minutes, return to the large group.
9. Allow each leader to report the results of the group work.
10. Discuss the results of the problem-solving methods and compare them with the problem-solving steps listed on the chalkboard.
11. We have identified the problem-solving steps and described what steps were followed. We applied what we learned to solve a math story-problem.
12. Next time we will learn what might happen if the steps of an occupational task were not followed.

ENRICHMENT:

Fast:

The learner will read the book or books:

- a. When We Meet a Problem, (Vol. I, 30 pg., \$.60, 1970 Educational)
- b. When We Meet a Problem, (Vol. II, 54 pg., \$1.00, 1970 Res. CNCL)

Slow:

The learner will work a second math problem using the problem-solving steps presented in the lesson.

OTHER:

The learner will view the film, "How to Solve a Problem", (1969, \$135.00, Bailey-Film Assoc., 16 mm, 13 minutes-)

RESOURCES:

Math problems from a text book

TEST ITEMS:

(See Appendix A, Lesson 1.7)

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- 1.0 THE STUDENT WILL DEVELOP HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN IN-SCHOOL AND OUT OF SCHOOL LEARNING.
THE STUDENT WILL PERCEIVE HOW PARTICIPATION IN SCHOOL CLASSES AND ACTIVITIES CAN APPLY TO HIS USE OF TIME THROUGHOUT LIFE.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND PREPARATION FOR CAREERS.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND CAREER SELECTION AND DEVELOPMENT.

PERFORMANCE OBJECTIVE:

- 1.8 Given an occupational task which needs to be performed in a certain order, the learner will describe how each step depends on the one previous for completion.

TEACHER'S INFORMATION:

1. Estimated Time: † 45 minutes
2. Suggested Grouping: Large
3. Appropriate Subject Areas: Social Studies, Language Arts
4. Content Outline: Knowledge of the sequencing of steps in the production of products.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Some idea of assembly line processes.
7. Teacher Preparation Tasks: Have materials for booklet production available.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Last time we learned what might happen if a learner did not follow the steps in the problem-solving process. Today we will learn what might happen if the steps in an occupational task are not followed. We will set up a mock assembly line and produce a product.
2. Review the previous lesson and problem-solving steps with the learners. Discuss with the class the assembly line process used for mass production.
Example:
Bottling Milk
 - a. Prepare milk
 - b. Prepare bottles
 - c. Put milk in bottles
 - d. Cap bottles

3. Explain to the learners that they will be performing a similar activity to help them understand the process and that they should be able to predict that would happen if the steps were not followed. We will make a book by the assembly line process.

Example: (From "Spark", a handbook for elementary teachers, Educational Services, Inc., \$4.60, 1965).

Make Booklets

4. Each learner will be responsible for performing one task for each booklet. Materials will start at one end of the line and the book will be finished when it reaches the end of the line.
5. Place desks in a row with the materials in front of the learners.
6. Appoint students for the following tasks:
 - a. Page counter - distribute the pages.
 - b. A numberer - to put a number on each page.
 - c. Gluer - to glue pictures on the pages.
 - d. A stacker - to straighten pages.
 - e. A cover folder
 - f. An arranger
 - g. A puncher - to put holes in the book for binding.
 - h. A fastener - to put fasteners in the holes.
 - i. A clincher - to tighten the fasteners.
 - j. A titler
 - k. A stacker
7. Add enough tasks to utilize all the learners or run two or more assembly lines at the same time.
Share and discuss the final product.
8. Today we have learned about the steps involved in a occupational task and have simulated an assembly line to understand how items are produced when each person performs his task.
9. Next time we will identify occupations which require knowledge of or participation in the skills of specific school subjects.

ENRICHMENT:

Fast:

The learner will view the color slide and tape presentation, Problem Solving (American Industrial Arts.) 1969, \$7.45.

Slow:

The learner will view the filmstrip, Solving Problems, (McGraw-Hill.), 1969, \$6.75

OTHER:

The learner will view the movie, "The Mission Factor Problem," 1970, \$43.00. Educational Res. CNCL, 8 min. 16mm.

Take a field trip to a soft drink bottling plant.

RESOURCES:

1. Paper
2. Cardboard
3. Paper fasteners
4. Punch
5. Magic Markers
6. Ink
7. Rubber Cement

TEST ITEMS:

(See Appendix A, Lesson 1.8)

GOAL STATEMENT:

- 1.0 THE STUDENT WILL DEVELOP HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN IN-SCHOOL AND OUT OF SCHOOL LEARNING.
THE STUDENT WILL PERCEIVE HOW PARTICIPATION IN SCHOOL CLASSES AND ACTIVITIES CAN APPLY TO HIS USE OF TIME THROUGHOUT LIFE.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND PREPARATION FOR CAREERS.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND CAREER SELECTION AND DEVELOPMENT.

