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ABSTRACT

The supplementary curriculum guide is designed to assist elementary classroom teachers in presenting a career education program based on: recognition of student needs, integration of career oriented mini-courses into the curriculum, relation to job clusters, and development of guidance concepts and methods. Coordinated with CE 005 139, mini-courses cover the subject areas of arts and crafts, culinary arts, hand sewing, horticulture, lettering and layout, outdoor living, personal banking, photography, practical home repairs, and woodworking. A section for each of these subject areas provides: (1) a statement of the need of the child as related to the area; (2) a list of ways that the subject can be integrated into the science, language arts, social studies, and math curriculum at each grade level (K-6); (3) a chart relating the subject area to job clusters; (4) guidance concepts and suggested methodology (activities) listed by grade level; and (5) outlines for selected student activities in the subject area. A scope and sequence chart shows the subject areas and grade levels in relation to the counseling concepts. Also included is a two-page list of instructor and student references. (MS)

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PREFACE

We assume that this booklet, compiled by the staff of ESEA Title III Project 71-1026 "Preparation and Counseling for the World of Work" during the school year of 1971-72, will allow each classroom teacher to conduct activities in most basic skill areas to teach the concepts of career education.

The activities cited herein are for the most part proven activities of interest to students K-6 and should be a help to every teacher whether they are on a departmental or self-contained classroom basis.

The staff of the project is to be complimented for the many hours of work devoted to this endeavor. This staff will be available in part or whole for consultative services.

W. J. Hoppes
Superintendent of Schools

INTRODUCTION

Career development is now generally perceived as a life-long process which begins in early childhood. Providing experiences which will promote a realistic view of the student and the world of work through a career developmental program are seen as a vital part to the elementary school. The counselor's and the elementary teacher's role in career development is essential in providing the leadership for students to gain knowledge upon which to make realistic, individual and meaningful educational and vocational decisions. Recognition of student needs, integrating career oriented mini-courses into the curriculum, relating to job families and developing guidance concepts and methods are suggested and organized into a cohesive program to assist the homeroom teacher in presenting the world of work to elementary children. This program also gives each child a chance to assess himself and his future potential by recognizing and developing his own special abilities and interests as well as recognizing to some degree his needs through manipulative experiences.

Dr. Arbuckle has offered a statement which in the opinion of the authors of this work summarizes:

"Occupational information has a claim to a place in the elementary school curriculum just as any other information and knowledge. Like any other information, however, it is important only to the extent that a teacher or counselor is able to use it to help a child become involved in the learning process."

Those people responsible for this supplement to the Preparation and Counseling for the World of Work are:

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THE PROGRAM

1) Need of Child

To understand children more fully in the elementary school, we should be aware of what is going on today in their world. Once we can identify this, we must provide experiences which will broaden their thinking and not stifle their creativity.

In the primary grades, the child can be described as being somewhat nebulous about the world which he is a part of. His world is small, but is pictured as very idealistic. The student has a great imagination and with this, lives in sort of a fantasy world. In this fantasy world, he begins to identify with key figures in the family, school and possibly community. After identification, role playing is quite common because of his imagination. Through this role playing, he pictures this role as being ideal. His concept of this person and role is building on the individual's self concept during this stage. This interest is a temporary thing, but the experience will be lasting and may be used later in searching for answers about himself.

As the student progresses in the intermediate grades, the nebulous self concept becomes clearer to the individual. His interests begin to narrow by comparing past experiences which will result in the emerging of a few interests instead of many. He begins to think more clearly and putting value judgments on his actions. Therefore, he begins to do some reality testing in a situation that requires social participation.

Once the student can be defined, a program should be organized to broaden their world in which they live and also provide opportunities that will satisfy the needs of the student in the elementary. The program that is offered through the "Preparation and Counseling for the World of Work" will be "Hands-on" occupationally oriented experiences. This along with providing direction, will help the student to build a self concept that is satisfying for him.

2) Integrating Mini-Courses to Curriculum

This program is not intended to divorce itself from the academic areas in school, but to use it as a method of teaching and motivating the learning of abstract academic content as well as the world of work. By exploring occupations, children can see a positive relationship between school and the world of work. They will gradually become informed about the skills and requirements for many occupations. This will enable them to see personal values in school. Thus we can solve many problems before they become serious. To help the teacher to relate the mini-course to subject areas, the writers have suggested subject areas or parts of subject areas that can be used when teaching the world of work through projects. It is suggested that the integration of the mini-courses to the curriculum be in such a way to satisfy the needs of the students which was brought out in the above.

3) Mini-Courses related to Job Clusters

As the student progresses through the elementary grades, he/she will be introduced to numerous jobs. Instead of thinking of these jobs separately, the student will understand them as being in families. This will help them to think more intelligently about future careers as well as guiding students towards personal fulfillment. All the jobs covered in this program will be grouped into nine families. They are professional technical and managerial occupations:

Clerical and sales occupations; Service occupations; Farming, fishery, forestry and related occupations; Processing occupations; Machines and trades occupations; Bench work occupations; Structural occupations; and Miscellaneous occupations. These nine families can be found in the Dictionary of Occupational Titles. With the use of the mini-courses, the follow-up will consist of listing the jobs related to it and then putting these into job clusters that applies to that particular mini-course. The academic subject area or areas can be stressed as the backbone for this cluster at this time. The teaching of the job families will be progressive. Only those jobs that the child should be familiar with will be covered at that grade level. Kindergarten and grade one, home and school; grade two and three, community; grade four, state; grade five, national; grade six, interamerica.

4) Career Development Concepts

Vocational theories generally agree that a career selection is a life-long process. With this in mind, we are attempting to emphasize concepts at various grade levels to help the student to gain knowledge about himself and the working world. Since an individual's value system is formed early in life, we feel these concepts, which will be taught at the elementary level, will aid the student when he/she has to make a vocational decision. At the completion of the elementary, it is hoped the student will have a sturdy foundation to expand on through the higher grades to finally making a realistic, satisfying career choice. These concepts will relate to the mini-course directly in which they are covered.

5) Methods

In each mini-course, certain activities are suggested to teach guidance concepts, jobs related to that activity, importance of academic subjects and the development of a self-concept in every individual. The methods suggested in this program are: field trips, role playing, puppets, interviews, guest speakers, charades, career education notebook, filmstrips, films, stories, discussions, games, books, experience charts, scrapbooks, mobiles, flannel boards, bulletin boards, feeling box, posters, hobby shows, dress-uns and group counseling.

SCOPE AND SEQUENCE

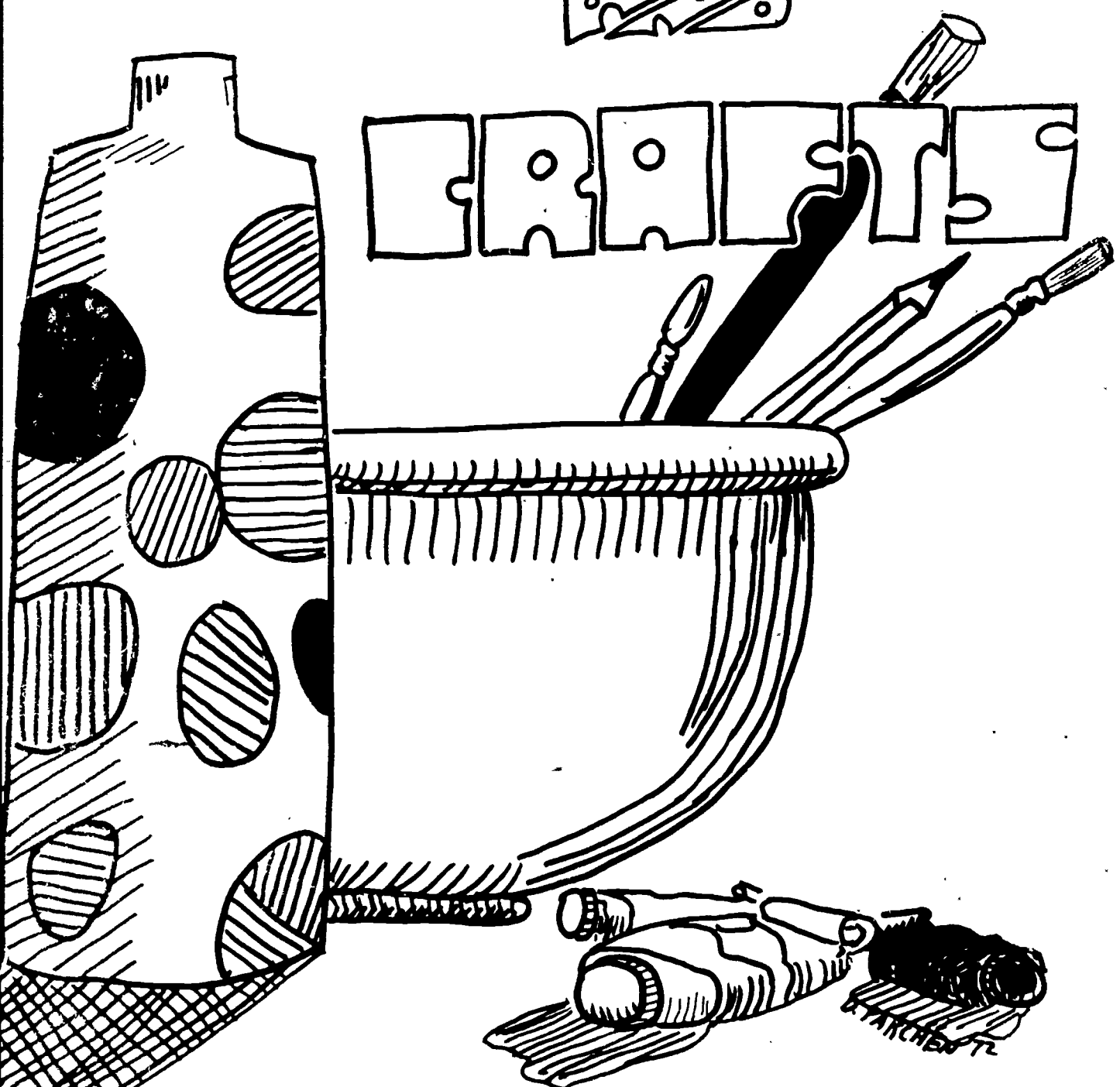
CONCEPTS	K	1	2	3	4	5	6
1. There is dignity in all types of work.	AC	HOR	CA	WW	LL	PHR	OL
2. Individuals work to meet personal and social needs.	AC	CA	HOP	WW	LL	PHT	PB
3. People work for various rewards and satisfactions.	HOR	AC	CA	WW	LL	PB	OL
4. Cooperation among workers is essential.	HOR	CA	AC	WW	LL	PHR	HS
5. Information about careers is needed.	CA	AC	HOP	CA	HOR		
6. Individuals need special training.			AC	HOR	WW	CA	PHT
7. Careers are grouped by job families.			CA	AC	HOR	PHP	HS
8. Some workers produce goods, others produce services.			HOR	AC	CA	PHR	HS
9. Supply and demand help determine career choice.			AC	HOR	WW	PB	CA
10. Individuals differ in abilities, interests and values.			HOR	CA	WW	PB	AC
11. Self-understanding is essential when choosing a job.				CA	WW	HOP	AC
12. Individuals are qualified to perform different jobs.				AC	HOR	CA	PHR
13. Observation of people at work improves knowledge.				HOR	CA	PHT	PHR
14. Specialization leads to interdependency among people.					CA	AC	PHT
15. Cultural & socio-economic background affect career choice.					AC	HOR	CA
16. An individual's attitude affects success in a career.					AC	CA	HOR
17. An individual's lifestyle is affected by a career.					AC	HOR	PB
18. A satisfying career contributes to mental health.						AC	HOR
19. Leisure time activities affect career choice.						PHT	AC
20. Individuals live in a particular geographical area due to the nature of work.						HOP	OL
21. Technological and sociological changes eliminate and create jobs.						AC	HOR
22. Individuals value systems affect career choice.							PHR

AC - Arts and Crafts HOP - Horticulture
 CA - Culinary Arts PHT - Photography
 HS - Hand Sewing PHP - Practical Home Repairs
 LL - Lettering and Layout
 OL - Outdoor Living
 PB - Personal Banking
 WW - Woodworking

ARTS



CRAYONS



Need of Child as related to Arts and Crafts

Elementary school age children need to express feelings as well as receive a feeling of accomplishment through creativity. Children in the primary grades do not have the finesse of rationalizing, but this ability begins to develop as they progress through the intermediate grades. Since this need of expression is vital, Arts and Crafts will provide an activity where the student can express this behavior through the use of his kinetic senses. It will also allow the students to express his creativity to fulfill the need of non-verbal self-expression. Through these activities, it is hoped, the student will receive a certain degree of self-satisfaction.

Arts and Crafts as Integrated into the Curriculum

Arts and Crafts provide an opportunity for youngsters to work with their hands and will generate a high interest toward those activities. With this high motivational level, Arts and Crafts can serve as a vehicle for teaching basic academic skills to those students whose learning activities are less appropriate for highly abstract learning experiences. Instead of just helping a few, the teacher can select curriculum concepts which will be beneficial to all. Listed below are ways in which Arts and Crafts can be integrated with the subject areas as to the curriculum outlines of the Fort Benton System.

KINDERGARTEN

Science

1. Each student will be able to acquaint himself with his physical environment through his senses. (working with clay, soil)

Language Arts

1. The student will be able to listen to and follow a single direction.
2. The student will be able to be attentive in one-to-one situations and group settings.
3. The student will expand his speaking vocabulary.

Social Studies

1. The child will express himself through dramatization and manipulative arts.
2. The child will demonstrate ability to work independently.

Math

1. The student will identify by name a circle, a triangle, and a square. (Make these designs on finished product.)
2. The student will demonstrate his ability to comprehend and use the following mathematical terms: add, circle, larger, less, longer, more, pair, shorter, smaller, square, subtract.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Kindergarten.

FIRST GRADE

Science

1. Each student will be able to collect, observe and classify soil (clay) and rocks. (e.g., color, taste, texture)
2. Each student will be able to observe and relate the effects of erosion.
3. Each student will be able to observe that the sun (firing of clay) causes changes in the state of matter.

Math

1. The student will identify and name a circle, triangle, square, and rectangle. (use clay)
2. The student will compare lengths of objects for longer and shorter.

Social Studies

1. The student will discuss ways in which families enjoy life as a group in contrast to individual living.
2. The student will be able to differentiate between needs and wants.

Language Arts

1. The student will be able to listen to and follow multiple directions.
2. The student will be provided new words to expand on vocabulary.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for First Grade.

SECOND GRADE

Language Arts

1. The student will be able to be attentive (announcements, directions and explanations, reports, discussions and oral reading)
2. The student will increase on vocabulary.
3. The student will be able to write for a specific purpose.

Math

1. The student will develop an understanding of geometry.
 - a. The student will use designs such as triangles, circles, cubes, line segments, etc.
2. The student will measure to the nearest 1/2 inch.
3. The student will demonstrate his ability to add to his previous terminology.

Social Studies

1. The student will be able to identify the need for various workers in the community.
2. The student will be able to identify community resources for leisure time.

Science

1. Each student will be able to observe and investigate that matter exists in three forms and can be changed from one state to another. (e.g., liquid to solid)

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Second Grade.

THIRD GRADE

Language Arts

1. The student will be able to listen while sharing oral experiences.
2. The student will be able to dramatize. (play acting and puppetry)
3. The student will be able to use dictionary and reference materials.

Math

1. Develop an understanding of geometry.
 - a. Discuss designs on t-shirts when completed.
2. The student will demonstrate his ability to add to his previous math vocabulary.

Social Studies

1. The student will indicate how all people are alike.
2. The student will discuss aspects of various cultures that have been brought to the United States.

Science

1. Each student will be able to investigate and record that solids can be dissolved or mixed with another substance and solids in solution can be changed back to a solid. (dye)

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Third Grade.

GRADE FOUR

Social Studies

1. The student will be able to identify physical features and resources of suggested regions in the United States in spatial relationship to Brazil. (natural resources)

Science

1. Sound.
 - a. Each student will be able to investigate the pitch of sound and how it travels in two states of matter. (metal students are working with)

Math

1. Develop an understanding of measurement.
 - a. The student will develop an understanding of concepts of measurement. (setting up patterns on metal sheets)

Language Arts

1. Develop the ability to recognize that reading has various functions.
 - a. The student will be able to organize material. (describe metal tooling--origin, process)

Music

1. The student will produce sounds from different types of metal.

*The above concepts are found in the Fort Benton Curriculum Guides under the subject areas for Fourth Graders.

FIFTH GRADE

Social Studies

1. The student will be able to indicate causes and results of the Industrial Revolution in the United States. (discuss raw materials, manufacturing, specialization)

Science

1. Candlemaking does not relate directly to the Fort Benton Curriculum for the fifth grade, but lessons can be developed around hydrocarbons, temperature, oxygen and petroleum.

Math

1. The student will be able to recognize and identify the following parts of a circle: center, radius, diameter, chord. (use when making circular candles)

Math cont.

2. The student will be able to measure the weight of a given object in whole and fractional part using a scale. (ounce, pound)(this can be applied when weighing wax for desired amounts)
3. The student will develop the ability to use the mathematical operations for whole numbers.

Language Arts

1. Develop the ability to speak according to a given situation. (student will describe the process of candlemaking)
2. Develop the ability to apply knowledge of language structure for more effective writing. (the student will write a short story or original poetry on candles)

*The above concepts are found in the Fort Benton Curriculum Guides under the subject areas for Fifth Graders.

SIXTH GRADE

Social Studies

1. The student will be able to identify Latin America's economic influence on the United States. (trade, manufacturing, specialization, traditions, etc.)

Science

1. Students will be able to identify the process of tanning.

Language Arts

1. The student will be able to recognize the origin and continued development of language. (the writing data on old scrolls)
2. The student will be able to record historical materials. (where lettering came from)
3. The student will be able to express personal opinions, judgments and observation. (use the leatherwork activity)

Math

1. The student will develop the ability to construct geometric figures (draw design on belt)
2. The student will be able to add and subtract units of measure. (size of belt)

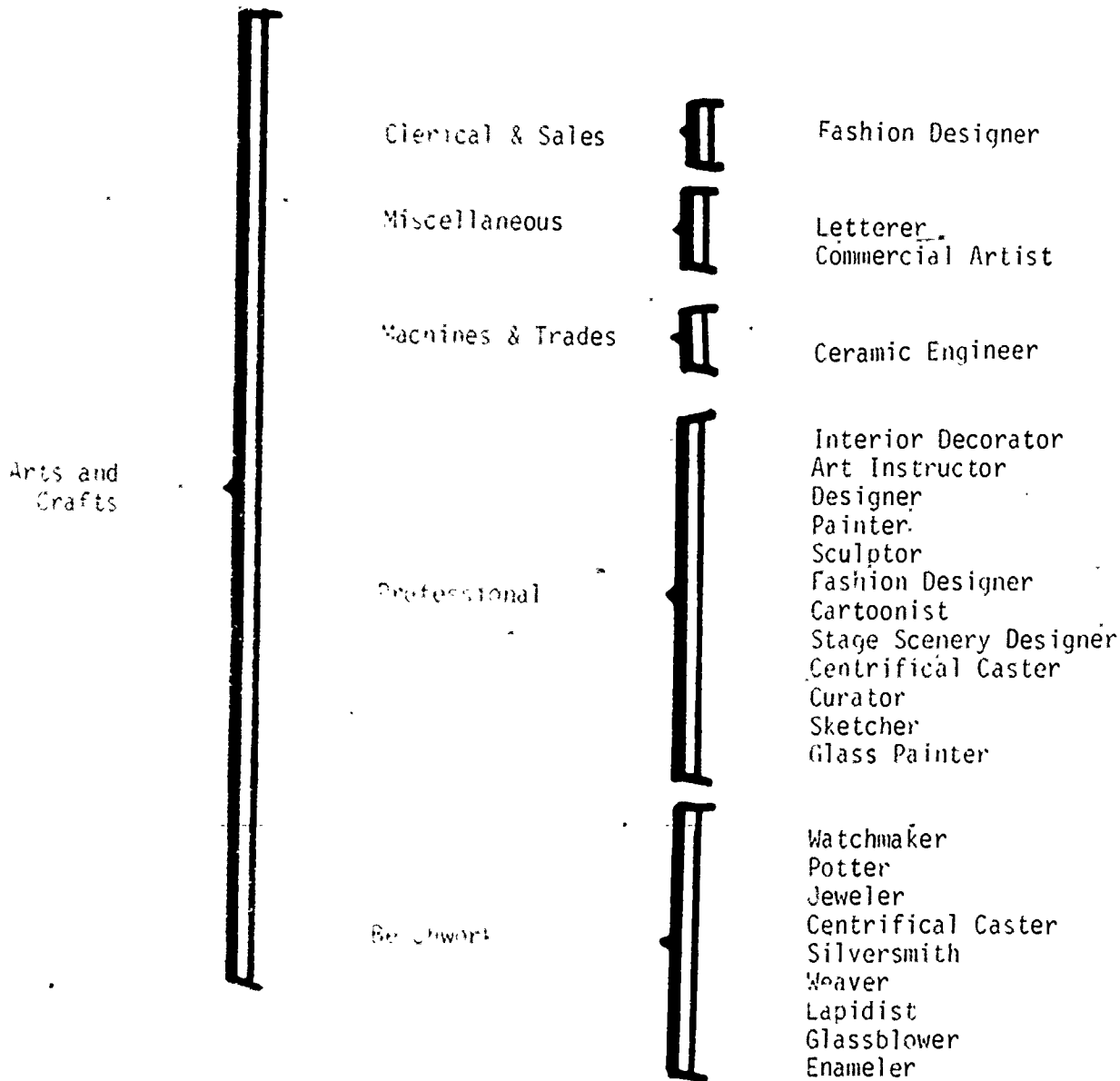
Music

1. A lesson can be developed around the construction of musical instruments with emphasis on the ones made of leather.

*The above concepts are found in the Fort Benton Curriculum Guides under the subject areas for Sixth Graders.

Arts and crafts as related to job clusters

The following design is intended to depict the mini-course, Arts and crafts, as it is related to various job clusters.



APTS AND CRAFTS

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Arts and Crafts. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

GUIDANCE CONCEPTS

METHOD

Kindergarten

There is dignity in all types of work.

A. Instructo Kit. "When I Grow Up I Want To Be...." Students will dress flannel figures in the type of clothing they wear on the job and tell why that work is important.

B. Career Education Notebook. Students will construct their notebooks and enter their future job description.

Individuals work to meet personal and social needs.

C. Feeling Box Activity. Students feel art objects and think of reasons the artist made it.

D. Career Education Notebook. Students will draw what the object felt like and reason the artist made the object.

First Grade

People work for various rewards and satisfaction.

E. Guest Sneaker. Drama Instructor presents play concerning his occupation.

F. Career Education Notebook.

Information about careers is needed.

G. Feeling Box Activity. Students feel art objects and tell all they know about the job to which the objects are related.

H. Career Education Notebook.

Second Grade

Cooperation among workers is essential.

I. Panier-Mache Workers. Students create mini-workers with panier-mache.

J. Career Education Notebook.

Individuals need special training.

K. Guest Sneaker. Arts and Crafts Instructor talks about his special training and presents demonstrations.

L. Career Education Notebook. Students will write a few sentences concerning what they learned from the sneaker.

Supply and demand help determine career choice.

M. Career Education Notebook. Students will draw their individual sketches of "Supply and Demand".

Third Grade

Careers are grouped by job families.

N. Thanksgiving Mural. Students will design a mural pertaining to "The First Thanksgiving Workers".

O. Career Education Notebook. Students will summarize their mural activity and discuss what they know about job families.

Some workers produce goods, others produce services.

P. Career Education Notebook. Pie graph activity.

Individuals are qualified to perform different jobs.

Q. Poster Activity. Students design posters concerning community helpers.

Fourth Grade

Cultural and socio-economic background affect career choice.

R. Socio-Economic Conditions. Story and discussion.

An individual's attitude affects success in a career.

S. Career Education Notebook.

An individual's lifestyle is affected by a career.

T. Interviews. Students interview various community workers.

U. Career Education Notebook. Students include their interview in notebook.

Fifth Grade

Specialization leads to interdependency among people.

V. Magazine Activity. Students discuss the occupations related to manufacturing a magazine.

A satisfying career contributes to mental health.

W. Interviews. Students interview Adult Education Class members.

X. Career Education Notebook. Students include interview in notebook.

Technological and sociological changes eliminate and create jobs.

Y. Career Education Notebook. Students list Arts and Crafts related occupations in their notebook.

Z. Filmstrip. "What Is A Job".

Sixth Grade

Individuals differ in abilities, interests and values.

AA. Hobby Show.

Self-Understanding is essential when choosing a job.

BB. Filmstrip. "Who Are You?"

Leisure time activities affect career choice.

CC. Field Trip. Field trip to "Our Corner Boutique".

Student Activity - A & B

Purpose: To help students understand that there is dignity in all types of work.

Materials: Instructo Kit "When I Grow Up I Want To Be", Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that there is dignity in all types of work.

Have students discuss what they want to be when they grow up. Have students dress flannel figures in the type of clothing they wear on the job and tell why that work is important.

After everyone has had a turn, have students draw pictures of what they want to be when they grow up and tell why. Students will begin their Career Education Notebook now and include their future job description in it.

Student Activity - C & D

Purpose: To help students understand that individual's work to meet personal and social needs.

Materials: Feeling Box and art objects and tape recorder, Career Ed. Notebook.

Procedure:

Introduction: Today we're going to find out the different reasons people work.

Activity: Let's all sit in a circle and we'll pass the feeling box from one to another.

First we'll put our hands in the feeling box and see if we can figure out what is in it. After we find out what the object is we'll think of reasons why the artist made it. As each student puts his hand in the feeling box, turn the tape recorder on to record his responses.

Include art objects such as pinch and coil pots, ceramic mold figures, candles, papier-mache, beadwork, etc.

Extension: Ask the students why they like to do art work. Or why they don't. Ask them if they have ever done artistic work at home. Why or why not?

Have students draw a picture of what the object felt like and their reason the artist made the object.

Student Activity - E & F

Purpose: To help students understand that people work for various rewards or satisfactions.

Materials: Drama Instructor, puppets, puppet stage, Career Education Notebook.

Procedure:

Introduction: Today we have a guest speaker, Mr. _____. He is the drama instructor at the high school. Mr. _____ is going to tell us about his job and answer any questions you may have. Mr. _____ puts on puppet plays just like we do, but the puppets he uses are real people. Let's see what he has to say.

Now Mr. _____ will put on a puppet play for us. He might tell us a story or pantomime so we can guess the characters. Have the drama instructor imitate different occupations and have the students try and guess who the workers are. Have the instructor tell what rewards or satisfactions each worker receives from his job.

Have students draw or write what they learned from the guest speaker and include it in their Career Education Notebooks.

Student Activity - G & H

Purpose: To help students understand that information about careers is needed.

Materials: Feeling box, art objects, Career Education Notebook.

Procedure:

Introduction: Today we're going to find out how much we know about jobs. Have students sit in a circle and pass the feeling box around. Place an art object in the feeling box. Have the students guess what is in the box and when it is discovered, what it is, have someone tell what they know about the job that created this object.

Have the class cut out pictures of jobs related to Arts and Crafts and paste them in their Career Education Notebook.

Have students draw or write what their object felt like and what job had created this object.

Student Activity - I & J

Purpose: To help students understand that cooperation among workers is essential.

Materials: Papier-mache, paint, Career Education Notebook.

Procedure:

Introduction: Today we're going to explore the world of work through papier-mache. Choose any job you want and create this worker out of papier-mache. When he is dry, we'll paint some clothes on him.

Now that we have our little community of mini-workers, let's think of ways in which they need each other. Have every student tell who his worker is, what job he performs and name the other mini-workers he needs in order to do his job properly.

Have the students arrange a display of their mini-workers in the hall display case. These mini-workers can also be used during a puppet play or dramatization.

Have students write a few sentences concerning their mini-workers and tell what kind of job he does.

Student Activity - K & L

Purpose: To help students understand that people need special training.

Materials: Arts and Crafts Instructor, Career Education Notebook.

Procedure:

Introduction: Today we're going to have a guest speaker who is the Arts and Crafts instructor, Mr. _____. Mr. _____ is going to talk to us about his job. He will also tell us about the special training he had to have in order to do his job well. Have the instructor tell about other artists and and the training they received. Mr. _____ will do some demonstrations for us now. E.g., throw a pot, tie-dye, centrifical casting, candle-making, etc.

Have the students ask any questions they may have about his job, special training, or demonstration.

When the class returns to their room, have each student write a few sentences about what he learned. Include this in their Career Education Notebook.

Student Activity - M

Purpose: To help the students understand that supply and demand help determine career choice.

Materials: Career Education Notebooks

Procedure:

Introduction: Today we're going to find out how supply and demand help determine career choice. Review with the class the terms "supply and demand".

Have the children draw in their Career Education Notebooks a picture of something that they really want. E.g., toys, games, money, friends, etc. Tell them that this is "demand". Demand is something that we really want. Now have them draw a picture of where they can buy the thing that they really want. Tell them that this is supply.

Have a discussion on what would happen if they had everything that they wanted. There would be no demand for anything. What would happen to the factories that produce toys and games. Discuss what would happen to the stores that are filled with the things that they do not want any more. What would happen to the workers employed in these stores if no one came in to buy goods? Discuss what would happen if the stores had no goods. What if there were lots of things you wanted but couldn't have since the stores did not have them?

Have a discussion on the balance between services and goods. Must they always be balanced? Why or why not?

Student Activity - N & O

Purpose: To help students understand that careers are grouped by job families.

Materials: Long sheet of butcher paper, construction paper, glue, Career Ed. Notebook.

Procedure:

Introduction: Today we're going to find out how jobs belong together. Do this activity during Thanksgiving. Entitle the mural "The First Thanksgiving Workers". Have each child create a worker out of construction paper. Instruct the students that the worker they create had to have helped at the first Thanksgiving. Remind the students that there are several job families; Professional, Clerical and Sales, Service, Farming, Processing, Machine and Trades, Benchwork, Structural, and Miscellaneous.

Group the workers in their particular families and paste them on the butcher paper. Have the class tell a story using their mural about the First Thanksgiving. Hang the mural so the students can glance at it for information concerning job families.

Have students write a few sentences concerning the above activity and what they know about job families.

Student Activity - P

Purpose: To help students understand that some workers produce goods and some produce services.

Materials: Career Education Notebooks.

Procedure:

Introduction: In our Career Education Notebooks, let's draw a pie graph showing how many workers produce a) goods, b) services, c) both goods and services, d) unknown. 67% are producers of services, 10% producers of goods and services, 21% producers of goods, 2% unknown.

Before filling in the graph, ask the students what percentage they think would fill the graph.

Review with the class what goods and services are. Have the class discuss the following:

1. Why do we need producers of goods?
2. Why do we need producers of services?
3. How do producers of services and goods help our community or nation?
4. How many producers of goods can you think of that are related to Arts and Crafts?
5. How many producers of services can you think of that are related to Arts and Crafts?

Student Activity - Q

Purpose: To help students understand that individuals are qualified to perform different jobs.

Materials: Poster paper, paints or crayons.

Procedure:

Introduction: Today we're going to learn that everyone is qualified to perform a different job. Review with the students that there are workers in the home (students who decide to use this area might entitle their poster, "What Mother Does", "What Father Does", "What I Do", "What Others Do" - babysitter, maid) workers in the school, ("What the Principal Does", "What the Teacher Does", "What the Secretary Does", "What the Janitor Does",

"What the Bus Drivers Do",) workers that come to our home, ("What the Postman Does", "What the Fireman Does", "What the Carpenter Does"). After the students have finished, have each explain his "work of art" and tell who the worker is, what he is doing, etc. Hang up the posters so that the class can see all the jobs at once. Someone might bring up the point that we need all different types of people to run our town.

Student Activity - P

SOCIO-ECONOMIC CONDITIONS

In a poorer section of the city called Wadesville lived a family. In this family was the father who would work only when they needed money. His jobs consisted of duties that did not require any training or prior education.

The apartment where they lived had coal heat and the other neighbors couldn't figure out why they always had a full bin of coal when theirs was empty. They knew the father wasn't working full time, so he couldn't be wealthier than they were. Some neighbors began to wonder why the alarm went off in these people's home every morning at 2:00 a.m. One morning, after the alarm had gone off, one of the neighbors who thought the father really worked at this time happened to be awake. Suddenly the neighbor heard more than one person walking, and out of the apartment came two boys. They went to everyone's coal bin and took two pieces of coal and put it in theirs. Finally the neighborhood had their question answered about the coal.

Discussion: What affect will this have on these two boys when they grow up? Why will work be important or not important to them? Explain.

Student Activity - S

Purpose: To help students understand that an individual's attitude affects success in a career.

Materials: Career Education Notebooks.

Procedure:

Introduction: Today we're going to find out that an individual's attitude affects success in a career.

On a sheet of paper, make a list of the academic subjects and then in another column list jobs the students are familiar with. (Include professions in Arts and Crafts too) Have the students put "like, indifferent, or dislike" for each subject area and job. In summary, have the students check their attitudes of academic courses with occupations that would help a person at that job.

Discussion:

1. Is it important to choose something that you like.
 2. How can a good attitude in school help you later on at your job?
- Have students include their paper in their Career Education Notebooks.

Student Activity - T & U

Purpose: To help students understand that an individual's lifestyle is affected by a career.

Materials: Interviews, Career Education Notebooks.

Procedure:

Introduction: Today we're going to find out that an individual's lifestyle is affected by a career.

The students will be divided into five groups. Each group will interview one of the following occupations: teacher, doctor, bartender, farm laborer and an artist. The students will use questions that will provide information about how one's job will or will not satisfy one's needs. Discussion will follow on the importance of knowing yourself before selecting an occupation and to know an occupation before choosing it.

Have students include their interview in their Career Education Notebooks.

Student Activity - V

Purpose: To help students understand that specialization leads to inter-dependency among people.

Materials: Magazine

Procedure:

Introduction: Today we're going to find out how many different occupations contribute to the development and use of a manufactured product.

Let's take a look at this magazine. (Have one student go to the board and write the classes responses.) Tell me all the occupations involved in producing a magazine, from the beginning of the idea to the selling of the magazine.

Now let's list these in proper order.

Remind students that magazines and publications have a great deal of art work involved in them. Not only in pictures, but layout and even appeal. Have a discussion concerning all the people involved in just publishing a magazine. Discuss other art-related occupations where specialization is needed.

Student Activity - W & X

Purpose: To help students understand that a satisfying career contributes to mental health.

Materials: Interviews, Career Education Notebook.

Procedure:

Introduction: Today we're going to find out that a satisfying career contributes to mental health.

The students will be divided into groups and each group will select

two people to interview in the Adult Education Class which will be learning about Arts and Crafts.

Questions:

1. Why are you taking this class?
2. What are you seeking?
3. Are you doing this for relaxation?
4. Does this take your mind off of daily living?

Open discussion will follow and the counselor will help the students to realize the importance of doing something that releases tension.

Have students include their interviews in their Career Education Notebooks.

Student Activities - Y & Z

Purpose: To help students understand that technological and sociological changes eliminate and create jobs.

Materials: Career Education Notebook, Filmstrip "What Is a Job?".

Procedure:

Introduction: Today we're going to see how technological and sociological changes eliminate and create jobs. First let's watch this filmstrip to see just what a job is.

Now that we know more about a job, let's discuss what happens to jobs. This is an example:

A scientist discovers a way to harness and use the tremendous electrical power generated in a bolt of lightning. To do this he had to develop a different kind of machinery, which has thousands of separate parts which have to be carefully assembled. What is likely to be the effect on occupations?

List some occupations related to Arts and Crafts in your Career Education Notebook. Do you think these jobs will be here in the next ten or twenty years? Why or why not? If we have a population explosion, how would this affect these Arts and Crafts related jobs? Name advantages and disadvantages to technological and sociological changes.

Student Activity - AA

Purpose: To help students understand that individuals differ in abilities, interests and values.

Materials: Hobbies

Procedure:

Introduction: Instruct students a few days ahead that they are to bring a hobby of theirs to school for a "Hobby Show". On the day of your "Hobby Show", have each child display and explain his hobby.

Each child must also relate as many careers as he can to which his particular hobby could lead.

Student Activity - BB

Purpose: To help students understand that self-understanding is essential when choosing a job.

Materials: Filmstrip "Who Are You?"

Procedure:

Introduction: Today we're going to find out more about ourselves. Can you tell me who you are? Are you just a name? Is that how we tell each other apart? Let's watch this filmstrip and find out who we really are.

Let's have someone go to the board and write the word "Arts and Crafts". Let's all think of what artistic things we like to do. Now let's have someone else go to the board and write the word "person" next to "Arts and Crafts". Let's all think of what kind of person would enjoy doing each of these activities, what characteristics they would have. Is this a true way to determine who and what you are? Do you think you'll always have the same interests? Do you think you will have completely different interests ten years from now?

If we all had the same interests then we would all have the same kind of job and what do you think would happen then?

Do you think you have learned more about yourself in just this session?

Student Activity - CC

Purpose: To help students understand that leisure time activities affect career choice.

Materials: Field trip to "Our Corner Boutique".

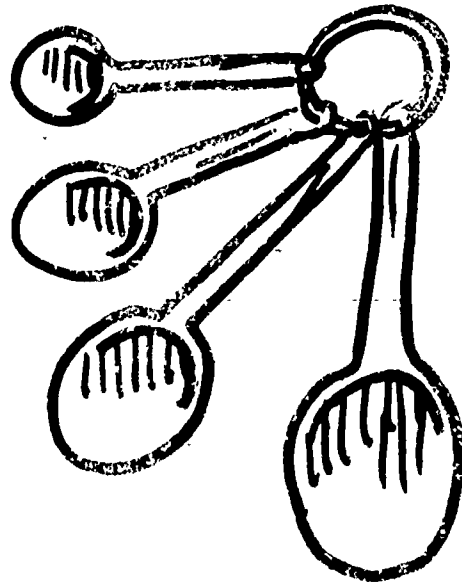
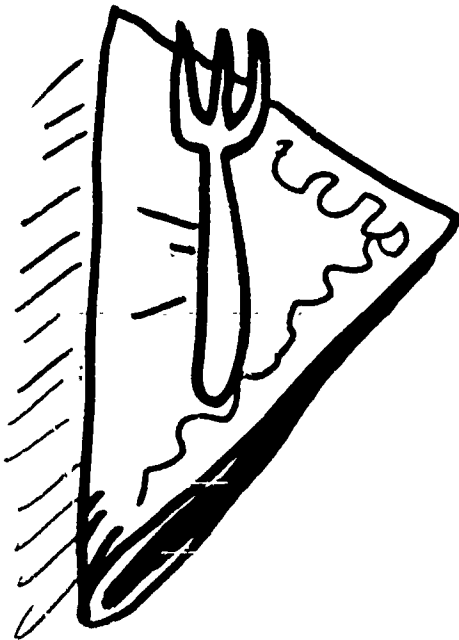
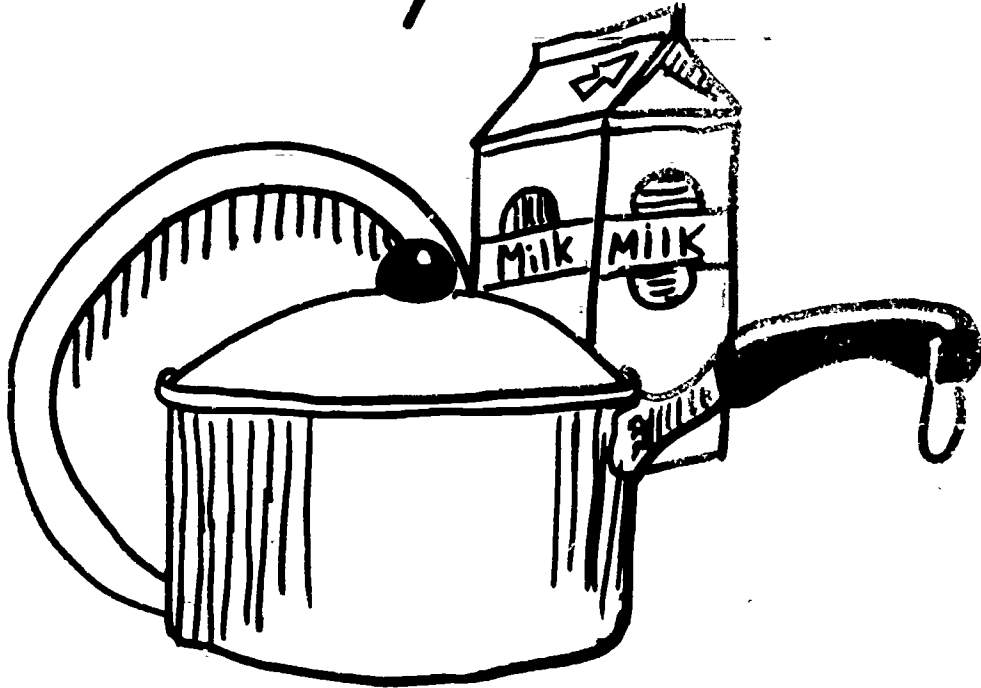
Procedure:

Introduction: Today we're going to see how our leisure time activities affect our career choice. First let's draw a circle on the board. Now let's divide the circle into thirds. One-third will be sleep, one-third will be work (school) and the other third will be blank. What do you suppose goes in the blank one-third? Leisure time. Have a discussion concerning the circle. What if there wasn't any leisure time and we had to work for two-thirds or sleep for two-thirds. What would happen?

Now let's make a list of activities we do when we're not asleep or in school. Let's circle the ones that are hobbies. Now we'll discuss why we have hobbies. Is it because it interests us? Would you choose an occupation because it interests you? Can hobbies help you learn more about yourself? Can hobbies help you develop new skills? Why is it important to try new hobbies? Now tell me what you think your hobbies and your future occupations have in common.

While on the field trip, think of jobs related to the hobbies in the store.

CULINARY ARTS



Need of Child as related to Culinary Arts

A child in the elementary school generally is very imaginative. Through his imagination, a child may become involved with role playing to satisfy the curiosity need. They idolize people they admire and imitate them in their play. When they identify with their sexes, the girl will take the role of the mother and the boy of the father. Tradition tells us when we are young, boys do certain things and girls other, but in addition, children are curious and looking for the experience of doing the things they see other people doing.

Culinary Arts will provide an opportunity for both boys and girls to experience the role of cooking and to express themselves through cooking. It will teach etiquette which will help the intermediate students to be more socially accepted.

Culinary Arts integrated into the Curriculum

Culinary Arts can be used effectively as the tool to motivate students toward the academic areas. The activity can provide another method for the teacher to use. By selecting subject area concepts and teaching these as you are doing, Culinary Arts will add new light to the education of the child. Listed below are ways in which Culinary Arts can be integrated with the subject areas as to curriculum outlines of the Fort Benton System.

KINDERGARTEN

Science

1. Each student will be able to observe the three states of matter.
2. Each student will be able to observe that matter occupies space.

Social Studies

1. The child will demonstrate pride in his work.
2. The child will express himself through manipulative arts. (cookie designs)
3. The child will follow habits of cleanliness.

Math

1. The student will demonstrate, with the use of manipulative objects (cookies) an understanding of the addition and subtraction processes.
2. The student will count in sequence to 10.
3. The student will identify by name a circle, triangle and square.
4. The student will compare the size of objects and identify the larger and smaller items.
5. The student will show an awareness of the clock and time.

Language Arts

1. The student will be able to listen to and follow a single direction.
2. The student will be able to interpret the content of a single picture. (picture of a baker)
3. Student will expand on speaking vocabulary.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Kindergarten.

FIRST GRADE

Science

1. Each student will be able to observe that living things need food for energy and growth. (yeast)
2. Each student will be able to observe and investigate that matter occupies space, a solid has a shape, the shapes of liquid and gases can be changed.

Social Studies

1. The student will be able to identify ways in which family members help each other.
2. The student will be able to identify the need for homes.
3. The student will be able to differentiate between needs and wants. (food)

Math

1. The student will demonstrate an understanding of the addition and subtraction processes.
2. The student will identify and name a circle, triangle, square and rectangle.
3. The student will be able to tell time on the hour.
4. The student will compare lengths of objects for longer and shorter.

Language Arts

1. The student will be able to listen and follow multiple directions.
2. The student will be able to recall story events in sequence and tell about them in complete sentences. (steps in making bread)
3. Students will be able to build on vocabulary.
4. The student will be able to write about his experiences.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for First Graders.

SECOND GRADE

Social Studies

1. The student will be able to identify the need for various workers in the community. (cooks, waitresses, bakers, etc.)
2. The student will be able to identify food as a basic need of all people.
3. The student will be able to discuss that occupations of people vary so that goods and services can be produced.
4. The student may identify ways in which people of other countries live similar lives to his own. (foods and eating, etc.)

Language Arts

1. The student will be able to use appropriate language in various situations. (table manners)
2. The student will increase his speaking vocabulary.
3. The student will develop the ability to respond to reading material. (recipes)

Math

1. The student will demonstrate the relationship between addition and subtraction.
2. The student will recognize $1/2$, $1/3$, $1/4$ in relationship to a whole.

Math cont.

3. The student will be able to tell time on the 1/2 hour.
4. The students will identify cup, pint, quart and gallon containers and compare the amounts of liquid they hold.

Science

1. Each student will be able to state the needs from the environment of a growing plant. (vegetables)
2. Each student will be able to select nutritious foods for good health.
3. Each student will be able to conclude that the sun gives energy that is stored in green plants.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for second graders.

THIRD GRADE

Social Studies

1. Develop an understanding that people of many races and cultures have contributed to the American Culture. (discuss known foods that certain nationalities are known for)

Language Arts

1. The student will be able to listen while sharing oral experiences.
2. The student will be able to express his own ideas through writing.
3. Develop an appreciation of the various forms of literature.
 - a. Student will research a certain food by using dictionaries and reference materials.

Math

1. The student will recognize 1/5, 1/6, 1/8 in relationship to a whole.
2. The student will demonstrate his understanding of addition, subtraction, division and multiplication.
3. The student will identify the value of all coins. (buying food)
4. The student will be able to tell time on the minute.
5. The student will identify cups, pints and quarts.
6. The student will read a recipe and solve problems.