PERFORMANCE OBJECTIVE:

- 1.9 Given a list of 6 or more school activities, the student will identify occupations which require knowledge of or participation in the skills of the given activities.

TEACHER'S INFORMATION:

1. Estimated Time: + 30 minutes
2. Suggested Grouping: Large
3. Appropriate Subject Areas: Social Studies, Language Arts
4. Content Outline: Knowledge of how participation in school activities aid occupations.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Knowledge of the general tasks performed in most common occupations.
7. Teacher Preparation Tasks: Awareness of occupations and the school activities and subjects that relate to those activities.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. We have learned that steps are sometimes required to perform an occupational task. Today we will identify occupations which require knowledge of our participation in the skills or steps of certain school activities. We will develop a class list of school activities and related occupations.
2. Develop with the learners a list of school activities. Instruct the learners to choose an occupation to match with each school activity.

Examples:

<u>School Activity</u>	<u>Occupation</u>
a. Student Council	Politics, Government
b. History	Teaching
c. Geography	Forest Ranger

- d. Physical Education Professional Baseball Player
- e. Science Nurse
- f. English Author

3. Briefly discuss the occupations and the school activities in terms of what skills the occupations actually require.

Examples:

Student Council -Politics - Knowledge about Government

- a. Leading a group in discussion.
- b. Working in committees.
- c. Debating procedures
- d. How to organize information and people.

4. Today we learned to identify occupations that depend upon the skills or knowledge of particular school activities.

5. Next time we will identify three or more occupations that depend on the knowledge of a particular subject area in school.

ENRICHMENT:

Fast:

The learner will interview working members of his family to find out how skills attained in school are utilized in an occupation.

Slow:

The learner will identify the school subjects or activities that would be helpful for each occupation listed on an assignment sheet. Example list of occupations:

- | | |
|-------------------|----------------------|
| 1. Airplane Pilot | 6. Irrigation worker |
| 2. Banker | 7. Football Player |
| 3. Band Director | 8. Weaver |
| 4. Senator | 9. Mechanic |
| 5. Farmer | |

OTHER:

The learner will make a career bulletin board showing the relationship between school subjects and activities and occupations.

RESOURCES: None

TEST ITEMS:

(See Appendix A, Lesson 1.9)

GOAL STATEMENTS:

- 1.0 THE STUDENT WILL DEVELOP HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN IN-SCHOOL AND OUT OF SCHOOL LEARNING.
THE STUDENT WILL PERCEIVE HOW PARTICIPATION IN SCHOOL CLASSES AND ACTIVITIES CAN APPLY TO HIS USE OF TIME THROUGHOUT LIFE.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND PREPARATION FOR CAREERS.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND CAREER SELECTION AND DEVELOPMENT

PERFORMANCE OBJECTIVE:

- 1.10 When directed, the learner will pick one subject area in school and identify three occupations which might interest him that depend on proficiency or knowledge in that area.

TEACHER'S INFORMATION:

1. Estimated Time: +30 minutes
2. Suggested Grouping: Independent, large
3. Appropriate Subject Areas: Social Studies, language arts
4. Content Outline: Knowledge of which occupations depend on specific school occupations.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: How to unscramble words
7. Teacher Preparation Tasks: Work sheets with scrambled occupations
8. Learner Worksheets: Scramble occupation worksheets

TEACHER'S STRATEGIES:

1. Last time we learned how school activities and occupations relate to each other. Today we will learn how one school subject area may affect many occupations. We will play a game relating occupations and school subjects.
2. Direct the learners in a class discussion relating occupations to subject areas in school.
Example:
 - a. Cook - exact time-details and measurement
 - b. Computer programmer - write program for the computer
 - c. Forest ranger - must keep exact records.
 - d. Policeman - must keep time charts and make measurements after accidents
 - e. Carpenter - measures for fitting and cutting
 - f. Sheepshearer - weighs bags of wool
 - g. Sheet metal worker - measures for designing

3. Explain to the learners the following game situations: Give to the learners a sheet of paper upon which a school subject appears. Under the school subject, list three occupations with their letters scrambled. The occupations are dependent upon the school subject. The object is to discover what the occupations are. Option: Give the learners several different subject sheets.

Example:

Math

- a. ocok (cook)
- b. olipceamn (policeman)
- c. peerartcn (carpenter)

4. Conclude by saying: Today we have identified occupations which depend upon the knowledge of, or proficiency in, one subject area. We have discussed occupations and unscrambled their names to help us understand them better. Next time we will learn how the jobs of adults often relate to their educational interest.

ENRICHMENT:

Fast:

The learner will make a crossword puzzle taking a school subject and relating the puzzle to that subject.

Example: Math

CARPENTER
L O A
E L N
RADIO G
K C E
E R
M
A
N

Slow:

The learner will view filmstrips from the series "Foundations for Occupational Planning", Society for Visual Education, 1969, \$22.50 per set of five.

Other:

The learner will play the game, "Finance" (a trading game where the player buys property, builds houses, collects rent, and sells to other players). (Parker Brothers, \$3.25)

RESOURCES:

Ditto machine

TEST ITEMS:

(See Appendix A, Lesson 1.10)

Scrambled Occupation Worksheet ExamplesEnglish

- a. tauroh
- b. yewral
- c. troperre

Science

- a. serun
- b. snettid
- c. mrerfa

Social Studies

- a. vergnoor
- b. snerato
- c. echarte

Answer Sheet for Student WorksheetEnglish

- a. tawroh (author)
- b. yewral (lawyer)
- c. troperre (reporter)

Science

- a. serun (nurse)
- b. snettid (dentist)
- c. srerfa (farmer)

Social Studies

- a. vergnoor (governor)
- b. snerato (senator)
- c. echarte (teacher)

GOAL STATEMENT:

- 1.0 THE STUDENT WILL DEVELOP HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN IN-SCHOOL AND OUT OF SCHOOL LEARNING.
THE STUDENT WILL PERCEIVE HOW PARTICIPATION IN SCHOOL CLASSES AND ACTIVITIES CAN APPLY TO HIS USE OF TIME THROUGHOUT LIFE.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND PREPARATION FOR CAREERS.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND CAREER SELECTION AND DEVELOPMENT.

PERFORMANCE OBJECTIVE:

- 1.11 When directed, the learner will relate the jobs of three adults to the adults' educational interests.

TEACHER'S INFORMATION:

1. Estimated Time: + 30 minutes
2. Suggested Grouping: Large and Independent
3. Appropriate Subject Areas: Social Studies and Language Arts
4. Content Outline: Knowledge that interests in school relate to later occupations.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Simple interviewing procedures.
7. Teacher Preparation Tasks: Know interviewing tactics.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. In the previous lesson we learned how more than one occupation depends on a subject we may learn in school. In this lesson we will relate the occupations of adults to their educational interests. We will interview three adults and report to the class.
2. Direct the learners in a discussion about occupations that might result from the interests of an adult. These interests can be found in our schools, although the adult may not have developed this interest in school.

Example:

- a. Sports announcer likes Physical Education.
- b. Dancer likes Physical Education.
- c. Song writer likes music.
- d. Social Studies teacher likes reading books about the Presidents.
- e. Painter likes museums.

3. After the discussion explain to the learners that they will conduct three interviews with adults to determine how their occupations relate to interests they may have had in school subjects or outside of school.
4. Help the class in developing the questions to be used in the interviewing process, and briefly review interviewing courtesies.
5. Explain the reporting process. Direct the learner to write the interview information collected in report style using acceptable paragraph and punctuation form. Option: Allow learner to tape record the interview while he is conducting it. Allow the learners to share their most interesting interviews with the class.
6. In this lesson we have learned how a person's occupation can often be related to his educational subject interest in or out of school.
7. Next time we will learn how a career cluster and an in-school activity are related.

ENRICHMENT:

Fast:

The learner will choose a famous American or world leader and research the interests of that person in his/her early life to determine how they relate to that person's career.

Slow:

The learners (in committee) may interview an older member of the community to learn its early settlement, industry, homes, and interest and report to the class.

OTHER:

The learners will invite and prepare for a guest to come and speak about his early life and interests. (Exchange student, foreign born or reared parent, exchange teacher, Spanish or Indian friend or parent.)

RESOURCES:

- a. Adults of the learners choosing.
- b. Paper of writing the final report.

TEST ITEMS:

(See Appendix A, Lesson 1.11)

GOAL STATEMENTS:

- 1.0 THE STUDENT WILL DEVELOP HIS KNOWLEDGE OF THE RELATIONSHIP BETWEEN IN-SCHOOL AND OUT OF SCHOOL LEARNING.
THE STUDENT WILL PERCEIVE HOW PARTICIPATION IN SCHOOL CLASSES AND ACTIVITIES CAN APPLY TO HIS USE OF TIME THROUGHOUT LIFE.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND PREPARATION FOR CAREERS.
THE STUDENT WILL UNDERSTAND RELATIONSHIPS BETWEEN EDUCATIONAL (SCHOOL) EXPERIENCES AND CAREER SELECTION AND DEVELOPMENT.