Science

1. Each student will be able to explain that living things are dependent upon soil, water, and air from their environment.
2. Lesson on heat.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Third Graders.

FOURTH GRADE

Social Studies

1. The student will be able to differentiate agricultural regions from industrial regions.
2. Develop an understanding and an appreciation of cultural change within various regions.
 - a. social interaction
 - b. traditions
 - c. needs
 - d. wants

Math

1. The student will be able to convert one standard English unit of liquid measure to another. (ounce, cup, pint, quart, gallon)
2. The student will be able to identify parts of a whole from a given model.

Science

1. Each student will be able to explain or describe that the basic food substance for energy for living things is sugar.
2. Each student will be able to explain that microorganisms return matter to the environment. (E.g., growth of bacteria, mushrooms and other fungi)

Language Arts

1. The student will be able to organize material.

Health

1. The student will demonstrate proper manners while eating.

Music

1. The playing of music which is used to sell products. (commercialism)

*The above concepts are found in the Fort Benton Curriculum Guides under the subject areas for Fourth Graders.

FIFTH GRADE

Social Studies

1. The student will differentiate the various cultures that adopted to the "new world".
2. the student will be able to indicate causes and results of the Industrial Revolution in the United States.
3. The student will trace the pattern of exploration and settlement and compare and contrast this pattern to the American Western Movement.

Math

1. The student will be able to compare two fractions for their "less than" and "greater than" value.
2. The student will be able to add and subtract proper fractions with like and unlike denominators.
3. The student will be able to convert one standard unit of liquid measure to another.
4. The student will be able to express time using the second, minute, the hour, etc.

Science

1. Chemistry of living things.
 - a. Each student will be able to explain chemically the process of basic respiration. (yeast)

Language Arts

1. Develop the ability to apply knowledge of language structure for more effective writing. Topic - origin of spaghetti.
2. Develop the ability to dramatize nationalities covered.

Music

1. Introduction of foreign songs. Mood music of the foreign countries.

*The above concepts are found in the Fort Benton Curriculum Guides which are under the subject areas for the Fifth Graders.

SIXTH GRADE

Math

1. The student will develop an understanding of rational numbers. (fractions in recipes)
2. The student will develop the ability to perform the mathematical operations of whole numbers. (cost of food)
3. Develop an ability to perform mathematical operations.

Science

1. Each student will be able to investigate and explain that enzymes cause chemical changes which aid in many body processes. (E.g., diastase and breakdown of starch)
2. Each student will be able to investigate and explain that heat is the kinetic energy of molecules.
3. Each student will be able to investigate and describe the nature of heat. (E.g., how heat is transmitted and how heat changes the state of matter)

Language Arts

1. Refine the ability to listen attentively.
 - a. The student will be able to listen for clues to meanings. (ballads and folksongs around the campfire)
2. The student will develop skills in making an informational booklet. (perishable and non-perishable foods)

Health

1. Food selection and eating patterns are determined by physical, social, mental, and economic cultural factors.

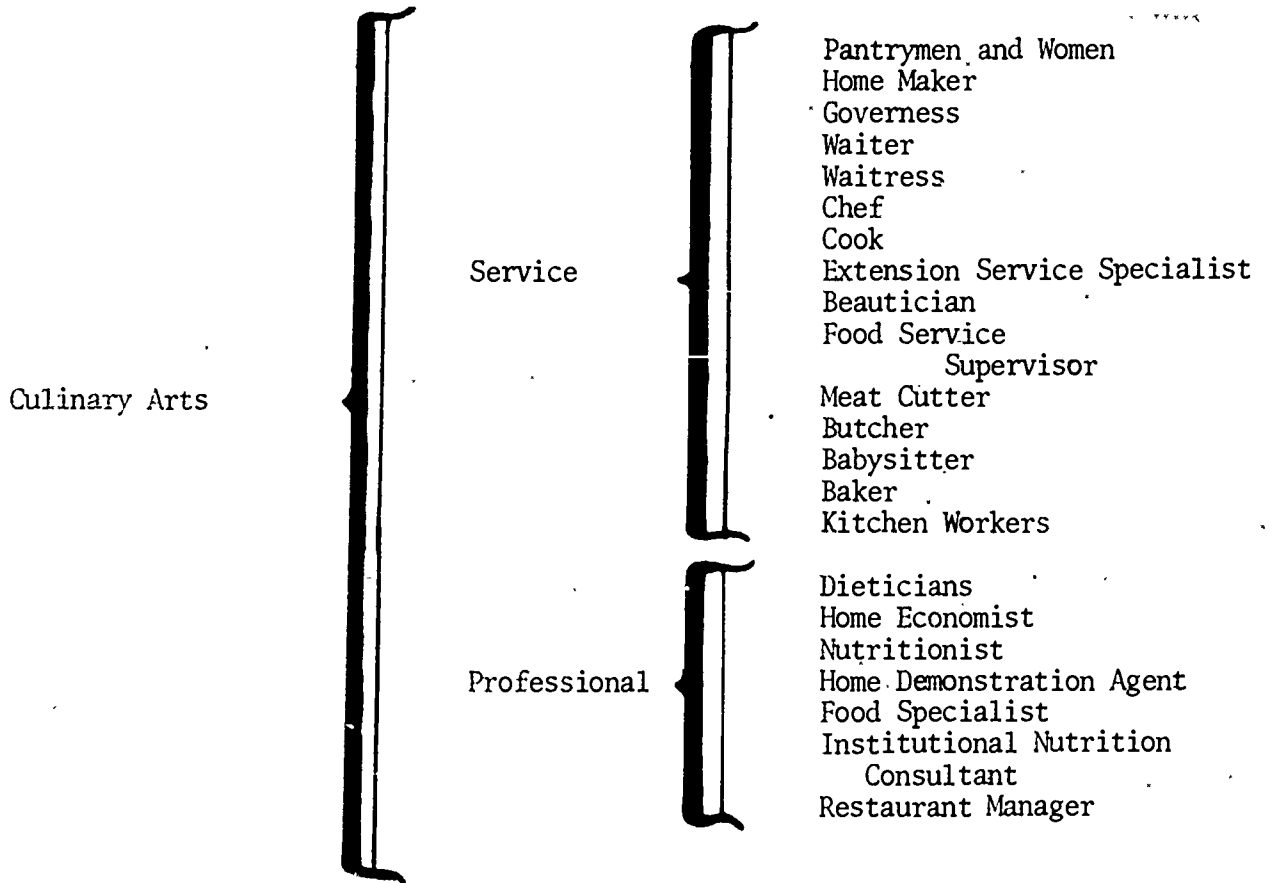
Music

1. Use folksongs or songs of nature at the campfire.

*The above concepts are found in the Fort Benton Curriculum Guides under the subject areas for Sixth Graders.

Culinary Arts as related to job clusters

The following design is intended to depict the mini-course, Culinary Arts, as it is related to various job clusters.



CULINARY ARTS

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Culinary Arts. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

<u>GUIDANCE CONCEPTS</u>	<u>METHOD</u>
Kindergarten	
1. Information about careers is needed.	A. "Shopping for Dinner"
First Grade	
1. Individuals work to meet personal and social needs.	B. Career Education Notebook.
2. Cooperation among workers is essential.	C. field trip to Grocery Store.
Second Grade	
1. There is dignity in all types of work.	D. Community Helpers Play. E. Puppet Play
2. People work for various rewards and satisfactions.	F. "Feeling Box Activity"
3. Careers are grouped by job families.	G. "Family Tree"
Third Grade	
1. Information about careers is needed.	H. "Occupational Caterpillar"
2. Individuals differ in abilities, interests and values.	I. Prejudice Game.
3. Self-understanding is essential when choosing a job.	J. Likenesses and differences.
Fourth Grade	
1. Some workers produce goods, others produce services.	K. People pyramid
2. Observation of people at work improves knowledge.	L. "Galloping Gourmet"
3. Specialization leads to inter-dependency among people.	M. Health-related occupations.

Fifth Grade

- | | |
|--|-------------------------------|
| 1. Individuals need special training. | N. Creative Writing Activity. |
| 2. Individuals are qualified to perform different jobs. | O. Imaginary Man. |
| 3. An individual's attitude affects success in a career. | P. Discussion. |

Sixth Grade

- | | |
|---|-------------------------------|
| 1. Supply and demand help determine career choice. | Q. Career Education Notebook. |
| 2. Cultural and socio-economic background affect career choice. | R. "Regional" discussion. |

Student Activity - A

ROLE PLAYING ACTIVITY

Shopping for Dinner

Procedure:

Introduction: Everybody must sit down on the floor for this activity. Pass out a card to every student. Tell the students that you are going to tell them a story and every time they hear the name of the fruit or vegetable or whatever they have on their card, they must stand up and sit down very quickly. We must be very quiet and listen all the time I'm reading the story or we might miss our turn in standing up. Review everyone's card to make sure they know what it is. IS EVERYONE READY?

Story: Today I'm going to the grocery store to buy groceries for dinner. I have already looked in the refrigerator and we have plenty of milk, so I won't have to pick up any. Now I'm at the store and I have my grocery cart at the produce section. The produce man is very nice and he takes care of all the vegetables and fruits. He makes sure that all the fruits and vegetables are clean and free of chemicals. He also arranges them for us to see which is the freshest. I'm going to get a large head of lettuce, tomatoes, cucumbers and avocados. I'm going to get a bag of potatoes so we can have mashed potatoes with our fried chicken. Next is the meat department. The manager of this department is the butcher. He cuts up the meat and puts it in packages for us. The butcher must know which animal each piece of meat comes from in order to label the meat properly. He displays the meat in a refrigerated counter so that the meat will stay fresh. The butcher must be careful because his knives are very sharp and he might chop off a finger. I think I'll get some hamburger for tomorrow, but for today we're going to have chicken. We're in the frozen food section now and I'm going to get a frozen pie and ice cream for dessert. My grocery cart is filling up and is getting harder to push. I must go to the canned food department and I see a man putting food on the shelves. This man is called a stock man because he makes sure that the shelves are always well-stocked. He also puts the price on each can so we'll know how much it costs. In this department I'm going to get a can of corn and also a bottle of salad dressing. We're all through shopping, so now we must pay for our groceries. The person that adds up the groceries is called the cashier. She adds up all the prices and then tells us how much we owe and we pay her. The next person we meet is the box boy. He puts our groceries in a box or bag and carries them to the car for us. Now I'm at home again and we're nearly ready to eat dinner. While I'm making the gravy for the mashed potatoes, my mother is setting the table. She needs plates, spoons, forks, knives, napkins and glasses. We're all sitting down now and while I'm putting butter on my bread, my mother is pouring the milk. Later on tonight for a snack, there are apples and oranges in the refrigerator. Wasn't this fun shopping for dinner and helping prepare it? Have you ever helped make dinner at home?

Discussion: Have the students discuss where the fruit and vegetables they have eaten came from. What it tastes like and if they like it or not. Discuss the occupations involved in the preparation of food. E.g., bread, baker; potatoes, farmer; etc.

Student Activity - B

Purpose: To help students understand that individuals work so as to meet personal and social needs.

Materials: Career Education Notebook, tape recorder.

Procedure:

Introduction: Today we're going to learn that individuals work to meet personal and social needs. Instruct the students to think of something their mother or father cook at home. Have the student draw a picture of it. Now have the students either write or tell the tape recorder the recipe and the directions their mother or father uses.

When this is completed, have the student show this picture to the class and tell why his mother or father made it. Stress the personal satisfaction their parent had in preparing this item. Have the student include this paper in his Career Education Notebook.

Student Activity - C

Purpose: To help children understand that cooperation among workers is essential.

Materials: Field trip to Grocery Store.

Procedure:

Introduction: Today we're going to find out just how important cooperation is among workers. Let's have someone go to the board and write the word "Culinary Arts". Have the students list different foods they know. Do you know where you get this food? (supermarket) Do you know where the supermarket got the food? Have the children trace the sources of the food they have listed on the board. Have the class relate the sources to the occupations involved.

Now let's go on our field trip to the grocery store. Have the children notice how many people work in the grocery store. Have the class discuss the different duties of each worker. How does each worker rely on another? Have the children discuss what would happen if the butcher didn't work or the cashier, stockboy, etc. Have the children discuss the importance of these people working together. What would the consequences be if they didn't work together?

Have the children recite the following poem:

Marketing, marketing, this is the day
we go to the market to spend Daddy's pay...
Carrots and cookies,
and pepper and peas;
spaghetti and lamb chops,
and hard yellow cheese;
three kinds of cereal
high on the shelf,
(I'm tall enough now to
reach some by myself);
floorwax and flour
and two loaves of bread,
I'd much rather buy jelly
doughnuts instead!)

36

Marketing, marketing, this WAS the day
we went to the market and
SPENT Daddy's pay.

Student Activity - D

COMMUNITY HELPERS

A Play

Author Unknown

This play was used by Velma Lee Grimes, a first grade teacher in Ada, Oklahoma, as an assembly program at the completion of a unit on community helpers. It could easily be adapted to more closely fit any community or be usable for other grades.

Scene: A street with lamp posts, United States Post Office, grocery store, church, ice cream store, toy store, or other buildings. These can be constructed and painted in the classroom. Cardboard boxes are easily used for this.

Characters wear any articles of clothing suggesting their occupation.

NARRATOR: In the first grade, we are studying the community. Now you will have the chance to meet some of the people who live in our town. Would you like to know the folks you see, as you go up and down? We should like to introduce to you the people of our town.

FATHER: I must go to work now. I have lots to do today.

MOTHER: I need to shop a while this morning, so we will see you tonight.

CHILDREN: May we go too? Goodbye, Daddy.

NARRATOR: Here is the teacher of our town.

TEACHER: Good morning, I teach the children many things they like to do: reading, writing, arithmetic, and the ABC's too. (ABC Song, School Days, America the Beautiful, We Sit in a Circle)

NARRATOR: This is the doctor of our town.

DOCTOR: There are fifteen patients waiting. I hope to cure them all.

NARRATOR: The doctor has helpers too.

NURSES: We gladly work to get you well, and check your temperature. Sometimes we give a shot or two, your sickness just to cure.

NARRATOR: The postman goes from door to door throughout the entire land.

POSTMAN: Good day to you. I bring you papers and letters if I can.

NARRATOR: Here are the policemen who help in our town.

POLICEMEN: (One or more children can be used in some occupations.) We are the policemen at the corner that are watching out for you. If I didn't blow my whistle, I don't know what you would do. (Song about a policeman.)

NARRATOR: Here are the bankers in our town.

BANKERS: We bankers keep your money safe. We lock the vault at night. The burglar alarm is guaranteed to give the burglar a fright.

NARRATOR: Here comes the milkman now.

MILKMAN: I get up very early so you'll have your breakfast cream.

NARRATOR: No town is complete without an ice cream lady.

ICE CREAM LADY: I'm the ice cream lady from the ice cream store. I serve you with a smile. Ice cream is white, pink and brown fixed in the latest style.

NARRATOR: The engineer runs the train.

ENGINEER: I carry people, mail and freight through sunshine, snow or rain. (Song: Down by the Station)

NARRATOR: Over here are our checkers from the grocery store.

GROCERY CHECKERS: We try to help you get the things you need. We serve you with a smile, and add the bill with a special machine.

NARRATOR: Now these are our cooks.

COOKS: A cook is always busy. People say our apple pie will keep you well.

NARRATOR: If there is a fire, we know who to call.

FIREMEN: We bring the water hose, we put the fire out and then away we go. (An appropriate song)

NARRATOR: Here is our baker.

BAKER: Bake, bake, bake, work, work, work. I work and work all day long. (song: Oh, Do You Know The Baker Man? to the tune of Oh, Do You Know The Muffin Man)

NARRATOR: Do you need a plumber today?

PLUMBERS: We are the plumbers whom you need when pipes get troublesome. We fix all leaks and quickly too, with my tools I come.

NARRATOR: We often need mechanics in our town.

MECHANICS: We're busy you can see. If you can't get your car to run, just send the thing to me.

ALL: We are the people whom you meet as you go up and down. We are the ones who help you most--to make a lovely town. (musical games would be appropriate here)

NARRATOR: Now we want you to see some fun we have at times in our nice town. (Round and Round the Village, Hokey-Pokey, or others)

Student Activity - E

Purpose: To help children appreciate all workers.

Materials: Two puppets.

Procedure:

Introduction: Remind children how we must rely upon other workers in order to be happy and healthy.

Enactment:

Fred: What would you like to do when you're finished with school?

Ted: I'd like to be a doctor.

Fred: Well, what kind of doctor?

Ted: Gee, I never thought of all the different kinds. (Students could name all the types they know.) Fred, what do you want to do?

Fred: I'd like to be a garbage man and help make your job as a doctor easier.

Ted: What do you mean. how can a garbage man help a doctor?

Fred: Students, can you imagine what would happen to Fort Benton if the garbage wasn't collected?

Discussion: Class discusses disease, sickness, the need for more doctors and hospitals, etc.

Extension: What other workers in Fort Benton can you think of that rely on others? Stress the community helpers in Fort Benton and the importance of each.

Student Activity - F

Purpose: To help students understand that people work for various rewards and satisfactions.

Materials: Feeling Box, Culinary Arts objects.

Procedure:

Introduction: Today we're going to find out different reasons that people work. First let's discuss reasons people work by answering these questions:

1. What is the difference between work and play?
2. What is the difference between work and a hobby?
3. When is work interesting and a pleasure?
4. What would life be like at home if your father never worked?
5. What are some of the reasons people work?

Now let's pass the feeling box around and see if we can guess what is in it. When the secret object is revealed, have the students tell what jobs are related to it and why they think these people work. The following Culinary Arts objects could be used: hard-boiled egg, spaghetti, beans, nuts, fruits, lettuce, potato, etc.

Student Activity - G

Purpose: To help students understand that careers are grouped by job families.

Materials: Scrapbook, old magazines, crayons.

Procedure:

Introduction: In our career scrapbooks, let's draw a tree. This will be called our "Family tree". Let's write our name on the trunk and the branches can be all the members of our family. Have the students either draw their family, or write their names on the branches. Have the students tell who the members of their family are and what jobs they perform.

Remind the students that each member of the family is different, but they all have one thing in common, they are all related to each other and belong to a family.

Now let's draw a tree. This will be called the "Job Tree".

Let's write the words "Culinary Arts" on the tree trunk. (Explain what Culinary Arts is.) What do you think the branches will be? Now let's cut out pictures of jobs related to Culinary Arts from these old magazines. These pictures will be branches of the tree. After we have collected all our pictures, let's glue them on our trees.

Have the students show their "Job Trees" to the class and tell what the pictures are and how they relate to Culinary Arts. Remind the students that jobs are like us. We belong to a family and jobs belong to families also. What kind of branches would an Arts and Crafts tree have?

Student Activity - H

Purpose: To help students understand that information about careers is needed.

Materials: Colored construction paper, marks-a-lot, stapler.

Procedure:

Introduction: Today we're going to see how much we know about jobs. Pass out a strip of construction paper to each student. Instruct the class that each one must think of an occupation related to Culinary Arts and write it on the construction paper. When everyone is finished, have each student tell what he knows about the job he wrote down. Then have him staple the ends of the construction paper together and staple it to a bulletin board. The next student will put his next to the last and a caterpillar will appear. Paste small black eyes on the last loop.

Have a discussion concerning the amount of information the students already know about occupations and the importance of learning more.

Student Activity - I

Purpose: To help children understand that individuals differ in their abilities, interests, attitudes and values.

Materials: None

Procedure:

Introduction: Today we're going to find out how each of us is different from one another and respect us for our differences.

Setting the Situation: Let's take a look at ourselves and each other. How do each of us differ from one another? Do we all wear the same clothes? Do we all sound the same? Do we all

like the same things? First, let's divide the class. All people who have brown eyes are in one group. All people who have blue eyes are in another.

Enactment: All blue-eyed people get to sit in the front of the class. All brown-eyed people must be quiet. All blue-eyed people can talk for two minutes. All blue-eyed people get five extra minutes at recess. All brown-eyed people must come in at the regular time. All blue-eyed people can get a drink. Brown-eyed people don't. Now let's change. Now brown-eyed people can sit in the front and talk, etc.

Discussion: How do you like being a brown-eyed person? Blue-eyed person? How does it feel to have brown eyes and not be able to do things? Do you think it is fair to not be included in the activities?

Extension: If you have black skin, should this make you different from people with red or white? If you enjoy reading books and everyone else thinks that it is a crummy hobby, then does that mean there's something wrong with you? What kind of differences can you name that people in your class have? Do you make fun of people who are different? Why? (Students will discuss their own differences and why they should still like someone even though he is different.) Discuss differences in jobs--why they think some jobs are better to have than others.

Student Activity - J

Purpose: To help children realize that self-understanding is important when choosing a job.

Materials: Paper and pencil.

Procedure:

Introduction: Today we're going to find out just how much we really know about ourselves. Let's use a checklist to help us.

EXAMPLE: I like to:

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

Now have a discussion concerning the checklist to discover everyone's likenesses and differences. On the basis of their comparisons, have the students write a paragraph on "What Kind Of Person Am I". Have the student include these in their career scrapbooks. Discuss how well you would do a job related to Culinary Arts if you didn't even know yourself. How would you know what type of occupation you liked?

Student Activity - K

Purpose: To help students understand that some workers produce goods and others produce services.

Materials: Butcher paper, Tempora Paints, your imagination.

Procedure:

Introduction: Spread the butcher paper out in two long sheets. Divide the class into two groups. Divide these two groups into groups of three or four. Today we're going to make a people pyramid out of jobs relating to Culinary Arts. (Remind them what a pyramid is.)

Have one group entitle their paper "Some workers produce goods." Have the other group entitle their paper "Some workers produce services." Now I'm going to ask you what you ate for lunch. Paint your lunch at the bottom of the paper. (or write the words) Now the "Goods People" must trace their lunch to all the workers who produced the goods for the lunch. The "Services People" have to trace their lunch to workers who produced the services for the lunch.

Discussion: Explain what goods and services are. Discuss what would happen if everyone produced goods and no services, vica versa. Discuss what workers in this town produce goods and who produces services.

Student Activity - L

Purpose: To help children understand that observation of people at work improves knowledge.

Materials: Video Tape Replay of the "Galloping Gourmet".

Procedure:

Introduction: Today we're going to learn that observation of people at work improves knowledge. The teacher will tape a cooking show before class and play it back. A discussion will follow by using questions such as:

- a. How can you tell that that person enjoys his/her job?
- b. What must you like to do in order to like that job?
- c. From observing, what school subjects would help you in cooking? How?

Student Activity - M

Purpose: To help students understand that specialization leads to inter-dependency among people.

Materials: None

Procedure:

Introduction: Let's have someone go to the board and write the word "Culinary Arts". Under this word, let's think of all the jobs that relate to it. Bring in the idea that if we don't eat the proper foods we won't be healthy. If you aren't getting enough vitamin C you will have to go to an eye doctor. Relate goods to health occupations. If you're not feeling well and don't know what's wrong, you go to a general practitioner. If the trouble is with your bones and joints, then you go to an orthopedic surgeon. If it is a skin disease, you go to a dermatologist. Ask the class to discuss why there are so many health occupations. The students should soon discover that there is too much to know about health for any one person to know so many things. This is why different workers "specialize" in certain areas; teeth, eyes, bones, etc.