PERFORMANCE OBJECTIVE:

- 1.12 Given a career cluster, the student will identify one in-school activity related to jobs in that cluster.

TEACHER'S INFORMATION:

1. Estimated Time: +30 minutes
2. Suggested Grouping: Independent, large
3. Appropriate Subject Areas: Social studies, language arts, art
4. Content Outline: Knowledge that an in-school activity can relate to jobs in the five career clusters.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Knowledge of the occupations in career clusters.
7. Teacher Preparation Tasks: Have construction paper available for the booklets
8. Learner Worksheets: none

TEACHER'S STRATEGIES:

1. Last time we learned how the occupations of adults could be related to their interests in school. Today we will consider a career cluster and identify one in-school activity related to occupations in that cluster by making booklets.
2. Direct the learners in a discussion concerning career clusters. Include the five clusters related to this grade level and identify some of the occupations in that cluster by making booklets.
 - a. Industry - construction, miners, smelters
 - b. Commerce - airline pilots, bus drivers, telephone operators
 - c. Social Science - teachers, government workers, social workers
 - d. Services - barbers, repairmen, beauty operators
 - e. Arts - actors, singers, artists

3. Explain to the learners that they will make a five-page booklet. On each page, they will put the name of a career cluster. Below the name of the career cluster, draw (or cut and glue) a picture of an occupation in that cluster. Next, draw (or cut and glue) a picture of an in-school activity that is related to the occupation in that cluster. Label your work for identification.
4. Allow the learners to share their information.
5. When the project is finished, place it on the bulletin board for all to enjoy.
6. If the student allows, share his work with the class.
7. In this lesson, we discussed career clusters and occupations in those clusters. We made booklets which related the occupations in the cluster to in-school activities. (This lesson is the last for this goal statement.)

ENRICHMENT:

Fast:

The learner will read from the book series, Find A Career, (series of 3, 160 pages, 1969, \$8.75 per set, Putnam Sons)

Slow:

From a newspaper, the learners will study the classified section, listing the occupations. Check and record those that need special education or training, those for unskilled and the hours and salary. Analyze and be able to tell the class the variety and worth of the occupations.

Other:

The learner will read from the series, Adventures in Work (Oxford University Press, First and Second series, 6 each, 1970)

RESOURCES:

Construction paper, glue, magazines for pictures

TEST ITEMS:

(See Appendix A, Lesson 1.12)

GOAL STATEMENT:

2.0 STUDENT WILL BECOME AWARE OF THE PERSONAL ATTITUDES AND WORK HABITS ASSOCIATED WITH CERTAIN OCCUPATIONS OR JOBS.

PERFORMANCE OBJECTIVE:

2.1 When directed the learner will identify three attitudes he has toward school which might affect a future job.

TEACHER'S INFORMATION:

1. Estimated Time: + 30 minutes
2. Suggested Grouping: Small Group
3. Appropriate Subject Areas: Social Studies and Language Arts
4. Content Outline: Knowledge of how attitudes in school might affect a future job.
5. New Vocabulary:
Apathy - lack of interest
Indecision - hesitation
Initiative - self-directed activity
Perserverance - steadfastness
6. Learner Prerequisite Knowledge: Some knowledge of the long range effects of a personal attitude.
7. Teacher Preparation Tasks: A plan for separating the class into groups (Grouping minority learners with the majority, etc.)
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Today we will identify attitudes we exhibit in school and how these attitudes might affect future occupations. We will have small group discussions to accomplish this task. Each group will have a recorder and a spokesman who will report the findings to the entire class.
2. Direct the class in a discussion to determine prevalent attitudes toward school. Project how these attitudes, if carried through school, might affect a future occupational choice.
3. Copy the responses of the learners on the chalkboard.

Examples:

- a. If I never finish my work, I might not keep my job.
- b. I am always on time and seldom miss school so I will probably be dependable on a job.
- c. I am careful in my school work so I will be accurate in a future job.

4. Divide the learners into small groups for the purpose of discussing and deciding attitudes toward school. Direct the learners to choose a recorder and a spokesman for the group.
5. The spokesman will lead the group and recorder will note what is said and done. When returning to the large group, either the spokesman or recorder will report.
6. Direct the learners to project their attitudes into the future and state how these attitudes could affect later occupations.
7. Allow each group to report its results. Monitor the reports by projecting the ideas in (#6).

Examples:

Non-interest - could miss an occupational opportunity.

Apathy - would not care.

Indecision - would not know what to do.

Initiative - would get an occupation.

Appreciation - pride in workmanship.

Perseverance - able to stay with the task.

8. Today we have identified some of the attitudes we have toward school which might affect a future occupation.
9. Next time we will identify school work habits which might affect a future occupation.