Have the students discuss other jobs related to Culinary Arts in which people must specialize.

Student Activity - N

Purpose: To help students understand that individuals need special training.

Materials: Career Education Notebooks, creative writing.

Procedure:

Introduction: Today we're going to learn that individuals need special training. Have the students title their papers "Individuals need special training". Everyone begins their story with the following sentence: "This is the year 2001 and there is a great demand for people working in the field of Culinary Arts." (You might have to remind the students what Culinary Arts is. Put the following words on the board: college, schooling, demand, place of employment, salary, working conditions, training, etc. Instruct the class that they must continue the story and use some of these words in it. Remind them they must keep in mind the title of their essay. Have some of the students read their essays aloud and have the students include them in their Career Education Notebooks.

Student Activity - 0

Purpose: To help students understand that individuals are qualified to perform different jobs.

Materials: Chalkboard and chalk

Procedure:

Introduction: Today we're going to see how people can perform many different kinds of work because of their interests and abilities. First have one student draw a silhouette of an imaginary man on the chalkboard. Have another student write the word "interests" to one side of the man. The class will list all the interests of the imaginary man. Another student writes the word "abilities" on the other side of the man. The class will list the abilities of the imaginary man. Now have a student write the words "Possible Occupations" under the man. The class will now make a list of possible occupations related to Culinary Arts that the man could do well because of his interests and abilities.

Discussion: Have the class discuss their own interests and abilities and how they would relate to Culinary Arts.

Student Activity - p

Purpose: To help students understand that an individual's attitude affects success in a career.

Materials: None

Procedure:

Introduction: Today we're going to learn that an individual's attitude affects success in a career.

Problem Solving: Joe is a very pleasant man, but has a poor attitude on his job and towards the community. It seems like he just doesn't care. Can you solve Joe's problem or aid him a little.

Discuss:

- a. What would Joe's performance be on his job?
- b. How can Joe be a pleasant man with his attitude?
- c. Is there a discrepancy here?

Student Activity - 0

Purpose: To help students understand that supply and demand help determine career choice.

Materials: Career Education notebook.

Procedure:

Introduction: Today we're going to learn that supply and demand help determine career choice.

The class may review the term supply and demand and relate its influence upon career choice.

- a. What does supply mean?
- b. What does demand mean?
- c. What does the term supply and demand mean?
- d. How can the idea of supply and demand influence the career a person goes into when he is grown?
- e. Why should a person find out about the supply of the demand for jobs in the occupation he is considering?

Career Education Notebook:

Students may list jobs that existed 25 years ago, but are nearly obsolete today. Make another list of jobs that we don't have today, but probably will in the future. Use the discussion method to find out cause and effect.

Student Activity - R

Purpose: To help students understand that cultural and socio-economic background affect career choice.

Materials: Tag board, pictures.

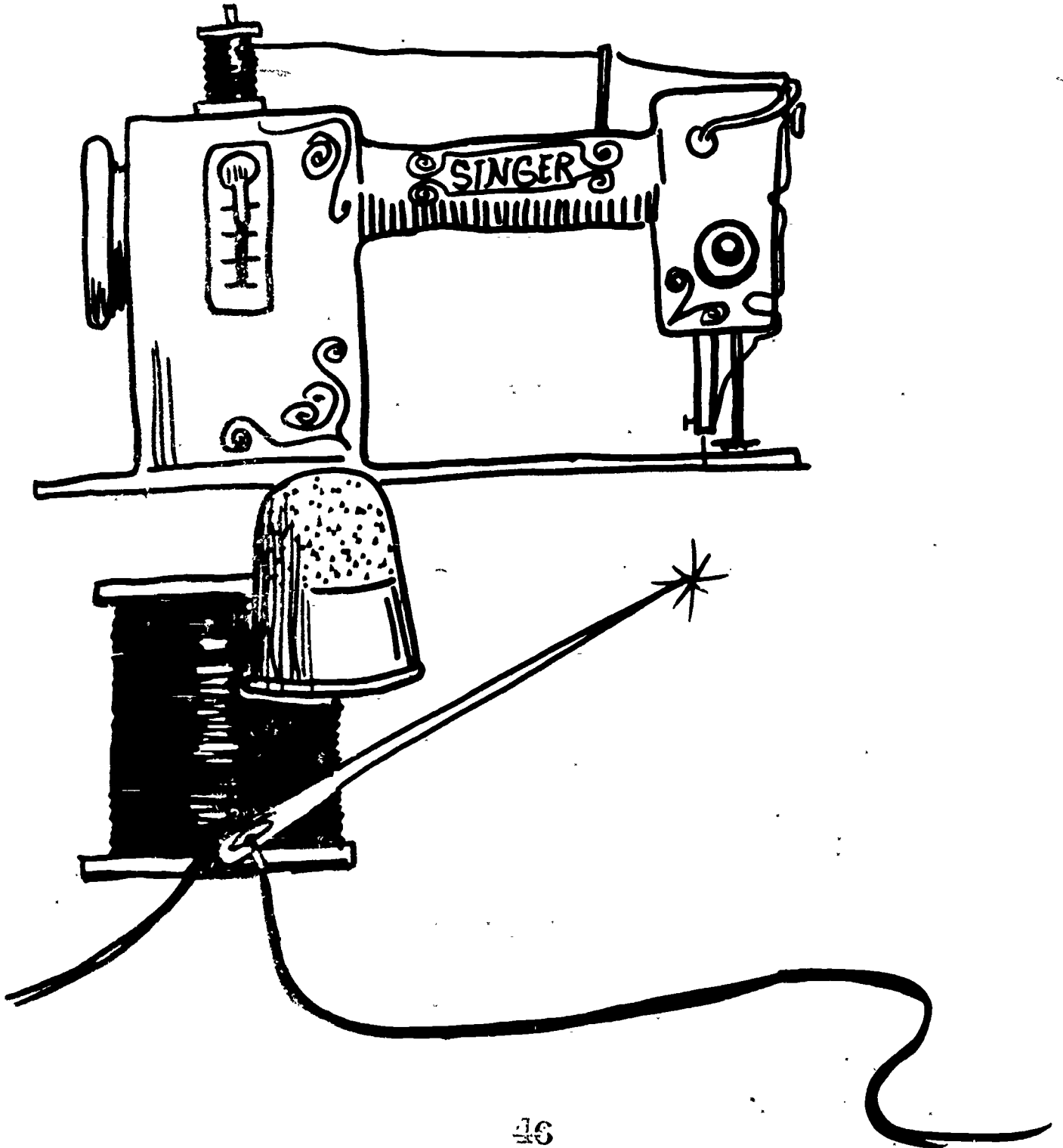
Procedure:

Introduction: As the student studies Canada, Mexico and South America, he will be able to discuss cultural and socio-economic conditions as compared to that of the United States.

Cut out pictures of various regions and paste on the tag board. Divide the class into groups and have them list the jobs that they think might be found in that region. When this has been completed, discuss the following:

- a. Standard of living
- b. Capitalism (competitiveness)
- c. Technology
- d. Education

Hand Sewing



Need of Child as related to Hand Sewing

The students in the intermediate grades are striving for peer acceptance. Even though they go along with a group to satisfy the need of belonging, they are looking for individuality. This is noticeable especially in their actions with the immediate family. To suffice this need, one can use Hand Sewing as a method. By giving them the experience in sewing and clothing art, it is hoped they will receive a better understanding of good appearance in clothing selection. Another need that can be met through this activity is the feeling of accomplishing something by the use of creativity.

Hand Sewing integrated into the Curriculum

Hand Sewing and Clothing Art requires a knowledge of material that has been learned in the previous grades and also to develop insight into students what will be needed to do this activity. There is also the opportunity for the teacher to teach subject area concepts along with hand sewing. Therefore, the teacher can use this activity for a review and also to motivate students toward the academic areas. (To integrate Hand Sewing and Clothing Art with the subject areas, as indicated in the curriculum outlines of the Fort Benton System. The following concepts are to be stressed.

Social Studies

1. To identify Canada's cultural contributions to the United States; e.g., customs.
2. To indicate Canada's economic influence on the United States; e.g., agriculture, manufacturing vs. human labor.
3. To discuss Latin America's cultural influence on the United States; e.g. customs.
4. To identify Latin America's economic influence on the United States; trade, resources, agriculture, manufacturing vs. human labor.
5. The student will be able to apply various man skills to the study of Latin America; e.g. Mestizo, commercial subsistence, tropical zones, culture, etc.

Math

1. Develop an ability to perform mathematical operations.
2. Develop an understanding of Geometric properties.
3. Develop an understanding of measurement concepts.
4. Develop an understanding of the measurement of physical properties.

Language Arts

1. Through the use of demonstrations the student will be able to speak using an outline.
2. The student will be able to listen for clues to meaning. (drama, poetry)
3. Develop an awareness of the varied extent of reading material. (patterns)
4. Develop the ability to write in a progressively mature and meaningful manner. (A writing assignment on activity)

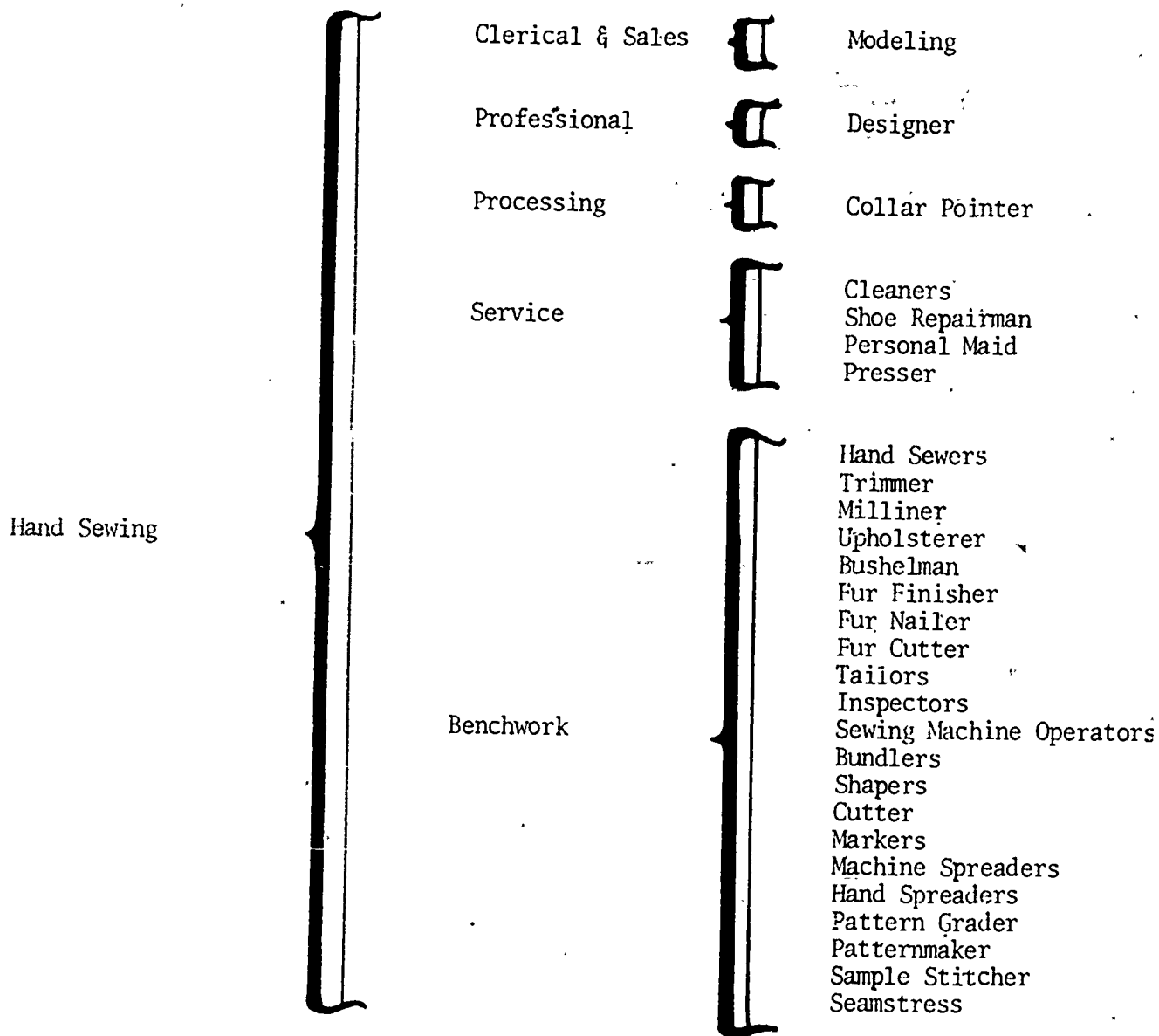
Science

Does not relate directly to the science concepts at the sixth grade level, but the teacher may like to develop lessons around fabrics, synthetics, dyes, etc.

* The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for sixth graders. 47

Hand Sewing as related to job clusters

The following design is intended to depict the mini-course, Hand Sewing, as it is rel-ted to various job clusters.



HAND SEWING

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Hand Sewing. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

GUIDANCE CONCEPTS

Cooperation among workers is essential.

Careers are grouped by job families.

Some workers produce goods, others produce services.

METHODS

A. Puppet Play. (Activity A)

B. Filmstrip "What are Job Families" Field trip to Singer Company.

C. Activity C. This can also be used for language arts.

D. Field trip to Home Economics lab.

Student Activity - A

Purpose: To help children understand that cooperation is essential in the world of work.

Materials: Hand puppets (male, female)

Procedure:

Introduction: Today we're going to have a puppet play about Joe, who has a lemonade stand and Susie, Joe's friend. Now we see Joe has a customer, Susie. Let's listen to what they say.

Enactment:

Susie: Joe, your lemonade is just great, but you have such a plain stand and you don't even yell at people when they go by.

Joe: I know, I've only had two customers all day long.

Susie decides that she should open a stand and sell her lemonade for a nickel since Joe's is a dime. Now we see Susie has a very fancy stand.

Susie: "GET YOUR ICE-COLD LEMONADE FOLKS, ONLY A NICKEL".

Fred: Gee, only a nickel. (drinks some) Ick! I want my money back. This is horrible.

Al: You're right, this is the worst, I want my nickel back.

(Susie closes her stand and is talking to Joe)

Susie: How did you do today?

Joe: Only two people. Guess I shouldn't have ever started. I think I'll quit too.

Susie: I don't understand, your lemonade is great, but you don't have any customers. My lemonade is lousy, but I know how to attract people.

Discussion:

Susie: Students, what do you think we should do?

Student Activity - B

Purpose: To help students understand that careers are grouped by job families.

Materials: Filmstrip "What are Job Families", Field Trip to Singer Company.

Procedure:

Introduction: Today we're going to find out that careers are grouped by job families. First let's watch the filmstrip "What are Job Families". Now that we know a little more about job families, let's go on a field trip to the Singer Company. Here we will learn more about how jobs are related to job families. Do you think knowing about job families can help you think intelligently about future careers? Do you think we can classify jobs of hand sewing by understanding their interdependency.

Student Activity - C

WORDAGRAM

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

Find each of these words in the puzzle above. Draw a ring around each word.

Hand Sewing
 Seamstress
 Designer
 Pattern Maker
 Scissors
 Tailors
 Presser
 Hem
 Button
 Zipper

Fur Cutter
 Collar Pointer
 Sew
 Fur Finisher
 Fur Nailer
 Thread
 Measuring tape
 Markers
 Fabric

Student Activity - D

Purpose: To help students understand that some workers produce goods and others produce services.

Materials: Field trip to Home Economics lab.

Procedure:

Introduction: Today we're going to find out that some workers produce goods and others produce services.

Have the students visit a home economics lab in progress that is sewing and observe the various workers. Visit another place that deals only with services. Stress the words specialization and interdependency when the class returns.

Questions to consider:

- a. What would happen if everyone made the thing we observed?
- b. What would happen if everyone just did servicing?
- c. Why do we need both?

Horticulture



PARCEN 72

Need of Child as related to Horticulture

At the elementary age the individual has a natural curiosity about life and growing things. This curiosity can be satisfied through the growing of plants or trees. A student can receive much satisfaction or develop a sense of pride in his accomplishments. As the student reaches the intermediate grades, his needs change somewhat. The major change is that of becoming an individual, which gives the student satisfaction and pride if he can accomplish something when competing with the forces of nature. There develops an individual competitiveness.

Horticulture integrated into the Curriculum

Horticulture can be a tool for the classroom teacher to create enthusiasm for students to improve their attitude towards school. The student is generally very active all the time, but his activeness increases in the spring. He would rather be outside. The teacher can take advantage of this by using Horticulture as the content for the subject areas. It will be a change from the traditional classroom setting and should make school more meaningful for the students. Listed below are ways in which Horticulture can be integrated with the subject areas as to curriculum outlines of the Fort Benton System.

KINDERGARTEN

Science

1. Each student will be able to identify and group living things.
 - a. plants vs. animals
 - b. plants (e.g., trees and domestic)

Language Arts

1. The student will be involved in many creative activities.
(acting out the growth of a plant)

Social Studies

1. The child will demonstrate his ability for self-control.
(sharing materials, sharing time, etc.)
2. The child will listen to stories, and take part in discussions in order to expand his fund of knowledge.

Math

1. The student will show an awareness of the clock and time. (make a graph of growth of a plant)
2. The student will be able to perform mathematical operations. (counting seeds, plants, etc.)
3. The student will differentiate between a square and a rectangle.
(making the flats)

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Kindergarten.

FIRST GRADE

Science

1. Each student will be able to observe relationships of growth and development of living things to their environment and food supply. (grow seeds in soil)
2. Each student will be able to observe that living things need food for energy and growth. (fertilizer)

Math

1. The student will demonstrate the ability to read the calendar. (How long did it take the plants to grow?)
2. Add mathematic terms to the students vocabulary.
3. The student will use a ruler to measure objects to the nearest inch.

Language Arts

1. The student will be able to listen to and follow multiple directions.
2. The student will be able to build vocabulary through phonetic and structural analysis.

Social Studies

1. The student will be able to identify ways in which family members help each other.
2. The student will be able to differentiate between needs and wants.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for First Graders.

SECOND GRADE

Language Arts

1. Same as for First Grade except on a higher scale.

Math

1. The student will recognize $1/2$, $1/4$, $1/3$ in relationship to a whole.
2. The student will demonstrate the relationship between addition and subtraction.
3. The student will demonstrate his ability to read the calendar.
4. The student will identify cup, pint, quart, and gallon containers and compare amounts of each.
5. The student will measure to the nearest $1/2$ inch.

Social Studies

1. The student will be able to discuss that occupations of people vary so that goods and services can be produced. (stress - jobs found in Horticulture)

Science

1. Each student will be able to classify plants according to their environment.
2. Each student will be able to state the needs from the environment of a growing plant.
3. Each student will be able to discover the different materials in soil.
4. Each student will be able to observe the conservation of soil.
5. Each student will be able to conclude that the sun gives energy that is stored in green plants.

*The preceding concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Second Graders.

THIRD GRADE

Science

1. Each student will be able to group plants by structural characteristics. (green and non-green, reproductive, with or without tubes, etc.)
2. Each student will be able to explain that within the classes of living things, the sources and kinds of food they use will vary with the environment.
3. Each student will be able to explain that living things are dependent upon soil, water and air from their environment.
4. Each student will be able to relate the origin and properties of soil.
5. Each student will be able to investigate and explain the conservation of soil.

Math

1. The student will identify even and odd numbers.
2. The student will demonstrate his understanding of multiplication as a joining of equivalent sets.
3. Develop an understanding of Geometry. (line segment, right angle, parallel lines)
4. The student will measure to the nearest quarter-inch and yard.

Language Arts

1. The student will be able to listen while sharing oral experiences.
2. The student will be able to dramatize. (using plants as the content)
3. Develop an appreciation of the various forms of literature.
 - a. Research plants by using dictionaries and references.

Social Studies

1. The student will compare various residential areas within metropolis. (use planting gardens, flowers as one way of comparing)

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Third Graders.

FOURTH GRADE

Science

1. Energy and Photosynthesis
 - a. Each student will be able to identify that soil, air and water are the sources of raw material for photosynthesis. (use terrariums in the classroom)
2. Ecology
 - a. Each student will be able to determine how living things are dependent upon the environment they live in. (cycles of a plant)

Social Studies

1. The student will be able to identify Montana's location, physical features and resources as a part of a region. (regions where plants come from)

Math

1. The student will be able to select the proper unit of measurement for lengths, area, weight, temperature, etc.
2. The student will develop an understanding of whole numbers. (expanding number of plants)
3. The typical student will be able to demonstrate his ability to apply mathematical concepts and operations in daily situations. (classifying number of plants, etc.)

Language Arts

1. The student will be able to increase his ability in creative writing. (plants)
2. The student will be able to classify information. (labeling plants)

Music

1. Moods of a plant growing.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Fourth Graders.

FIFTH GRADE

Language Arts

1. The student will be able to demonstrate his ability to write original poetry. (use Joyce Kilmer as an example)
 - a. Interpret mood of the poet.

Social Studies

1. The student will trace the pattern of exploration and settlement and compare and contrast this pattern to the American Western Movement. (home for other things, supply and demand)

Math

1. The student will develop an understanding of geometric properties. (plotting out area for trees)
2. The student will be able to select the proper device for measuring the following: inch, foot, yard and mile.

Science

1. Energy and photosynthesis. (observation of hard and soft wood trees through various seasons)
2. Other things that a teacher may develop lessons on are: weather, soil, types of trees, growth rings and fertilizer.

Music

1. Discuss instruments made out of wood and what kind. (hard, soft)

Health

1. Various drugs come from trees.
2. Trees are nature's humidifier.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Fifth Graders.

SIXTH GRADE

Social Studies

1. The student will be able to indicate Canada's and Latin America's economic influence on the United States. (agriculture, natural resources, etc.)
2. The teacher can use this activity also to cover regions, climate, population, etc.

Science

1. Each student will be able to investigate and explain that heat is the kinetic energy of molecules. (hot bed)
2. Studying plants such as perennials and annuals.

Language Arts

1. The student will be able to utilize voice techniques and gestures for better communication. (Students will give oral demonstrations on "How To".)