ENRICHMENT:

Fast:

The learner will write a biographical sketch about one famous man and woman from the country or state they may be studying. The biography should include the attitudes exhibited by the famous people.

Slow:

The learner will choose an occupation and identify three attitudes that a person would need to perform the tasks of that occupation.

Salesman - 1. Like people
 2. Like to travel
 3. Responsible with money

Teacher - 1. Like Children.
 2. Responsible with facts and figures that could affect a learners lifetime.
 3. Get along with others.

OTHER:

The instructor will read a portion of a story. The learner writes his own ending according to his idea of what is right and honest. (Possible stories: "Unfinished Stories for Use in the Classroom". NEA Publications, \$.75.)

RESOURCES: Chalkboard

TEST ITEMS:

(See Appendix A, Lesson 2.1)

GOAL STATEMENT:

2.0 STUDENT WILL BECOME AWARE OF THE PERSONAL ATTITUDES AND WORK HABITS ASSOCIATED WITH CERTAIN OCCUPATIONS OR JOBS.

PERFORMANCE OBJECTIVE:

2.2 When directed, the learner will identify three work habits he has in school which might affect a future job.

TEACHER'S INFORMATION:

1. Estimated Time: + 30 minutes
2. Suggested Grouping: Large and Independent
3. Appropriate Subject Areas: Social Studies and Language Arts
4. Content Outline: Knowledge of how work habits in school might affect a future job.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: What is meant by the term "work habit."
7. Teacher Preparation Tasks: Be aware of the work habits desired for employment in local occupations.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Last time we learned how attitudes we have toward school might affect a future occupation. Today we will identify school work habits and discuss the ways the habits might affect a future occupation.
2. Direct the learners in a discussion about the work habits they have in school. As the learners respond, write the responses on the chalkboard.

Examples:

Questions

- a. In what ways do you prepare yourself before starting a school task?

Responses

1. Sharpen my pencil.
 2. Clear my work station.
 3. Gather the materials I need.
- b. How do you prefer to work?

1. Alone
2. With my friends.
3. With background music.
3. Following the discussion period, direct the learners to identify and label three or more work habits they each have which might affect a future occupational choice.
4. Allow the learners the option of identifying work habits orally, pictorially, or in writing.
5. Today we have identified some of the ways work habits we have in school could affect a future occupational choice.
6. Next time we will learn about the work habits and attitudes necessary for specific occupations.

ENRICHMENT:

Fast:

The learner will write and perform a one-act drama showing the effects of work habits on an occupation.

Possible Situations:

1. Sloppy paper work - Bank teller
2. Never completes assignments - Realtor.

Slow:

The learner will view the sound filmstrips, "Building Work Habits Series", (McGraw-Hill, 1969, \$60.00.)

OTHER:

The learner will view the filmstrip, "Earning a Living in the Colonies", (McGraw-Hill, 1969, \$6.50), to discover the work habits necessary to maintain a living during that time in history.

RESOURCES:

Chalkboard

TEST ITEMS:

(See Appendix A, Lesson 2.2)

GOAL STATEMENT:

2.0 STUDENT WILL BECOME AWARE OF THE PERSONAL ATTITUDES AND WORK HABITS ASSOCIATED WITH CERTAIN OCCUPATIONS OR JOBS.

PERFORMANCE OBJECTIVE:

2.3 Given a specific occupation, the learner will depict a situation showing good work habits and attitudes in this occupation.

TEACHER'S INFORMATION:

1. Estimated Time: ± 30 minutes
2. Suggested Grouping: Large
3. Appropriate Subject Areas: Social Studies and Language Arts.
4. Content Outline: Knowledge of good work habits and attitudes in specific occupations.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: Knowledge of how to actively listen to a speaker.
7. Teacher Preparation Tasks:
 1. Contact a guest speaker.
 2. Give the speaker guidelines for the presentation.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. During the previous lesson we identified school work habits that might affect a future occupation. In this lesson we will learn about the work habits and attitudes needed for specific occupations. We will have a guest speaker who will talk about work habits and attitudes in his area.
2. Invite the learners to respond during a group discussion, identifying work habits and attitudes of various occupations.

Example

- a. Bank Teller
 1. Honest
 2. Dependable
 3. Organized
 4. Decisive
- b. Secretary
 1. Punctual
 2. Organized
 3. Ability to make decisions.
 4. Ability to work with others.