Math

1. The student will develop an understanding of geometric properties.
 - a. The student will apply learned and new material in the construction of the hot bed.
2. The student will be able to select the proper unit for the measurement of a physical object. (hot bed, flower arrangements and corsages)

Art

1. Balance

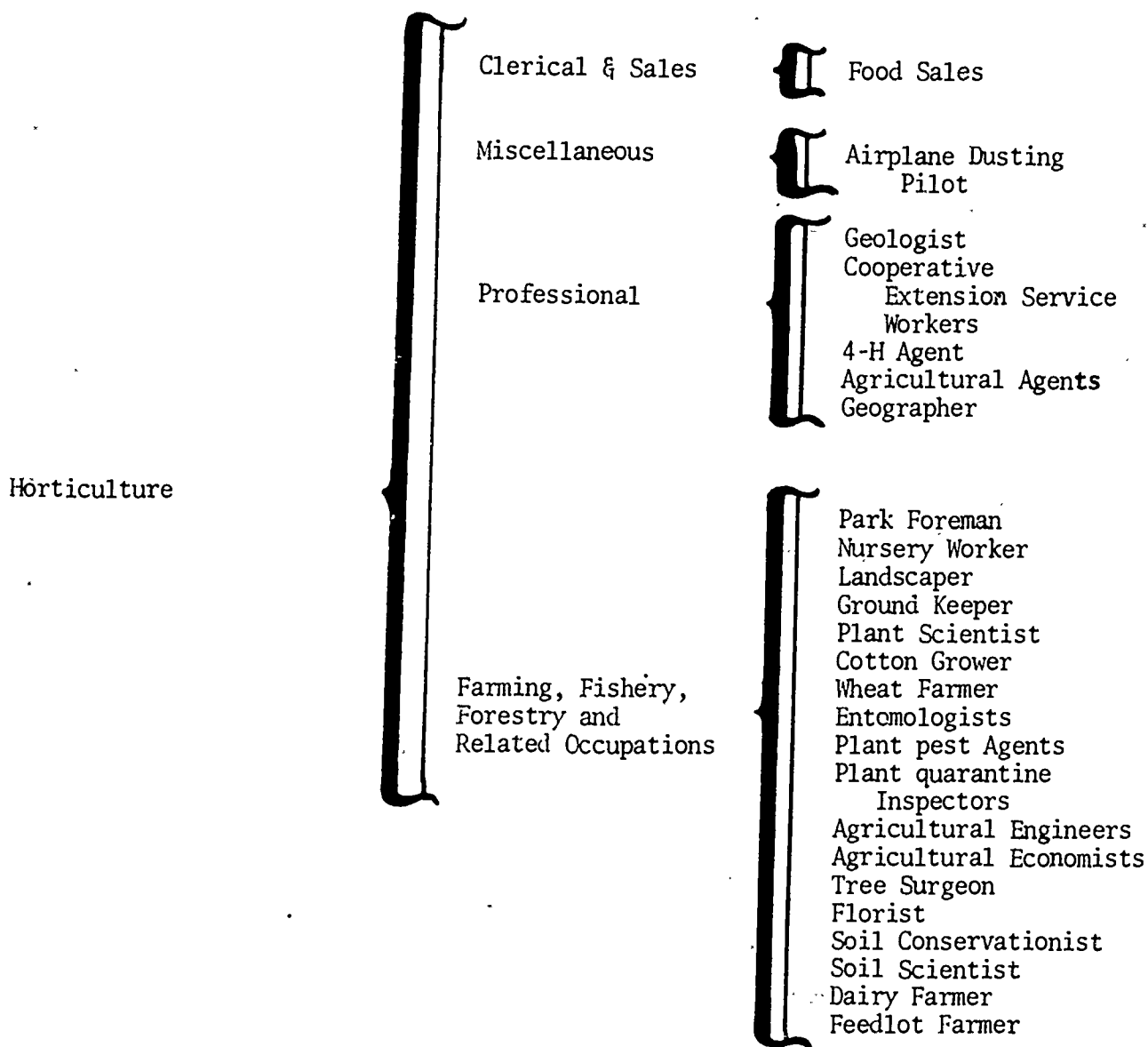
Health

1. The student will be able to identify edible and non-edible plants.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for Sixth Graders.

Horticulture as related to job clusters

The following design is intended to depict the mini-course, Horticulture, as it is related to various job clusters.



HORTICULTURE

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Horticulture. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

<u>GUIDANCE CONCEPTS</u>	<u>METHOD</u>
Kindergarten	
1. People work for various rewards and satisfactions.	A. Role Playing Activity.
2. Cooperation among workers is essential.	B. "Timber" - Role Playing Activity.
First Grade	
1. There is dignity in all types of work.	C. "Blepo's Basket". Showing the importance of work.
Second Grade	
1. Individuals work to meet personal and social needs.	D. Interviews.
2. Information about careers is needed.	E. Burning Forest Activity. Occupations involved with forest fires.
3. Some workers produce goods, other produce services.	F. Charades.
4. Individuals differ in abilities, interests and values.	G. Puppet Play. H. "Birds in the Nest" Activity.
Third Grade	
1. Individuals need special training.	I. Field Trip. Students discover greenhouse.
2. Supply and demand help determine career choice.	J. "Nature Hike"
3. Observation of people at work improves knowledge.	K. Field trip to greenhouse.

Fourth Grade

- | | |
|---|---|
| 1. Information about careers is needed. | L. "Password". |
| 2. Careers are grouped by job families. | M. Wordagram. |
| 3. Individuals are qualified to perform different jobs. | N. Transparencies, Career Education Notebook. |

Fifth Grade

- | | |
|--|---|
| 1. Self-understanding is essential when choosing a job. | O. Career Education Notebook. |
| 2. Cultural and socio-economic background affect career choice. | P. Appalachia Role Playing |
| 3. An individual's lifestyle is affected by a career. | Q. Puppet Play.
R. Panel Discussion. |
| 4. Individuals live in a particular geographical area due to the nature of work. | S. Discussion. |

Sixth Grade

- | | |
|--|----------------------|
| 1. An individual's attitude affects success in a career. | T. Group Counseling. |
| 2. A satisfying career contributes to mental health. | U. Interviews. |
| 3. Technological and sociological changes eliminate and create jobs. | V. Guest Speaker. |

Student Activity - A

Purpose: To help students understand that people work for various rewards and satisfactions.

Materials: None

Procedure:

Introduction: Today we're going to find out that people work for various rewards and satisfactions.

First let's all spread out so we have lots of room. Now we're going to pretend that we are wheat seeds. Seeds are small and hide under the ground. Let's all make ourselves as small as we can and get down on the floor like the seeds do. Now it's raining and this is when we get a drink of water. Let's all pretend that we're drinking the rain. Rain and sunshine make us start to sprout so let's move very, very slowly and pretend our roots are growing. Now with more rain and sunshine our stem is growing, and we're pushing through the soil. Now we are growing very quickly and we are growing wheat at the top of our stems. Let's stand up as tall as we can and pretend our hands are the wheat. Here comes the combine now and will chop our stems off and lift us into the truck. Let's jump real high so we won't miss the truck. Our reward for growing and being such healthy plants is becoming a loaf of bread. Someone will buy us and put butter on us or make us into a sandwich. What do you think the farmer's reward is? (Stress the importance of rewards, such as feeling good inside, self-satisfaction, etc.)

Student Activity - B

"Timber"

Purpose: To help students understand that cooperation among workers is essential.

Materials: None

Procedure:

Introduction: It's important for students to work together to help the class finish its work. It is important for grown-ups to help each other, too. Today we're going to pretend to be all grown-up--very big and very strong.

Pantomime: Find a place on the floor and imagine you are very tall, very strong, and very grown-up. Now, show me how tall, strong, and grown-up you walk up and down the street. That's good.

Setting the situation: Now let's pretend we are lumberjacks going out to chop down a tree in the forest. Put your ax over your shoulder and we'll stroll out in the woods and look around for a good tree for ourselves. Have you found a good tree that needs cutting? Let's swing our heavy axes...chop, chop, chop. Pantomime action.

Maybe we better look it over. Is it ready to fall yet? No, we'd better chop over here...chop, chop, chop.

Now let's look. Oh, oh...it's swaying...swaying... we'd better hurry over here to get out of the way. There it goes...everyone call out "timber!"...timber...crash! There goes the tree! Boom.

Sometimes two lumberjacks work together to chop down a tree. They stand on opposite sides of the tree and when one hits, the other is swinging back getting ready to hit.

Pantomime: _____ (choose volunteers), perhaps you and I can show these folks what I mean. Let's pretend this is our tree. Now you chop and I'll swing back...I'll chop and you swing back. Chop and swing...chop and swing...chop and swing...chop and swing. It doesn't take as long to chop a tree down that way.

Everyone take a partner and find a tree. The one who will chop first put up your hand. The other one should swing back getting ready. Ready, begin. Chop and swing...chop and swing...chop and swing... chop and swing. (Some children will be able to get this rhythm, some will not) Oh,...it's going to fall. Everybody out of the way...over here. There it goes..."timber"!

Story and Enactment: One day Jack and Jim, two lumberjacks, chopped down a great big tree in the forest. They needed the firewood. The tree fell across their path. Jack and Jim tied a rope around the tree trunk and tried to drag the tree to their house where they could cut it up for firewood. They tried and they tried, but they couldn't move the tree. Soon a horseback rider came along. "Stop, stop," said Jack and Jim. "Please help us. We need you to help us move this tree." The horseback rider said, "Well, I'm in a hurry to get to the store, but I see you need help, so I will try." Jack and Jim and the horseback rider tried and they tried. They pushed and they pulled, but they could not move the tree.

Pantomime: Who would like to be the lumberjacks this time? Who will be the horseback rider? Select volunteers. Narrate the action of the story while the students dramatize it. Recase and replay the story two or three times.

Finally an old, old man came along. "Please help us move this tree?" said Jack and Jim and the horseback rider. "I am not strong, I am too old," said the old man. "If we just had a little extra push, just a little more help, we could do the job", they said. "Well, if you need me, I'll help," said the old man. And they all pulled. Slowly the tree began to move, then faster and faster until Jack and Jim were home. "Thank you old man. You are not very strong, but we needed your help." "Thank you," said Jack and Jim to the Horseback rider. "When you need help, we will help you". And away they all went.

Pantomime: Choose new groups and play this part of the story.
Discussion: Why did Jack and Jim need the old man? Like the old man, you are not as strong and big as grown-ups, but your help is important, too. What have you done to help when people needed help? What can you do to help?

Extension: This time let's pretend two children have their wagon stuck way down deep in the mud. They try and try to get it out, but it won't come out. Someone will come along to try to help them, but they still won't be able to get it out. Someone else will try to help. Cast the scene and enact.

Children, how did you feel when someone said they would help you? Helper, how did you feel? Who has had something like this really happen to them?

Student Activity - C

Purpose:

The rationalizing and procrastination demonstrated by Blepo in this story are familiar behavior to all of us. As children discuss Blepo's ability to fool himself and avoid work, they should begin to see their own workshirking mechanisms. In the discussion show that we all sometimes talk ourselves into not working.

It is difficult in our society to teach clear and simple lessons about independent reward for independent work. The necessities of life are not directly dependent upon our work, but are almost guaranteed because we are part of the society.

Nevertheless, children must be led to recognize the importance of work. They should develop good work habits and the desire to function independently.

Story:

Helloooooo...boys and girls. This is Duso the Dolphin again, back to tell you another story.

Once upon a time, there were five brothers who lived together in the mountains. They had a little house among the trees, which kept them dry and warm. Near the house was a garden where the brothers grew their food. The brothers could have enjoyed a very happy life on their mountain farm except for one thing.

One brother was a quitter. Whenever the work grew hard, Blepo would find some reason to quit. The brothers did not mind at first because Blepo was the youngest brother and couldn't really do as much as the other boys. But as time went by, the boys grew up and Blepo still did not do his work.

One day the brothers went to the garden to pick some vegetables for supper. Blepo left his basket at the house. As everyone else began to work, he said, "Oh no! I forgot and left my basket at the house." Away he went, promising to hurry back.

Instead of going straight to the house, Blepo took the long way home. As he passed the creek, he said to himself, "I am so hot and tired from this long walk, I must sit down and cool my feet in this creek for a minute. Then I will go on and get my basket."

Blepo cooled his feet for a few minutes. Soon he said to himself, "As long as my feet are wet, I ought to go ahead and have a quick swim. Then I will feel more like working in the garden."

Into the water went Blepo. He played and splashed for a long time. Finally, he climbed out and sat on the soft grass next to the water. "I am so tired from all that swimming that I could hardly make it to the house. I had better stretch out here on the grass and take a nap. After I am rested, I will get my basket and pick lots of food from the garden."

Soon Blepo was asleep on the soft green grass. He slept all afternoon. After his nap he walked down the path to the house. By the time he got home, his brothers were already there. They had finished picking the food and walked home before Blepo.

"I am so glad that you boys are home with the food," said lazy Blepo. "I slept right through lunchtime, and now I am as hungry as I can be."

"Oh, that is too bad, Blepo," said the oldest brother, "because we did not pick enough food for you. We have each picked only enough for ourselves.

Blepo had to walk all the way back to the garden. By the time he picked his supper and walked back to the house, it was dark and all the others were asleep.

Feelings and words to talk about:

- a. quitter
- b. getting out of work

Our story says that Blepo was a quitter. How was Blepo a quitter? Did his brothers like to do his work for him? How did Blepo try to get out of work? Did it work? What did his brothers do? Do you think Blepo will try to get out of work again?

The teacher is reminded that as an alternative to the above questions she may wish to:

- a. encourage the children to discuss the feelings and events in the story.
- b. encourage the children to discuss how they might feel and what they might do in a similar situation.

Use poster IVB in the Dusso Kit for further discussion.

Don Dinknever, Ph.D., Developing Understanding of Self and Others, Minnesota: (American Guidance Service, Inc., 1970) Story IV-B/Si-88.

Student Activity -D

Purpose: To help students understand there is dignity in all types of work.

Materials: A collection of headgear representative of various occupations (policeman's hat, construction worker's hard hat, nurse's cap, fireman's hat, football helmet, army cap, sailor's hat, chef's hat); materials for making paper headgear.

Procedure:

Introduction: Tell the class to help you collect occupational headgear by borrowing hats from parents, relatives, and family friends. We are going to learn there is dignity in all kinds of work.

When you are ready to have the class play "Lids for Kids," place the hats in a large box or bag. Have the children draw them out one at a time, as if from a grab bag, and tell where they have seen someone wearing the hat, what the person did, and how he contributed to the functioning of the community.

Since many hats are similar in appearance (for example, those worn by an army officer and an airline pilot), children may ascribe several

occupations to a single piece of headgear. When this happens, encourage children to demonstrate the occupations they associate with each hat. Also, discuss with them the ways in which occupations differ--their requirements and their rewards to the worker. You might invite them to act out certain occupations in role-play situations.

The children might enjoy making their own occupational hats by coloring, folding, and pasting paper or cardboard.

Career Education Resource Guide, General Learning Press, Bottoms, Evans, Hoyt, and Willers.

Student Activity - E

Purpose: To help students understand that individuals work to meet personal and social needs.

Materials: Interviews.

Procedure:

Introduction: Today we're going to find out that individuals work to meet personal and social needs.

The children may interview the working members of their families by using the following questions:

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

The discussion from the interviews will probably be the reason why most people work. This is to earn a living for the family. The teacher must use examples to point out that people work for other reasons too.

Tape - play the tape interview that was made at the greenhouse. This will show some reasons why a person might become a horticulturist.

(Tape taken from sixth grade Horticulture) Use an informal discussion on what this person does and what personal and social needs he gets from his job.

Student Activity - F

Purpose: To help students understand that information about careers is needed.

Materials: Paper; orange, red, yellow, and black crayons.

Procedure:

Introduction: Today we're going to learn about job information related to Horticulture. Pass out paper and instruct class that they can use only black, red, orange, and yellow crayons. They are to draw a burning forest and after they are finished, each student must name one person involved in the burning forest and what he does. (E.g., fire fighter, forest ranger, look-out man, rescue worker, ambulance driver, fire prevention people, Smokey the Bear.)

Student Activity - G

Purpose: To help students understand that some workers produce goods and others produce services.

Materials: Occupational tags, "Charades"

Procedure:

Introduction: Today we're going to learn about the world of work through a game called "Charades". The idea of the game is to act out a word that sounds like the occupation you choose, or act out the occupation. If the class guesses correctly, then the student can choose the next "it". If the class doesn't guess the occupation, the teacher chooses the next "it". Today all our occupations will concern "Horticulture".

After each job is revealed, have a discussion on whether this job produces goods or services.

Student Activity - H

Purpose: To help students understand that individuals differ in abilities, interests and values.

Materials: Hand puppets, (one adult male, one adult female) window.

Procedure:

Introduction: Put on mother and father puppet. Today we're going to look at some puppets to see how they are alike and how they are different. Choose a volunteer child for comparison to stand beside the puppet, facing the group. Hold out mother puppet. What can you tell me about this puppet? Have children name features i.e., hair, eyes, nose, mouth, arms, etc. Each time the children name a feature such as hair, have the puppet touch the feature on the real person.

This puppet is very much like _____ (child's name), isn't it? Who can tell me some ways in which it is different from _____ child's name)? (Solicit responses) i.e., size, no legs, feet, clothing, hair, color, etc. Animate the puppet during this time; for instance, have it touch its eyes and look in the student's eyes, then shake its head to indicate they are not the same. Have it bend over to look for legs, etc.

Produce father puppet. Have children list similarities and differences between the two puppets.

Enactment: Mothers and fathers not only look different, but they like to do different things. What do you think this mother likes to do at home? (Solicit responses and pantomime each one with the puppet, using props as necessary.)

What do you think the father likes to do at home? Enact responses, using table for props.

Because they are different, mother and father can help each other. Here is a play that shows this. When I'm mother, I'll talk like this-- "Hello there, children." Use light natural voice. When I'm father I'll talk like this-- "Hello there, children." Use a deep voice.

Mother enters: Oh, dear! I must clean this house. First I'll wash the windows. Show each action. Now I'll sweep the floor. Now I'll put things away. I'll move the furniture. Moves some, but can't budge one item. Oh, I can't move this chest. Oh, dear, I can't move it. What shall I do?

Father enters: Hello, dear. They kiss. Have you had a busy day?

Mother: Oh, yes, I washed and swept and rearranged the furniture, but I can't move that chest.

Father: Oh, no, you can't do that. I can do that. I will move it for you.

Mother: Oh thank you, dear. Now I'll make your supper. Puppets bow.

Discussion: What was the difference between father and mother this time? What can mother do that father cannot do?

Extension: Now let's have father doing something at home. What could father be doing at home? How will mother help him? (Solicit responses) Think of other suggestions for enactment between mother and father. Suggest children enact puppet shows with mother and father puppet showing similarities and differences.

Student Activity - I

"Birds in the Nest"

Purpose: To help students understand that individuals differ in abilities, interests and values.

Materials: None

Procedure:

Introduction: You know about robins. Robins usually lay four eggs in their nest. Then the mother bird keeps the eggs warm for twenty-one days until they hatch. _____ (child's name), suppose you pretend to be the mother bird and pick out four baby robins to grow inside their shells for your nest. Child then selects four others and puts them in a group on the floor. They pretend to be inside a shell. Have nests built until all children are chosen and grouped.

Enactment: Now mother birds, spread your wings out and keep your eggs warm. When enough days pass, the shells begin to crack and slowly, slowly, the little birds come out of the shell. The mother bird needs to go out and get some worms for her babies to eat. Poor babies are too little and weak; they can't leave the nest yet. They get stronger and increasingly bigger. Pretty soon, one of the babies hops out of the nest. One child should hop out of the nest. The mother flutters around. She doesn't want him to try to fly because he is not strong enough yet. The baby bird doesn't listen to his mother. He jumps into the air, and bang, he falls on the ground. He couldn't fly because he didn't have enough feathers. The other birds wait in the nest while the first baby bird hops over here, and under the bush where he will be safe until he grows feathers.

Now the next bird comes onto the branch. This bird is ready to fly. It tries, and tries again. It tries and tries, and finally, away it flies, landing under the bush.

The last little bird won't leave the nest. The mother bird chirps at it. She flies around it. It won't leave. It is too frightened. Mother bird tries and tries to show the little bird how to fly. She knows the baby is ready to fly. Finally, she gives it a push right out of the nest and away it goes. It is wobbly at first, but then it gets better and better. The mother and babies all fly around and are together again.

Discussion: Why did the first baby bird fall on the ground? Why didn't he pay attention to his mother? Have you ever been sure you could do something, then had your mother tell you that you weren't big enough to do it? What was it? How did you feel about it? Why did the mother push the last bird out of the nest? Why is it important to try new things?

Replay the story with new mother birds and different overconfident and underconfident baby birds.

Student Activity -J

Purpose: To help students understand that individuals differ in abilities, interest and values.

Materials: Paper bags big enough to fit over children's heads, discarded magazines from which children can cut career-related pictures.

Procedure:

Introduction: Tell the children that they are going to make "their own bags." Ask them to go through old magazines and clip out numerous pictures representing careers they might like and careers they might dislike.

Demonstrate to the children how they might paste the pictures representing their likes on the outside of a paper bag and those representing their dislikes on the inside. Show them how to cut "eyes" in the bag to make a mask. Explain that the careers they like will be in full view of everyone and that those they dislike will be hidden inside the bag. Their dislikes will be secret unless they choose to let a friend "put on the bag" to see what is inside.

When the bags are finished, hold a "career parade," in which the children move around the room inspecting their friends' creations and talk about their career fantasies. Set the tone by leading the way. Exchange bags with willing children but allow individuals to maintain their "secrets" if they wish.

Discussion: How strongly did they feel about some careers? Why? Did they learn any new things about themselves or about careers? How did they feel about letting other people know their "secrets"? Why?

Career Education Resource Guide, General Learning Corporation, Bottoms, Evans, Hoyt, and Willers.

Student Activity - K

Purpose: To help students understand that individuals need special training.

Materials: Field trip to Greenhouse.

Procedure:

Introduction: Today we're going to find out what kind of schooling is necessary for different jobs. Let's have someone go to the board and write the word "Horticulture". Now let's think of as many jobs as we can that relate to Horticulture. Now what kind of schooling do you think each of these jobs needs? (elementary, high school, college, vo-tech, other)

Now let's go on our field trip to the Greenhouse. While you're there, see if you can figure out what type of schooling these workers needed.

Student Activity - L

Purpose: To help students understand that supply and demand help determine career choice.

Materials: Nature hike, lunch sacks.

Procedure:

Introduction: Today we're going to learn why supply and demand help determine career choice.

Make sure each child has a small paper lunch sack. (to discourage picking up large objects) Divide the class into small groups. Take each group for a nature hike just a few blocks from school. Have the students pick up as many "horticulture" objects as they can find that will fit into their sacks.

When the class has returned, have everyone reveal their "treasures". Have each student tell what their finds are and what jobs relate to each "treasure".

Have a discussion on why we need each of these jobs, reasons not to have these jobs, etc.

Student Activity - M

Purpose: To help children understand that observation of people at work improves knowledge.

Materials: Field trip to Greenhouse.

Procedure:

Introduction: Today we're going to find out that observation of people at work improves our knowledge.

The students should be able to observe for twenty minutes the activities that go on in a greenhouse. When the class gets back, the teacher should use these follow-up questions for discussion:

- a. What kinds of work did you see?
- b. What would you have to know?
- c. Why do you think these people entered this kind of work?

Career Education Notebook:

1. The students will write a short story in their Career Education Notebook on "What I Observed at the Greenhouse".

Student Activity - N

Purpose: To help students understand that information about careers is needed.

Materials: Blackboard and chalk.

Procedure:

Introduction: Divide the class into boys and girls. Today we're going to play Password, but the words we choose will be jobs that relate to Horticulture.

Have four students sit in the front of the class. Have two of them hide their eyes. Have someone else write a word on the blackboard so everyone can see it. Erase the word and have the other two students give clues to their partners. If the student correctly guesses the word, he can choose the next person. If he guesses incorrectly, the teacher chooses.

After each word is revealed, have a discussion on that job. Why it is needed, how important it is, what schooling is needed, etc.

Student Activity - 0

WORDAGRAM

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

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Find each of these words in the puzzle above.
Draw a ring around each word.

- | | | |
|-----------------|---------------|-------------|
| Horticulture | | Soil |
| Shovel | | Seeds |
| Trees | | Agriculture |
| Plant Scientist | | Environment |
| Wheat Farmer | Fruit | Ecology |
| Tree Surgeon | Geographer | Pollution |
| Florist | Cotton Grower | Plant |
| Green House | 4-H Agent | Geologist |
| Peat Moss | Food Sales | Flowers |
| Fertilizer | | Forester |

Student Activity - P

Purpose: To help students understand that individuals are qualified to perform different jobs.

Materials: Transparencies, Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that individuals are qualified to perform different jobs.

Transparencies - use characters that the student will be interested in and explain the following abilities: physical skills, manual dexterity, artistic abilities, musical abilities, writing ability, and reasoning.

Transparencies - use these depicting jobs in the field of Horticulture and have the students name the abilities important for each. The teacher should have the students discuss the interests as well as the abilities for each job.

Career Education Notebook - Have the students pick a job that they might like to do when they grow up and write a short paragraph or two. In this writing, have the students prove that they are qualified to do it by giving examples that they have the proper abilities and interests. More eager students may like to do more than one.

Student Activity - O

Purpose: To help students understand that self-understanding is essential when choosing a job.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that self-understanding is essential when choosing a job.

First let's have someone go to the board and write the word "Horticulture". Now let's think of all the jobs we know that relate to Horticulture.

Now that we have some ideas about the different Horticulture-related occupations, let's each write an auto-biography. Explain what an auto-biography is and tell the students that they must pretend they work at one of these Horticulture-related jobs. Have the students include these in their Career Education Notebook.

Student Activity - R

Purpose: To help students understand cultural and socio-economic background affect career choices.

Materials: None

Procedure:

Introduction: Give the students a historical lecture on Appalachia. (teacher may want to discuss the Industrial Revolution, Economic conditions of the Negro or the American Indian)

Questions:

- a. How did they get into this situation?
- b. What is being done today?
- c. What is the main problem?

Role Playing: Have a student play the role of an Appalachian. The student left Appalachia and moved to St. Louis. Have another or several students interview this person.

Student Activity - S

Purpose: To help students to understand that an individual's lifestyle is affected by a career.

Materials: Puppets, stage.

Procedure:

Introduction: Today we're going to learn that an individual's lifestyle is affected by a career.

Have a family living in Arizona, Texas or New Mexico and have a scene depicting the life of this family at their home. Have the children playing with the neighborhood children and the father and mother associating with their friends. Have another scene with the family working in the garden and the pride they have in it.

This family is a migratory family because they work in vegetable gardens in California and the beet fields in Montana. They also work in the orchards along the western coast of the United States. (Narrator reads this)

Next scene - a very sad family, because they have to leave their home, friends, etc.

Next scene - working in the fields with new people and show the children in their activities.

Last scene - going home

Questions:

- a. How did this family feel when they had to leave their home?
- b. Would everyone feel the same way?
- c. Why would some people choose this job?
- d. How would you like to be part of this family?
- e. Doesn't this bring out the fact that everyone is unique?

Student Activity - T

Purpose: To help students understand that an individual's lifestyle is affected by a career.

Materials: None.

Procedure:

Introduction: Today we're going to learn how an individual's lifestyle is affected by a career.

The students will be divided into two groups. One will take and investigate lifestyles and the other will investigate the standard of living. At the conclusion of the research there will be a debate or a panel discussion.

Filmstrips can be used for references.

Student Activity - U

Purpose: To help students understand that individuals live in a particular geographical area due to the nature of work.

Materials: Blackboard and chalk.

Procedure:

Introduction: Today we're going to find out why people live in different parts of the United States.

Let's have two people go to the board and write "Occupations found in most regions" and the other write "Occupations found in only particular regions."

Now think of all the jobs you can that are related to Horticulture and we'll group them under the proper heading. After a job has been named, discuss the reasons why this job is located where it is. (E.g., certain types of farming; citrus, wheat, forestry, etc.)

Discuss the advantages and disadvantages of people having to live in a particular area because of their work.

Student Activity - V

Purpose: To help students understand that an individual's attitude affects success in a career.

Materials: Counselor.

Procedure:

Introduction: Today we're going to learn that an individual's attitude affects success in a career.

Group Counseling - The reason for using this method is to have the students develop insight in the importance of a good attitude in school. The school should be the job for the students now and their attitude may carry over into a future job. Both school and a future job are synonymous. The counselor is recommended for this activity.

Student Activity - W

Purpose: To help students understand that a satisfying career contributes to mental health.

Materials: None

Procedure:

Introduction: Today we're going to find out that a satisfying career contributes to mental health. The teacher will interview a person that has a job in Horticulture. The tape will be used in the classroom with the answer to questions by the interviewer. Questions asked are "What personal needs are satisfied through this job?", "Do you feel yourself successful?", "Does your family take an interest in your work?", "Did you select this kind of work for prestige, money, talent, etc?"

The second tape will consist of an interview where the interviewer knew ahead of time that that person dislikes his job very much. This person could be an alcoholic. Questions asked in this interview are:

1. What is the largest contributing factor for the dislike of this work?
2. Did you select it for prestige, talent, money, etc?
3. Do you feel your alcohol problem had anything to do with your work?

At the conclusion open it up for discussion and review concepts that would have helped the interviewer.

Student Activity - X

Purpose: To help students understand that technological and sociological changes eliminate and create jobs.

Materials: County Extension Agent.

Procedure:

Introduction: Today we're going to learn how technological and sociological changes eliminate and create jobs. Our guest speaker today is He is the County Agricultural Agent. He is going to show us how science has changed farming in the last fifty years. He will discuss the number of farmers today compared to those fifty years ago and the amount of production of now and fifty years ago.

Let's discuss other Horticulture-related jobs. How do you think they will change in the next ten or twenty years?



ETTERING



AYOUT

Need of Child as related to Lettering and Lavout

The student in the intermediate grades has the ability to express his thoughts in simple forms of writing. This form of communicating is not enough, therefore, simple writing and printing skills must be advanced in order for students to establish developmental communication skills. He must be given the opportunity to express himself independently in increasing complex forms for continuous progress.

Lettering and Layout integrated into the Curriculum

Lettering and Layout is not something totally separated from the school's curriculum. It is related with every subject area and can be taught as the content for the academic areas as well as using it for a tool to make students aware of related jobs and to instill in each student proper attitudes concerning the world of work. Lettering and Lavout as a content of its own can be found in the guide called "Preparation and Counseling for the World of Work", however, this is laid out as a non integrated unit. To integrate Lettering and Lavout with the subject areas, as indicated in the curriculum outlines of the Fort Benton System, the following concents are to be stressed.

Social Studies

1. Develop a further understanding of man skills as they relate to regional studies.
2. Develop an understanding of economic regions.

Math

1. Develop an understanding of Geometr. v.
2. Develop an understanding of Measurement.
3. Develop an application of Mathematics.

Language Arts

1. Develop the ability to recognize that reading has various functions.
2. Develop the ability to recognize that writing is a functional, creative approach to language.
3. Develop the ability to use the mechanics of writing correctly.

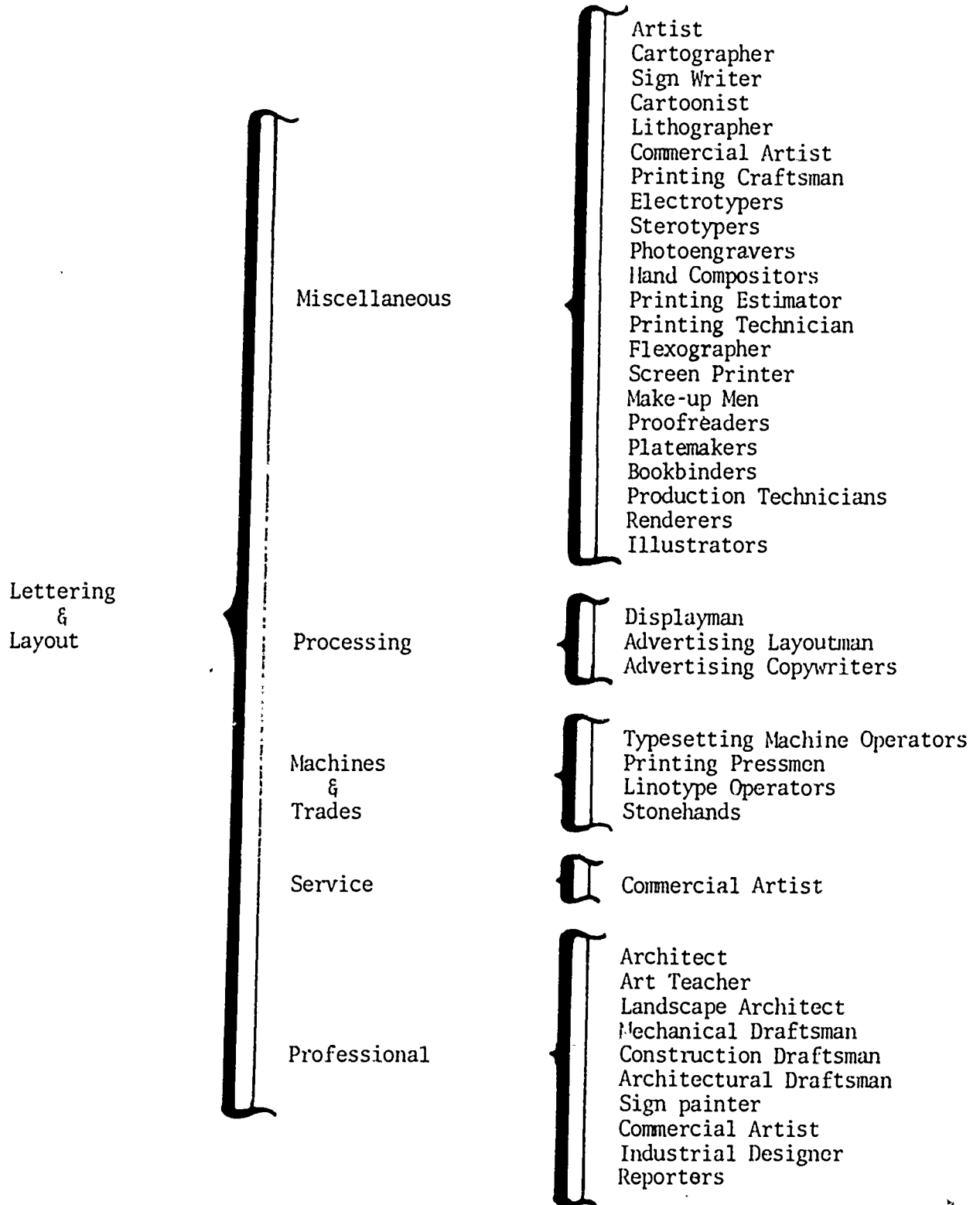
Science

1. Develop the ability to illustrate through posters.
 - (a) the basic food substance for energy for living things is sugar
 - (b) photosynthesis
 - (c) how living things are dependent upon the environment
 - (d) formation of the embryo in plants and animals is similar
 - (e) geological forces
 - (f) solar system
 - (g) water, air and molecules
 - (h) understanding of energy

*The above concents are found in the Fort Benton Curriculum Guides under the above subject areas for fourth graders.

Lettering and Layout as related to job clusters

The following design is intended to depict the mini-course, Lettering and Layout, as it is related to various job clusters.



LETTERING AND LAYOUT

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Lettering and Layout. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

GUIDANCE CONCEPTS

METHOD

- | | |
|---|--|
| 1. Dignity in all types of work. | Students will make a mobile - stress the balance in the mobile and relate it to the importance of workers of Lettering and Layout in our society.
a) Too many people in one job (the sun) and demand concepts can be brought out here also.)
b) Low social prestige in jobs. |
| 2. Individual's work to meet personal and social needs. | 1. <u>Dusso Kit</u> . This concept will be covered by the use of puppets in grades K-6. The teacher may use various activities suggested by the Dusso Kit which will satisfy the needs of the students.
2. <u>Discussion</u> : How might you meet some of the needs we covered in the Dusso Kit in a job. |
| 3. People work for various rewards and satisfactions. | Pole Playing Activity - A. |
| 4. Cooperation among workers is essential. | Puppet Play Activity - B. |

Student Activity - A

ROLE PLAYING

Purpose: To help children understand that people work for various rewards or satisfactions.

Materials: None.

Procedure:

Introduction: Today we're going to pretend we all have enough money so that we don't have to work for a living. What are you going to do with your spare time? (solicit responses) Let's pantomime the things that we want to do. Now that we have done all these things, we're awfully tired, so let's all sit down and take a break.

Story and Enactment: Today I'm going to tell you a story about a little boy named Fred. Fred was just like you. He had all the money he would ever want. Fred had gone swimming, horseback riding, hunting, fishing and everything else he wanted to do, but Fred was sad. He had learned how to do everything very well so that there wasn't any challenges left for him. Even though he had lots of money left, Fred was bored. What do you think he did next? (Solicit responses) Fred went looking for a job. It didn't take long before he acquired a job making cartoons. This was a real challenge to Fred and do you know what? Fred wasn't bored any more.

Discussion: Have you ever gotten bored at the end of the summer when you don't have anything more to do? This is how Fred felt! There are lots of people in this world who really don't have to work, but they do. Can you think of some reasons why?

Students will discuss different reasons people work and the rewards and satisfactions they receive from working. If Fred enjoyed making cartoons, what other kinds of jobs are similar that he might enjoy. (Architect, artist, advertising, displayman, draftsman, etc.)

Student Activity - B

Purpose: To help children understand that cooperation among workers is essential.

Materials: 5 puppets.

Procedure:

Introduction: We're going to meet five different people who all work at the newspaper office. Mr. Layout's job is planning the content of each page. Mr. Composition assembles the print, headlines, pictures and anything else that might come up. Mr. Platemaking prepares the printing plates. Mr. Printing puts the image on the paper. Mr. Finishing puts the newspaper together and makes sure your newspaper is on your doorstep in the morning.

Story and Enactment: On Monday Mr. Layout decided not to come to work. No one else at the newspaper office knew how to do Mr. Layout's job so they couldn't print a newspaper that day. The next day Mr. Composition decided he was going to have five extra coffee breaks and so half of the newspaper wasn't assembled at all. That day only half of a paper was sent to the people. On Wednesday Mr. Platemaking was very tired because he had stayed up late the night before and kept falling asleep. There was no newspaper that day. Mr. Printing decided on Thursday that he didn't want to work at the newspaper office any more, so he quit. No newspaper that day. On Friday Mr. Finishing wanted to leave early and go fishing over the weekend. The paper was finished, but since he left early, no papers were delivered to the people. The people of the town didn't get a newspaper all week long just because the men at the newspaper office didn't work together.

Discussion: Do you receive a newspaper every morning? Do you think the people that publish the paper get along together? Can you think of other jobs that would be a complete flop if the people didn't cooperate together? All of them would, wouldn't they?

Five basic steps in the production of printed matter.

1. Layout - Planning the content of each page.
2. Typesetting & Composition - Producing and assembling the type, headings and pictures.
3. Platemaking - Preparing printing plates.
4. Printing - Transferring an image to a printing surface.
5. Finishing - Binding and mailing operations.

Need of Child as related to Outdoor Living Education

A child has a natural curiosity that needs to be satisfied and at the intermediate level it's more towards himself and the world in which he lives. With advancements in technology and the urban society we now have, the student is curious about life away from people. At times the individual wants to be by himself or only with nature. This is a time when the student can do some reality testing away from a group setting. It is also becoming a problem in finding things to do in a person's leisure time. Having an abundance of this will create boredom for the individual, therefore, the student needs to have an understanding of what can be done with the outdoors as well as how we can preserve it for the student when he is ready to use it.

Integrating into the Curriculum

Outdoor education provides the opportunity for the teacher to depart from the traditional classroom and do the instruction in a different setting. It is hoped this new experience will be motivating for the students to apply knowledge gained previously on activities suggested by the teacher. It is recommended that the teacher evaluate the needs of the students for activities that would benefit them and the educational program of their school. Listed below are ways in which Outdoor Education can be integrated with the subject areas as to curriculum outline of the Fort Benton System.

Social Studies

1. The student will be able to apply previously taught and new map skills in their area and the study of Canada.
 - a. Review skills; e.g., globe, grid, legend, scale of miles, hemisphere.
 - b. New skills; e.g., zones, wind and water currents.
2. The student will be able to apply various map skills in their area and the study of Latin America.
3. The student will be able to discuss Canada's and Latin America's cultural contributions to the United States.
4. The student will identify differences or similarities in ecology and social living.

Math

1. The student will develop an understanding of rational numbers.
 - a. The student will be able to demonstrate his understanding of the relationship between common and decimal fractions.
2. The student will develop the ability to perform the mathematical operations of whole numbers (figuring miles, budgeting food supplies)
3. The student will develop the ability to construct geometric figures. (angles, etc.)
4. The student will be able to select the proper unit for the measurement of a physical object (i.e., angles, liquid, boiling water, speed, etc.)
5. The student will develop an understanding of the measurement of physical properties. (time scheduling, metric system)

Language Arts

1. Refine the ability to speak effectively. (tell about their trip using an outline)
2. Develop the ability to write in a progressively mature and meaningful manner. (news story of where they went and how they enjoyed it)

Science

1. Develop an understanding of plants and animals

Science cont.

- a. Functioning of the Body
 - b. Energy and Photosynthesis
 - c. Ecology
 - d. Chemistry of Living Things
2. Develop an understanding of geology as a science.
 3. Develop a knowledge of astronomy and meteorology.
 4. Develop the role that matter has in science.
 - a. Water
 - b. Air

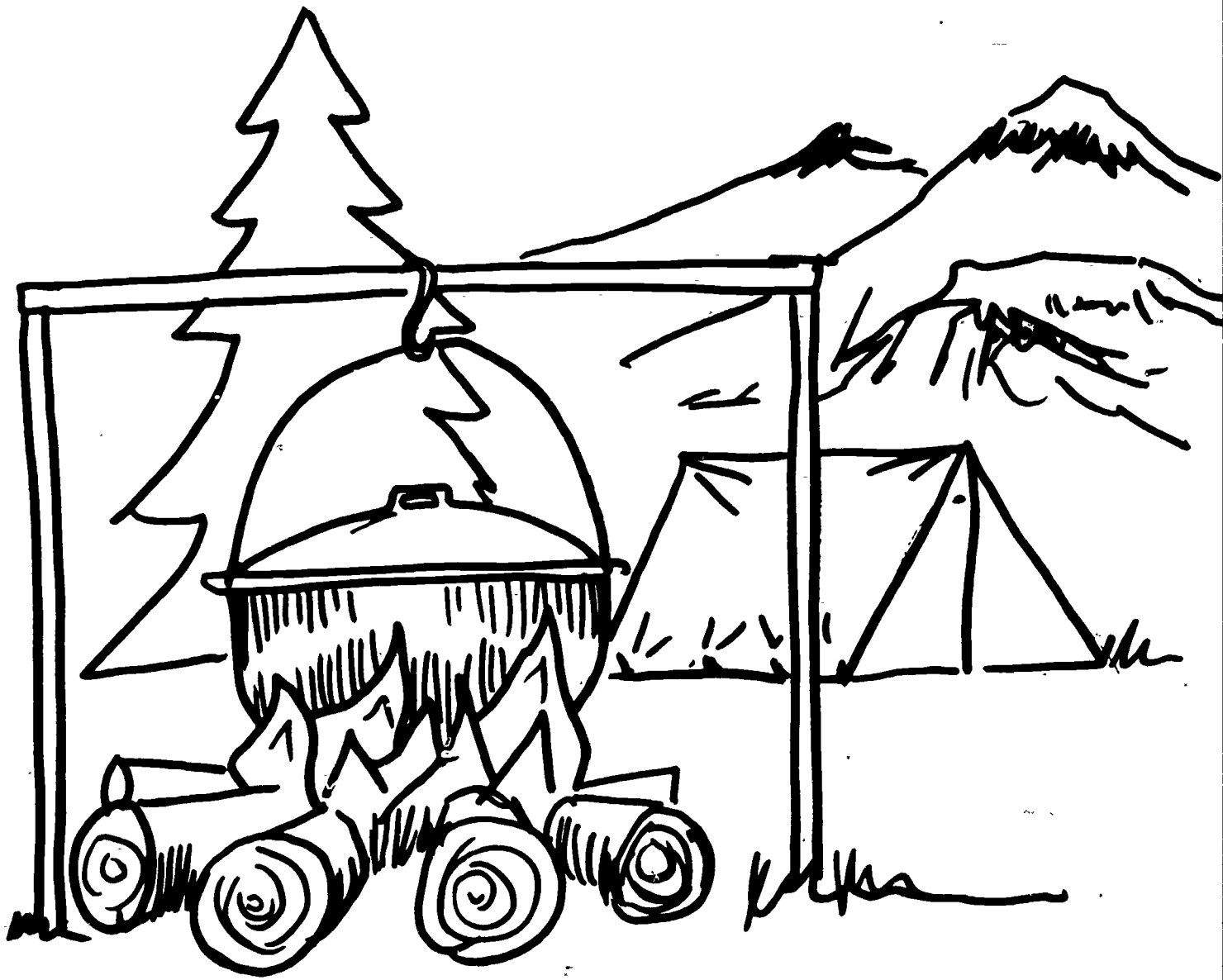
Health

1. Natural and man made environmental factors influence health and safety.
2. Accidents are caused by human and environment factors and may result in injury, property damage or death.