3. Following the discussion, introduce the guest speaker to the class. (male secretary if possible.) The guest speaker will talk about:
 - a. Attitude toward job.
 - b. Personal Appearance.
 - c. Job Responsibilities.
 - d. Work Habits.
4. Instruct the learners to listen for the occupation of the speaker, the tasks he performs, and the work habits and attitudes he exhibits. Permit the learners to respond to the speaker or ask questions.
5. Today we have learned about the habits and attitudes that are common to specific occupations.
6. We listened to a guest speaker to help us better understand these concepts.
7. Next time we will learn why habits and attitudes contribute to the performance of an occupation.

ENRICHMENT:

Fast:

The learner will play the game, "Careers", (Parker Bros., \$3.69.)

Slow:

The learner will interview a neighbor or adult relative to find out the attitudes and work habits characteristic of his occupation.

OTHER:

The learner will view filmstrips from the series, "Foundations for Occupational Planning", (SVE.)

RESOURCES:

Speakers stand for the guest.

TEST ITEMS:

(See Appendix A, Lesson 2.3)

GOAL STATEMENT:

2.0 STUDENT WILL BECOME AWARE OF THE PERSONAL ATTITUDES AND WORK HABITS ASSOCIATED WITH CERTAIN OCCUPATIONS OR JOBS.

PERFORMANCE OBJECTIVE:

- 2.4 Given an occupation and three good work habits and/or attitudes which contribute to good performance, the learner will identify the reasons these habits and/or attitudes contribute to said good performance.

TEACHER'S INFORMATION:

1. Estimated Time: + 30 minutes
2. Suggested Grouping: Large group and small group
3. Appropriate Subject Areas: Social Studies and Language Arts.
4. Content Outline: Identify how good work habits and attitudes contribute to fine job performance.
5. New Vocabulary: None
6. Learner Prerequisite Knowledge: None
7. Teacher Preparation Tasks:
Materials for duplicating of the learner's work.
8. Learner Worksheets: None

TEACHER'S STRATEGIES:

1. Last time we learned about the habits and attitudes that are common to specific occupations. Today we will learn about the habits and attitudes that contribute to good performance, identifying the reasons. We will write job announcements in small groups.
2. Discuss with the learners specific occupations, stating the work habits and attitudes which contribute to good performance. Write the learner responses upon the chalkboard.
3. Direct the learners to identify reasons why the named work habits and attitudes contribute to good performance.

Example:

- Plumber
- a. Dependable
 - b. Honest
 - c. Ability

Reason: Needs each of the above traits because he works with people.

4. After the discussion, direct the learners to form small groups. (Suggestion: less than three and no more than six per group.)
5. Explain to the learners that they will write an announcement of a job opening. Include reasons why certain attitudes and work habits are needed. (Jobs can be imaginary or real.) When completed, collect the announcements; duplicate and distribute them to the class for each learner to enjoy. Allow each group to share their announcement.
6. Today we have learned how fine work habits and attitudes contribute to good performance and we have identified the reasons.
7. We wrote an announcement about a job opening to demonstrate what we have learned. (This lesson completes the objectives of this goal statement.)

ENRICHMENT:

Fast:

The learner will make a bulletin board showing occupations and the desirable work habits and attitudes of each occupation shown.

Slow:

The learner will view the filmstrip "What are Job Families?", Occup. for Visual Ed., 1969, \$5.00.

OTHER:

The learner will read from the book series "Why People Act as They Do", (Ser 6) 1970, \$3.25, Educational Res. CNCL.

RESOURCES:

Duplicating Machine
Chalkboard

TEST ITEMS:

(See Appendix A, Lesson 2.4)

===== READIN', WRITIN', AND RELEVANCE =====

Items
Lesson 30(2.1)
(1 question)

Name _____

Date _____

Number right _____

Circle the letter in front of the attitude that may have a negative effect on a future job.

- a. decisive
- b. apathetic
- c. persevering
- d. independent

==== READIN', WRITIN', AND RELEVANCE ====

Directions
Lesson 30 (2.2)

Administration Directions: Circle the letter in front of the
correct response.

Item Key: c

READIN', WRITIN', AND RELEVANCE

Items
Lesson 30 (2.2)
(1 question)

Name _____

Date _____

Number right _____

Circle the letter in front of the work habit that would have a positive affect on a job.

- a. tardy
- b. careless
- c. dependable
- d. argumentative

=====**READIN', WRITIN', AND RELEVANCE**=====

Directions
Lesson 30 (2.3)

Administration Directions: Circle the letter in front of the correct response.

Item Key: c

===== READIN', WRITIN', AND RELEVANCE =====

Items
Lesson 30 (2.3)
(1 question)

Name _____

Date _____

Number right _____

Denny wants to be a policeman. He should do each of the following
EXCEPT:

- a. report to work on time
- b. respond quickly to emergencies
- c. raise his voice when talking to people
- d. set a good example for others to follow

READIN', WRITIN', AND RELEVANCE

**Directions
Lesson 30 (2.4)**

Administration Directions: Circle the letter in front of the correct response.