Music

1. When studying Canada and Latin America use those types of music as well as songs of nature.

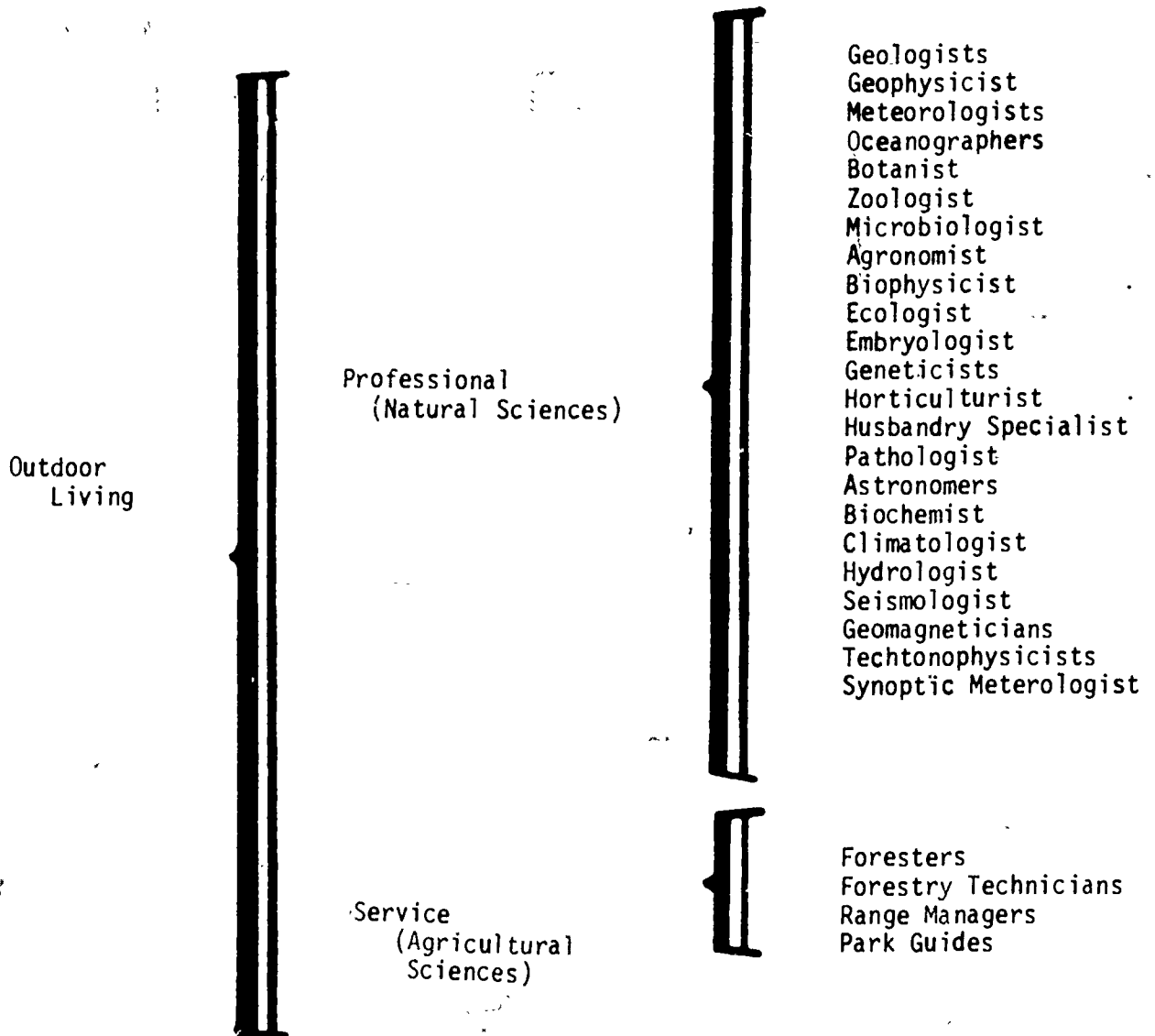
*The above concepts are found in the Fort Benton Curriculum Guides under the subject areas for sixth graders.



Outdoor Living

Outdoor Living as related to job clusters

The following design is intended to depict the mini-course, Outdoor Living, as it is related to various job clusters.



OUTDOOR LIVING

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Outdoor Living. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

GUIDANCE CONCEPTS

There is dignity in all types of work.

People work for various rewards and satisfactions.

Individuals live in a particular geographical area due to the nature of work.

METHOD

- A. Mars Activity.
- B. Career Education Notebook. Students conduct interviews.
- C. Occupation Word Activity.
- D. Review.
- E. Career Education Notebook.

Student Activity - A

Purpose: To help the student understand that there is dignity in all types of work.

Materials: none

Procedure:

Introduction: Today we're going to learn that there is dignity in all types of work. Take the class to Mars. They will be the first ones there. They will live there permanently. Ask the following questions:

1. If you could choose any job on Mars you wanted, what would it be?
2. Make a list of jobs mentioned.
3. Put a list of jobs on the board that they forgot.
4. Show the importance of these jobs besides discussing jobs found in outdoor education.

Student Activity - B

Purpose: To help students understand that people work for various rewards and satisfactions.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to find out that people work for various rewards and satisfactions.

Students will interview two jobs that they are interested in. The question they will ask is "What rewards and satisfactions do you get from your job?" Record these in notebooks and develop topics to be used in panel discussions.

Student Activity - C - D - E

Purpose: To help the student understand that individuals live in a particular geographical area due to the nature of work.

Materials: Occupation Word Cards, Career Education Notebook, map.

Procedure:

Introduction: Today we're going to learn that individuals live in a particular geographical area due to the nature of work.

Present occupation work cards to the class and ask the following questions:

1. From what you have learned of Canada and Latin America, where might this occupation be found?
2. Could this occupation be found in more than one area.
3. Have students pin occupations found in outdoor education on a map of Canada and Latin America.

Teacher should review the various regions. The teacher should help the students to understand that some occupations can be found anywhere and some can be found in only particular areas. Have students make a list in their Career Education Notebook of 1) those found in most areas and 2) those in particular areas.



**PERSONAL
BANKING**

Need of Child as related to Personal Banking

As the student reaches the intermediate grades, his need for independence is beginning to make an individual out of him. He also begins to think of himself in relation to his peers. He begins to do some comparing and placing of values, which he has not previously done. These values will depend upon the child's environment, but generally in our society the importance is on social recognition. Social recognition is often times gained through the wise management of the "things" we possess. Many of the "things" a child receives or possesses at this age involve money. Personal Banking will give the student an understanding in managing money, which in turn will help to satisfy his needs at this time.

Personal Banking integrated into the Curriculum

Personal Banking provides an opportunity for the classroom teacher to review and expand concepts in mathematics as well as a few in the other subject areas. In this activity, the child will manage money. By being given a project like this, the student is generally interested in it because he is playing the role of a businessman (grown-up). This role, it is hoped, will help the child to develop insight in the importance of mathematics and other subject areas. Listed below are ways in which Personal Banking can be integrated with the subject areas as to the curriculum outlines of the Fort Benton System.

FIFTH GRADE

Math

1. the student will be able to understand the concept of a repeating decimal.
2. The student will be able to solve equations using the inverse relationship of addition and subtraction.
3. The student will be able to make change up to and including twenty dollars.
4. The student will be able to demonstrate his ability to apply mathematical concepts and operations in daily situations.

Language Arts

1. The student will be able to record data. (using numbers and words)
2. The student will be able to give detailed directions and explanations.

Social Studies

1. The student will be able to identify Canada's and Latin America's economic influence on the United States. (economic, life-style in a budget)

Science

1. Does not relate directly to the Fort Benton Curriculum Guide, but lessons may be prepared around the make-up of paper, lead in pencils and occupations in the science area related to Personal Banking.

*The above concepts are found in the Fort Benton Curriculum Guide under the above subject areas for First Graders.

SIXTH GRADE

Math

1. The student will be able to understand the relationship between decimal fractions and money notations.
2. The student will be able to identify and name the place value of each digit in a 9-digit numeral.
3. The student will be able to add and subtract both horizontally and vertically.
4. The student will be able to solve multiplication equations of three digit multipliers.
5. The student will be able to divide by a 2-digit divisor with or without a remainder.
6. The student will be able to make change up to and including five dollars.
7. The student will be able to demonstrate his ability to apply mathematical concepts and operations in daily situations.

Social Studies

1. The student will be able to differentiate the ideologies of isolationism and internationalism. (economics - tariffs, trade, speculation, etc.)

Language Arts

1. The student will be able to participate in formal discussions.
2. The student will be able to locate and use factual information.
3. The student will be able to do organizational writing, reports, notetaking.
4. The student will be able to express personal opinions, judgments, and observations. (use writing at the completion of project)

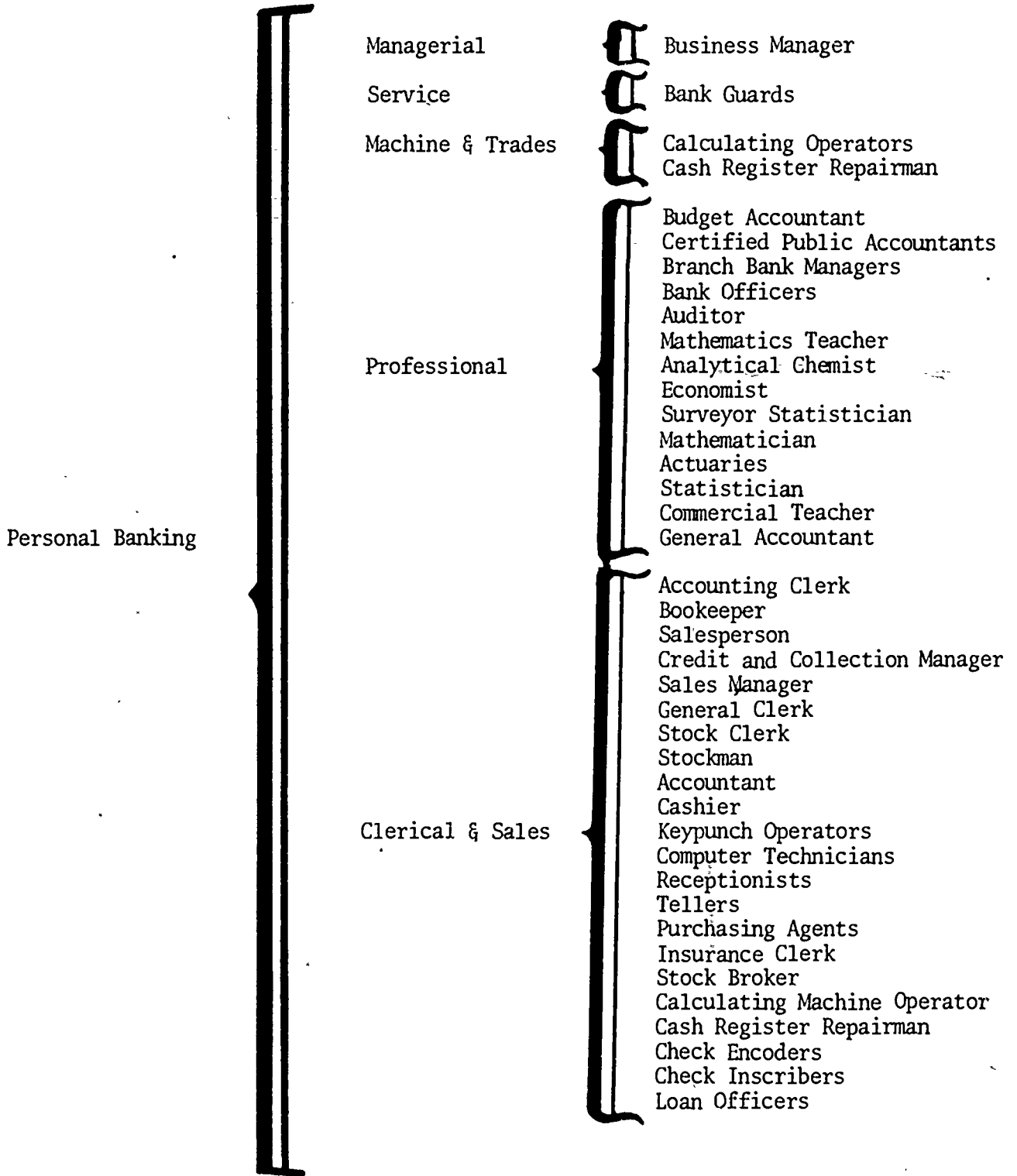
Science

1. See Personal Banking integrated into the curriculum for fifth graders.

*The above concepts are found in the Fort Benton Curriculum Guide under the above subject areas for Sixth Graders.

Personal Banking as related to job clusters

The following design is intended to depict the mini-course, Personal Banking, as it is related to various job clusters.



PERSONAL BANKING

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Personal Banking. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

GUIDANCE CONCEPTS

METHOD

Fifth Grade

- | | |
|---|--|
| 1. People work for various rewards and satisfactions. | A. Story and discussion. |
| 2. Supply and demand help determine career choice. | B. Story and discussion. |
| 3. Individuals differ in abilities, interests and values. | C. Filmstrip. "Who Am I?"
D. Career Education Notebook. |

Sixth Grade

- | | |
|--|--|
| 1. Individuals work to meet personal and social needs. | E. Transparency
F. Career Education Notebook. |
| 2. An individual's lifestyle is affected by a career. | G. Imaginary Friend Activity. |

Student Activity - A

Purpose: To help students understand that people work for various rewards and satisfactions.

Materials: Story and discussion.

Procedure:

Introduction: Today we're going to find out that people work for various rewards and satisfactions.

Story:

There was once a young man who wanted to go to college and become a college professor. His first two years of college were so-so, but the third year was completely different. He met a girl, also going to college, and how his life changed. He was no longer alone, but was responsible to take care of someone besides himself. He finally got his Bachelor's Degree in Math and thought he would teach high school. In the meantime, they had a little baby girl, which put even more responsibility on him. He then thought "I'd better go back to college and get my P.H.D. so that I can become a college professor. This took three more years and their family increased two more. When he finished college, he finally got a teaching job at F.B.S. University. He taught for fifteen years, but quit and went and got a job at the ship docks. No one could believe that he would do that. He now was making less money than he had been teaching. Also, he met many new and different people now.

Student Activity - B

Purpose: To help students understand that supply and demand help determine career choice.

Materials: None

Procedure:

Introduction: Today I'm going to tell you a story about a man who made \$2.00 bills.

Story: A long time ago the government made \$2.00 bills, just like the \$1.00 bills we have today. The man that made the \$2.00 bills had been making them for a long time and took a great deal of pride in his work.

Everything was going along fine except for one day. The man received a special telegram from the government and was instructed not to make any more \$2.00 bills. The people of the country wanted \$1.00 bills now and would have no need for \$2.00 bills. The man was very sad because now he would no longer have a job. He was very old and it would be hard to do any other kind of work.

Can you think of jobs that once existed but no longer do because there is no demand for them? Tell me what you think supply and demand is? How would supply and demand determine the jobs available for you and me?

Student Activity C & D

Purpose: To help students to understand that individuals differ in abilities, interests and values.

Materials: Filmstrip "Who Are You", Career Education Notebook.

Procedure:

Introduction: Today we're going to find out that individuals differ in abilities, interests and values. First let's watch the filmstrip. After the showing of this, have the class participate in an informal discussion. Discuss the following:

- a. Do others see you as you see yourself?
- b. Ask the class in which areas is it helpful to be different from others and those areas in which it would be good if everyone were alike?

Career Education Notebook:

- a. Make a list of the things you feel best describe you.
- b. Divide the list into those things which cannot be changed and those which can.
- c. Separate the list of things which can be changed into strengths and those things which are not strong as you would like them to be.
- d. Make a plan covering things you can do to make yourself more like what you would like to be.
- e. How does your strengths compare to jobs in Personal Banking.

Student Activity - E & F

Purpose: To help the student to understand that individuals work to meet personal and social needs.

Materials: Transparency, Career Education Notebook.

Procedure:

Introduction: Today we're going to find out that individuals work to meet personal and social needs.

1. Transparency - develop transparencies by using cartoon characters to show the needs of all people. Explain each transparency in ways people strive to meet personal needs.
2. Career Education Notebook - Have students list their needs and show how a job related to Personal Banking may satisfy those needs. (writing)
3. Discussion - Investigate the careers associated with Personal Banking to discover how personal and social needs are met in these careers.

Student Activity - G

Purpose: To help children understand that the kind of work a person chooses affects his lifestyle.

Materials: None

Procedure:

Introduction:

Story: Today we're going to meet my imaginary friend, Molly. Molly is a model for an advertising agency. Since Molly is a model, what do you think she looks like? (slender, attractive, poised, etc.) Molly had to go to a special school to learn how to be a model. What do you think she had to learn at the special school? (solicit responses)

Models must always get a good night's sleep so they'll look fresh and bright-eyed for the cameras the next morning. That means that Molly can't stay up late at nights. Molly must watch also her diet, so if you want to be a model, forget the banana splits.

Modeling is only a part-time job, so Molly must find other work also. She attended a business school and is a secretary at the advertising agency when she isn't modeling. Now tell me how Molly's lifestyle is affected by her career as a model.

Discussion: Can you think of other jobs that would affect your lifestyle? (solicit responses)

Student Activity - H

Purpose: To help children understand that the kind of work a person chooses affects his lifestyle.

Materials: An assortment of common objects suggestive of tools or equipment used in diverse occupations.

Procedure:

Have at hand in the classroom a variety of ordinary objects--a piece of rope, a piece of cloth, a chair, a cot, a long wooden stick a toy car--that children can use in a fantasy or free association game.

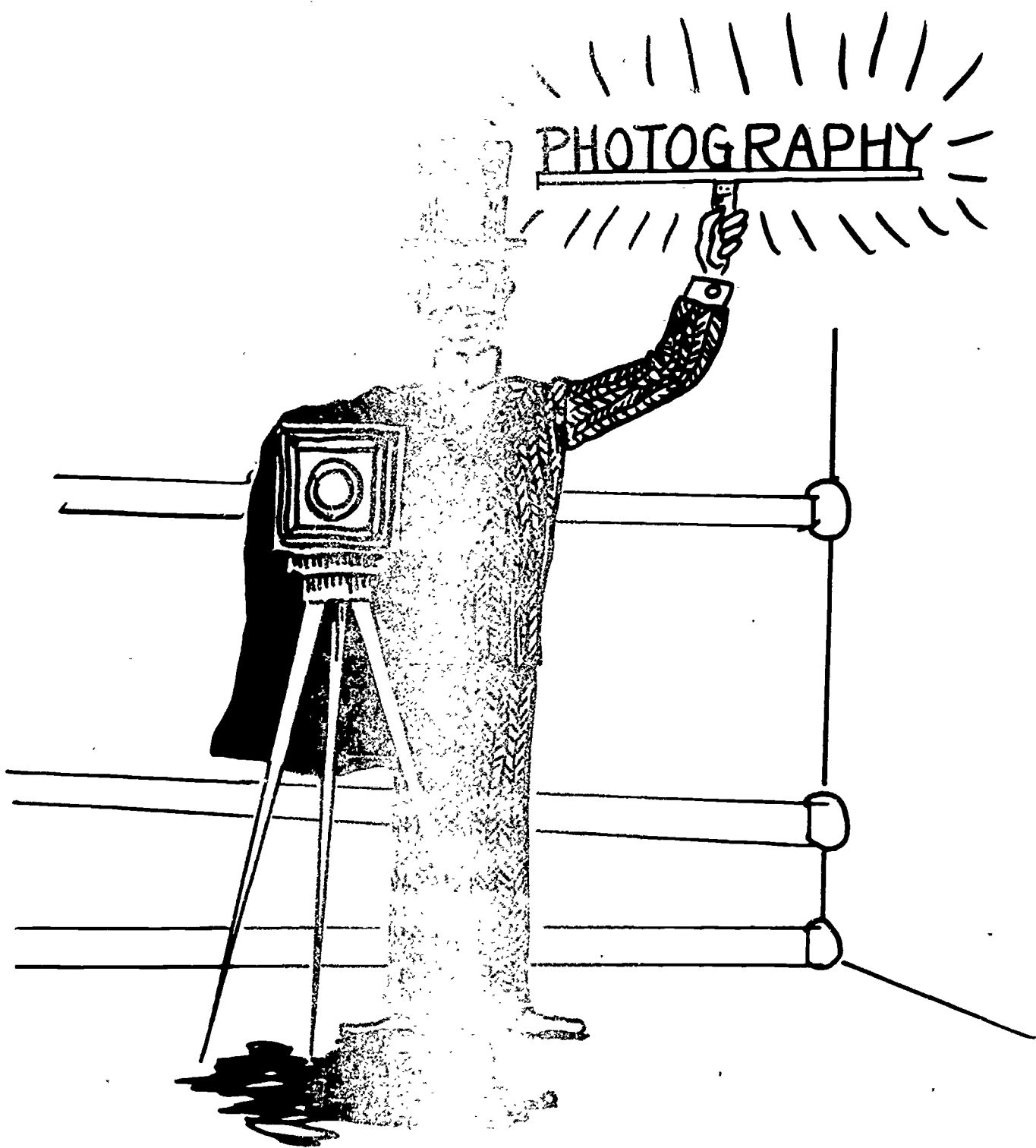
Invite children to join you in "imagination stretching" game. Hold up an object, perhaps a piece of rope, and say, "That reminds me of several people who do special jobs." Then pantomime the occupations. For example, hold the rope as you would hold a fire hose. Say, "I'm putting out a fire that is just about to burn down somebody's home." Act out the situation. Then take a step or two to a new position and begin to twirl the rope around your head. Say, "I'm a cowboy. I'm going to catch that beautiful big horse so I can ride him." Hand the rope to a child and say "Who are you?"

You may wish to play this game for short periods on numerous occasions. Invite children to bring objects from home that they think will set their classmates to imagining.

After each fantasy session, talk a little about how the careers would affect an individual's lifestyle.

This activity lends itself to parental participation. Invite parents to a class, play the game on parents' night, or suggest that children play it at home with the whole family.

PHOTOGRAPHY



Need of Child as related to Photography

Students in the intermediate grades live, many times, in a world of their own. The important thing to them are their friends and the memories they have at this stage. The student begins to record events (diary) of his personal life and the relationship with his peers. They are creative, but many times lack the artistic ability with their hands. Through photography, the child can use his mind to be creative and also acquire a feeling of accomplishing something. The picture will give the student personal satisfaction and the pleasant memories he had with his peers. The child is curious and often times confused, but the "doing it" and understanding of Photography is one step in becoming a more knowledgeable person.

Integrating into the Curriculum Photography

The elementary teacher can relate subject area concepts to the students when they are doing the activity. A student will take pride in a picture that he took and developed. Because of the interest in these pictures, the student will write or do any activity that is related to that picture. Listed below are ways in which Photography can be integrated with the subject areas as to curriculum outlines of the Fort Benton System.

FIFTH GRADE

Science

1. Each student will be able to investigate that light energy behaves sometimes as particles. (light meter, etc.)
2. Each student will be able to investigate that sound is caused by vibrating objects. (use this concept when recording)

Math

1. The student will develop an understanding of the measurement of physical properties. (distance and liquid)
2. The student will be able to express time using seconds, minutes, and hours.
3. The student will develop an understanding of geometric figures.

Social Studies

1. The student will discuss social life, stressing the role of a photographer in the United States and comparing this to various cultures found within our country.

Language Arts

1. The student will be able to tell an original short story. (use pictures)
2. The student will be able to utilize the personal interview as a source of information. (interview person while taking pictures of jobs)
3. The student will be able to advance in his ability for imaginative, descriptive and social writing.
4. The student will be able to improve in the writing of paragraphs.

*The above concepts are found in the Fort Benton Curriculum Guide under the above subject areas for Fifth Graders.

SIXTH GRADE

Science

1. Each student will be able to deduce that man through his development of culture and technology is able to change and control his environment. (photography and the role it plays in the science field)
2. Each student will be able to identify the chemical make-up of chemicals used in developing.

Math

1. The student will develop an understanding of the measurement of physical properties. (angles, liquid and speed)
2. The student will be able to express time using seconds, the minute, and the hour.
3. The student will develop an understanding of geometric figures.
4. The student will express distance in light years.

Social Studies

1. The student will be able to apply various map skills to the study of Canada and Latin America. (topography, pictographs)
2. The students will compare the social life in Canada, Latin America and the United States.