Item Key: c

===== READIN', WRITIN', AND RELEVANCE =====

Items

Lesson 30 (2.4)

(1 question)

Name _____

Date _____

Number right _____

A teacher's perseverance, initiative, and dependability contribute to good performance. Circle the letter in front of the performance that is LEAST affected by these attitudes.

- a. trys new ideas
- b. does not give up easily
- c. gets along with children
- d. assumes added responsibility

APPENDIX A - EVALUATION

Test Items
Test Directions

=====**READIN', WRITIN', AND RELEVANCE**=====

Directions
Lesson 7(1.1)

Administration Directions: **Circle the letter in front of the correct response.**

Item Key: **c**

===== READIN', WRITIN', AND RELEVANCE =====

Items
Lesson 7(1.1)
(1 question)

Name _____

Date _____

Name _____

All of the following are ways that your home life might help in your school work EXCEPT:

- a. play while doing homework
- b. watch a special T.V. program
- c. use a hobby as a class project
- d. help from parents with homework

==== READIN', WRITIN', AND RELEVANCE ====

Directions
Lesson 7(1.2)

Administration Directions: Teacher reads: Circle the letter in front of the correct response.

Item Key: d

===== READIN', WRITIN', AND RELEVANCE =====

Items
Lesson 7(1.2)
(1 question)

Name _____

Date _____

Number right _____

Circle the letter in front of the outside activity that is NOT related to school work:

- a. using a telephone book
- b. addressing Christmas cards
- c. measuring wood for dog house
- d. babysitting younger children

READIN', WRITIN', AND RELEVANCE

Directions
Lesson 7(1.3)

Administration Directions: Teacher reads: Circle the letter in front of the correct response.

Item Key: a

===== READIN', WRITIN', AND RELEVANCE =====

Items

Lesson 7(1.3)

(1 question)

Name _____

Date _____

Number right _____

Jane's mother took art classes while she was in school. Circle the letter in front of the leisure time activity influenced by her art classes.

- a. visiting a museum
- b. planting a garden
- c. caring for animals
- d. singing in a choir

READIN', WRITIN', RELEVANCE

Directions
Lesson 7(1.4)

1. Administration Directions: Teacher reads: Circle the letter in front of the correct response.

Item Key: c

-
-
2. Administration Directions: Circle the letter in front of the correct response.

Item Key: d

READIN', WRITIN', AND RELEVANCE

Items

Lesson 7(1.4)

(2 questions)

Name _____

Date _____

Number right _____

1. Juan is on his school's student council. Which one of the following statements does NOT show a way that this activity might affect his future?
- a. become a congressman for his state
 - b. study more about the democratic process
 - c. become an editorial writer for the town paper
 - d. create an interest in studying politics in college

-
-
2. Participation in group situations contributes to each of the following EXCEPT:
- a. ability to compromise
 - b. completion of assigned task
 - c. recognition of others' worth
 - d. independence in decision making

==== READIN', WRITIN', AND RELEVANCE ====

Directions
Lesson 7(1.5)

Administration Directions: Circle the letter in front of the correct response.

Item Key: b

===== READIN', WRITIN', AND RELEVANCE =====

Items

Lesson 7(1.5)

(1 question)

Name _____

Date _____

Number right _____

All of the following occupations make use of skills in
english EXCEPT:

- a. lawyer
- b. dancer
- c. reporter
- d. announcer

==== READIN', WRITIN', AND RELEVANCE ====

Directions
Lesson 7(1.6)

Administration Directions: Circle the letter in front of the
correct response.

Item Key: c

READING, WRITING, AND RELEVANCE

Items
Lesson 7(1.6)
(1 question)

Name _____

Date _____

Number right _____

In math some 5th grade students are working on a problem that needs a recipe tripled. All of the following occupations need to know how to triple a recipe EXCEPT:

- a. chef
- b. baker
- c. waiter
- d. housewife

READIN', WRITIN', AND RELEVANCE

Directions
Lesson 7(1.7)

1. Administration Directions: Circle the letter in front of the correct response.

Item Key: a

-
-
2. Administration Directions: Circle the letter in front of the correct response.

Item Key: c

READIN', WRITIN', AND RELEVANCE

Items
Lesson 7(1.7)
(2 questions)

Name _____

Date _____

Number right _____

1. Circle the letter in front of the step that is NOT necessary to solve the following division problem.

$$\begin{array}{r} 140 \frac{1}{2} \\ 22 \overline{)3091} \\ \underline{22} \\ 89 \\ \underline{88} \\ 11 \end{array}$$

- a. addition of sets
- b. reducing fractions
- c. regrouping for subtraction
- d. multiplication of whole numbers

-
-
2. Using the math problem solving steps in sequence usually would NOT contribute to the:

- a. correctness of the answer
- b. ease in working the problem
- c. performance of math operations
- d. time needed to reach a solution

==== READIN', WRITIN', AND RELEVANCE ====

Directions
Lesson 7(1.8)

Administration Directions: Circle the letter in front of the
correct response.

Item Key: c

===== READIN', WRITIN', AND RELEVANCE =====

Items
Lesson 7(1.8)
(1 question)

Name _____

Date _____

Number right _____

Which one of the following steps is NOT necessary to complete before the Table of Contents can be written for a book?

- a. pages numbered
- b. chapters titled
- c. book jacket designed
- d. illustrations included

=====READIN', WRITIN', AND RELEVANCE=====

Directions
Lesson 7(1.9)

Administration Directions: Place the letter from column B on the correct line in column A.

Item Key: e 1. a 2. c 3. b 4. d 5.

READIN', WRITIN', AND RELEVANCE

Items
Lesson 7(1.9)
(1 question)

Name _____

Date _____

Number right _____

Match the occupation in column B with the school activity that it is related to in column A.

- | B | A |
|--------------------|--------------------|
| a. nurse | _____ 1. P.E. |
| b. author | _____ 2. science |
| c. politician | _____ 3. history |
| d. forest ranger | _____ 4. English |
| e. baseball player | _____ 5. geography |

READIN', WRITIN', AND RELEVANCE

Directions
Lesson 7(1.10)

1. Administration Directions: Circle the letter in front of the correct response.

Item Key: b

-
-
2. Administration Directions: Each learner will select one of the four school subject areas he enjoys then circle the numbers in front of three occupations which make use of that subject area.

Item Key: Only one of the following is required to satisfy the performance objective.

- a. P.E. - 2,3,4
- b. math - 1,5,6
- c. music - 3,8,10
- d. science - 5,7,9

===== READIN', WRITIN', AND RELEVANCE =====

Items
Lesson 7(1.10)
(2 questions)

Name _____

Date _____

Number right _____

1. Tom likes math. Circle the letter in front of the occupations that would NOT interest Tom.
- a. carpenter
 - b. announcer
 - c. bank teller
 - d. computer programmer

-
2. Circle the letter in front of the school subject in column A you enjoy. Then circle the numbers in front of the three jobs in column B that make use of that subject area.

- A
- a. P.E.
 - b. math
 - c. music
 - d. sciene

- B
- 1. cook
 - 2. coach
 - 3. dancer
 - 4. umpire
 - 5. doctor
 - 6. carpenter
 - 7. weatherman
 - 8. piano tuner
 - 9. photographer
 - 10. band director

READIN', WRITIN', AND RELEVANCE

Directions
Lesson 7(1.11)

1. Administration Directions: Circle the letter in front of the correct response.

Item Key: d

-
-
2. Administration Directions: Match the number of the occupations in column A to the two related educational interests listed in column B.

Item Key: 1-a 3-b 2-c 3-d 2-e 1-f

===== READIN', WRITIN', AND RELEVANCE =====

Items

Lesson 7(1.11)
(2 questions)

Name _____

Date _____

Number right _____

1. A professional golfer, dancer, and a sports announcer probably all were interested in which one of the following in school?
- a. music
 - b. history
 - c. home economics
 - d. physical education

-
2. Match the numbers of the occupations in column A to the two related educational interests listed column B.

A	B
1. dancer	_____ a. music
2. gardener	_____ b. travel
3. stewardess	_____ c. insects
	_____ d. fashions
	_____ e. land pollution
	_____ f. physical development

READIN', WRITIN', AND RELEVANCE

Directions
Lesson 7(1.12)

1. Administration Directions: Circle the letter in front of the correct response.

Item Key: d

-
-
2. Administration Directions: Circle the letter in front of the correct response.

Item Key: d

READIN', WRITIN', AND RELEVANCE

Items

Lesson 7(1.12)

(2 questions)

Name _____

Date _____

Number right _____

1. Which one of the following school subjects would you study if you were interested in natural resources?
- a. art
 - b. math
 - c. history
 - d. geography

-
-
2. Circle the letter in front of the school activity related to jobs in the commerce cluster.
- a. Debate Team
 - b. Drama Society
 - c. Student Council
 - d. Radio and T.V. Club

==== READIN', WRITIN', AND RELEVANCE ====

Directions
Lesson 30 (2.1)

Administration Directions: Circle the letter in front of the
correct response.

Item Key: b