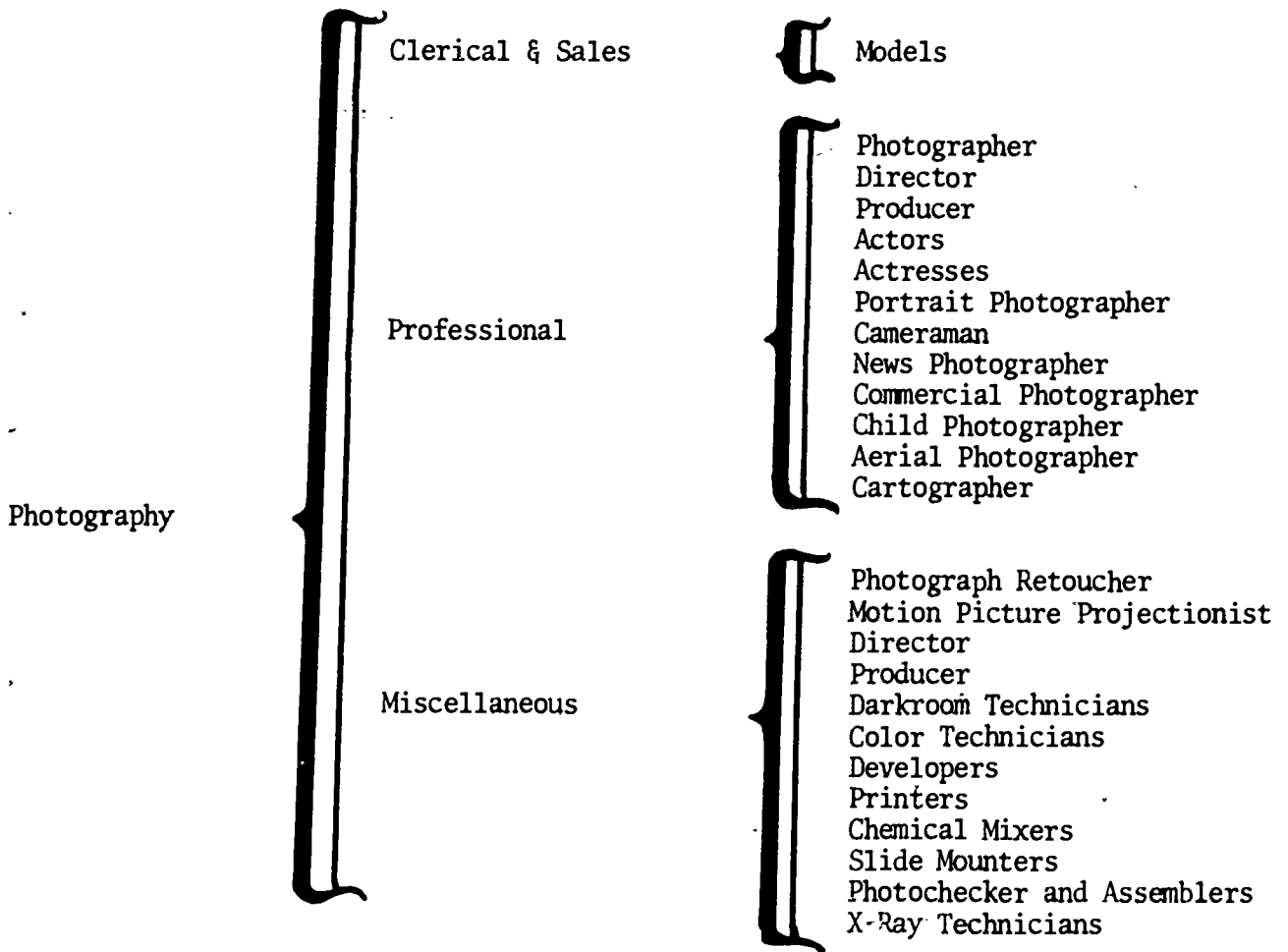
Language Arts

1. The student will be able to speak using an outline.
2. The student will increase his ability to do creative writing. (descriptive, figurative, sensory) Write papers on pictures the students took.
3. The student will be able to do organizational writing. (Write a script using pictures.)
4. The student will be able to express personal opinions, judgments and observations. (conclusion of project)

*The above concepts are found in the Fort Benton Curriculum Guide under the above subject areas for Sixth Graders.

Photography as related to job clusters

The following design is intended to depict the mini-course, Photography, as it is related to various job clusters.



PHOTOGRAPHY

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Photography. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

<u>GUIDANCE CONCEPTS</u>	<u>METHOD</u>
Fifth Grade	
1. Individuals work to meet personal and social needs.	A. Career Education Notebook.
2. Observation of people at work improves knowledge.	B. Career Education Notebook.
3. Leisure time activities affect many career choices.	C. Puppet Play.
Sixth Grade	
1. Individuals need special training.	D. Filmstrip "What Good Is School?" E. Discussion.
2. Specialization leads to interdependency among people.	F. Guest Speaker G. Pie-Graph.

Student Activity - A

Purpose: To help students understand that individuals work to meet personal and social needs.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that individuals work to meet personal and social needs.

Review personal and social needs for the students.

- a. What would be some of these needs you might have now? list on board
- b. What would be some needs you might have when you grow up? list
- c. What determines a person's needs?
- d. How could occupations in Photography satisfy some of your needs that we listed on the board?

The teacher may have the students list their needs and maybe the needs of the future and show how a job that they are interested in may satisfy those needs. Career Education Notebook. Teacher should point out that everyone is not the same.

Student Activity - B

Purpose: To help students understand that observation of people at work improves knowledge.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that observation of people at work improves our knowledge.

Have the students write a short story about something they can do by watching other people do it in the past. When this is completed, the teacher should check to see if what they learned is also in their interest area. Point out that many times we just observe something that we like.

Student Activity - C

Purpose: To help children understand how leisure time affects career choice.

Materials: Two puppets.

Procedure:

Introduction: Today we're going to find out what we like to do for fun and what this has to do with jobs we'll have when we're older.

Enactment:

Mike: What are you doing after school today?

Spike: Oh, nothing much.

Mike: Well, why don't you come over to my house and see my new pets?

Spike: I didn't know you had any pets.

Mike: I got a bunny for easter and my neighbor gave me a turtle yesterday. My sister's little dog had puppies too.

Spike: How come you have so many pets? Aren't they a lot of work?

Mike: I don't think so. When I get older I want to be a veterinarian and take care of all kinds of animals.

Spike: Maybe I'll bring my camera over and take pictures of your pets. Did you know that my hobby is taking pictures. Part of the fun of photography is developing the film. That's when you can see your picture appear right in front of you. I know, let's take pictures of your pets, then we'll go to my house and I'll show you how everything works.

Mike: Students, what do you think Spike wants to be when he gets older?

Extension:

What do you like to do for fun and would you like to do it for a living?

Student Activity - D & E

Purpose: To help students understand that individuals need special training.

Materials: Filmstrip "What Good Is School?"

Procedure:

Introduction: Today we're going to find out why we need to attend school and possibly go on to further schooling. Now let's watch the filmstrip.

Discussion: Why do we need to go to school? (Stress the idea that elementary school is a foundation.) Discuss what subjects you would need to take in high school to prepare for a job as a photographer. Name jobs related to photography. What type of schooling would you need for these jobs? What kind of jobs do you think you could get if you quit school? Do you think you're helping yourself by staying in school?

Student Activity - F & G

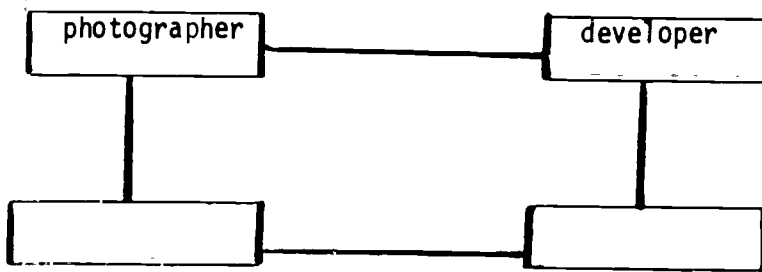
Purpose: To help students understand that specialization leads to interdependency among people.

Materials: Local photographer, poster paper, marks-a-lot.

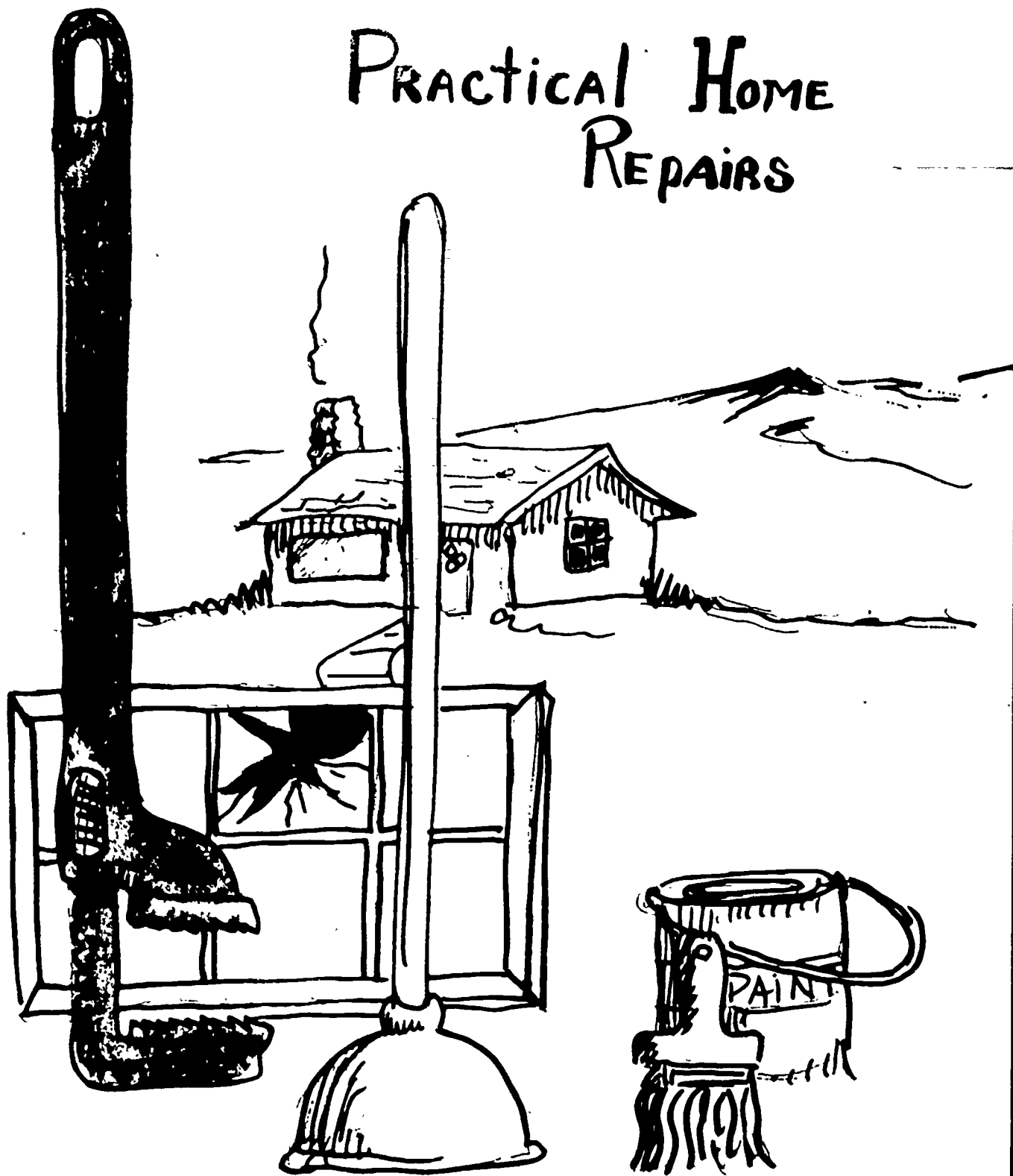
Procedure:

Introduction: Today we're going to learn that specialization leads to interdependency among people.

Have a local photographer talk to the class on occupations in photography. Have the speaker stress training, abilities, etc. At the completion of the talk, divide the class up into groups. Have each group make a circular graph showing the interdependency of photography occupations.



PRACTICAL HOME REPAIRS



Need of the Child as related to Practical Home Repairs

As the student reaches the intermediate grades, he is entering a stage where he would like to be more independent. The student is looking forward to a challenge where he can accomplish something by himself. Through this challenge, the student receives much self-satisfaction. At this stage, students are very curious, and through Practical Home Repairs, it is hoped, the activities provided will satisfy the curiosity need, as well as provide an opportunity for the child to accomplish something by himself. The student's self-satisfaction will be aided if he can fix or build something that can be used.

Practical Home Repairs as integrated into the Curriculum

The teacher can create an academic learning environment by using Practical Home Repairs as the content. The students, through the varied activities, will be able to repair or construct something that they are interested in. As these activities are in progress, the teacher can relate academic subjects to the students as well as follow up at the completion of the mini-course with the curriculum concepts that are related to Practical Home Repairs. Students after doing the activity, should be able to comprehend subject areas easier as well as to develop insight in the importance of the academic areas. Listed below are ways in which Practical Home Repairs can be integrated with the subject areas as to curriculum outlines of the Fort Benton System.

FIFTH GRADE

Science

1. Each student will be able to observe that compounds may be grouped by their chemical properties. (various materials used in the project)
2. Students will be able to identify the properties of paint.

Social Studies

1. The student will discuss economic conditions within the United States.

Language Arts

1. The student will be able to give detailed directions and explanations using projects the student is working on.
2. Students will be able to utilize the personal interview as a source of information. (interview jobs that relate to Practical Home Repairs)
3. The student will be able to use resource and reference material more effectively. (use "how to do books" when working with projects)
4. The student will be able to improve in the writing of paragraphs (organize and unify material in a story).

Math

1. The student will develop an understanding of rational numbers.
2. The student will perform mathematical operations.
3. The student will develop an understanding of measurements.
4. The student will develop an application of mathematics.

*The above concepts are found in the Fort Benton Curriculum Guide under the above subject areas for fifth graders

SIXTH GRADE

Science

1. Each student will be able to build a simple electrical device and explain how it functions.
2. Each student will be able to demonstrate that static electricity is stored energy and current electricity is kinetic energy.
3. Each student will be able to explain how an electric current can be generated.
4. Each student will be able to investigate and describe that compound machines are a make-up of simple machines.

Social Studies

1. The student will be able to discuss economic conditions comparing Canada, Latin America and the United States.
2. The student will be able to apply various map skills to the study of Canada and Latin America; e.g., commercial, subsistence and culture.

Language Arts

1. The student will be able to express personal opinions, judgments and observations.
2. The student will be able to write clear and concise directions and explanations. (this is how you do it.)

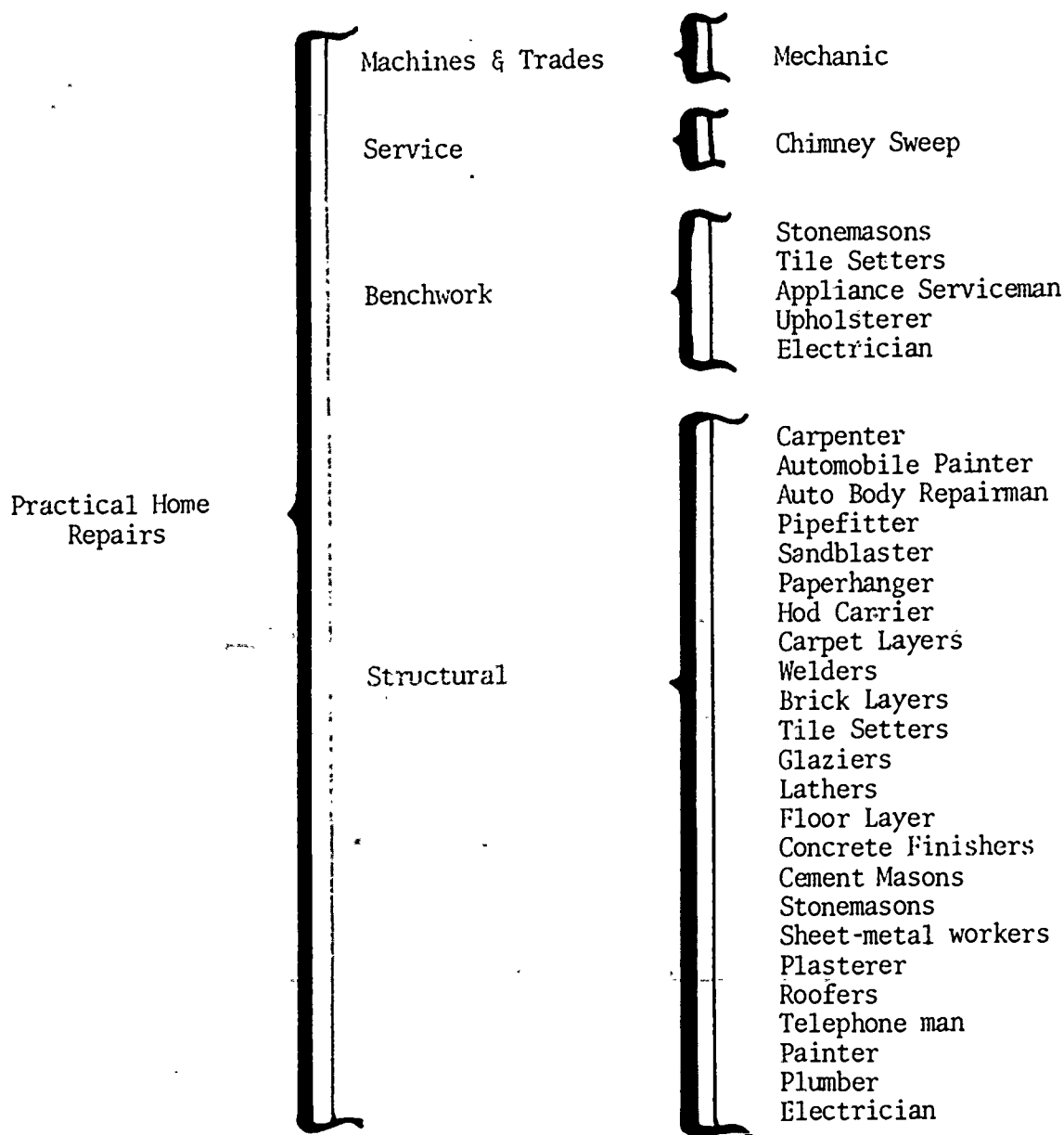
Math

1. The student will be able to understand the relationship between decimal fractions and money notations. (Figure the expense for repairs)
2. The student will develop the ability to use the mathematical operations.
3. The student will be able to select the proper measuring devices.
4. The student will develop an application for mathematics.

*The above concepts are found in the Fort Benton Curriculum Guide under the above subject areas for sixth graders.

Practical Home Repair as related to job clusters

The following design is intended to depict the mini-course, Practical Home Repair, as it is related to various job clusters.



PPRACTICAL HOME REPAIRS

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Practical Home Repairs. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

GUIDANCE CONCEPTS

METHOD

Fifth Grade

There is dignity in all types of work.

A. "Who Am I?" Guessing name activity.

Cooperation among workers is essential.

B. Field Trip. Visit Chrysler's Manufacturing Company.

Careers are grouped by job families.

C. Career Education Notebook.

Some workers produce goods, others produce services.

D. Wordagram

E. Puppet Play (Activity E)

Sixth Grade

Individuals are qualified to perform different jobs.

F. Blackboard Discussion

Observation of people at work improves knowledge.

G. Observation trip.

Individuals value systems affect career choice.

H. Filmstrip "Fire Department Workers"

I. Crossword Puzzle.

Student Activity - A

WHO AM I?

Purpose: To help students understand that there is dignity in all types of work.

Materials: Safety pins, marks-a-lot, tag board.

Procedure:

Introduction: Today we're going to learn that there is dignity in all types of work. First instruct the students that this game is about types of jobs related to Practical Home Repairs. Pin a card on the back of a student and have the rest of the class see "who he is". The class thinks of clues and "it" can pick three clues. If he guesses who he is then he can choose the next "it". If he doesn't guess correctly, the teacher chooses the next "it".

Discussion: Have a discussion after each job is revealed concerning why that job is important and why there must be people to perform that job.

Student Activity - B & C

Purpose: To help students understand that cooperation among workers is essential.

Materials: Field trip to Gysler Manufacturing Company, Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that cooperation among workers is essential. Visit a local business that makes something and help the students to understand the importance of cooperation.

Discussion Questions:

- a. In what way were the workers cooperating?
- b. Describe what happens if these workers would not cooperate.
- c. How can the jobs that you observed be related to Practical Home Repairs?

Career Education Notebook:

List Occupations that require:

- a. Cooperation
- b. No Cooperation

Student Activity - D

WORDSPAM

```

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

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Find each of these words in the puzzle above. Draw a ring around each word.

Practical Home Repairs

Plasterer

Stonemasons

Welder

Floor Laver

Plumber

Upholsterer

Cement Masons

Pinefitter

Mechanic

Painter

Brick Laver

Chimnev Sween

Telenhone man

Tilesetter

Lathers

Glazier

Poofers

Electrician

Carnet Laver

Student Activity - E

Purpose: To help children understand that some workers produce goods and others produce services.

Materials: 2 puppets

Procedure:

Introduction: Today we're going to look at two puppets and see how different their jobs are. Yet because they are different we are going to see how we need each job. Let's meet Brian the Butcher and Tom the Tire Repairman.

Story and Enactment:

Brian: (Getting out of truck) I sure have lots of things to do today. Oh no, a flat tire and all those deliveries I have to make. I suppose I'll have to call the garage.

Tom: (Answering phone) "Tom's Tire Repair. Can I help you?"

Brian: I've got a flat tire and need it fixed real quick. Can you send someone over?

Tom: I'm not busy, how about in ten minutes?

Brian: That will be great. Bye.

(Tom repairs the tire and during his lunch hour returns to the butcher shop)

Tom: Hi Brian, do you have any spareribs today?

Brian: Sure do, 49¢ a pound. I really appreciated you coming over right away this morning Tom. If I would have had to wait, I'd never have gotten all those deliveries made.

Tom: Students, what if there weren't any butchers in our town? And no one to fix flat tires?

Discussion: What would happen if we all had the same job? What jobs do your parents have? Do they need anyone else? Who?

Student Activity - F

Purpose: To help students understand that individuals are qualified to perform different jobs.

Materials: Blackboard and chalk.

Procedure:

Introduction: Today we're going to see how each one of us is qualified to perform different jobs. First write the above abilities on the blackboard: writing ability, mental ability, scientific ability, artistic ability, physical ability, manual ability, clerical ability, musical ability, creative ability, persuasive ability. Divide the class into groups of three or four. Have each group list as many occupations associated with the abilities on the blackboard that relate to Practical Home Pairs on a sheet of paper. Have one student from each group write these on the board under the appropriate ability. Hold a class discussion on why the occupations were placed under the headings. Since the students will be working in small groups, the same job should appear under different abilities and this is where the student will discover that many occupations require more than one ability.

Student Activity - G

Purpose: To help students understand that observation of people at work improves knowledge.

Materials: Observation trip to a gas station. Make arrangements to send class to one gas station and half to another.

Procedure:

Introduction: Have the students name all the ways they have learned about careers. (E.g., visiting, reading, viewing films, talking and dramatization) One important way is to observe people at work. First let's set up some standards to follow when we go on our observation trip.

1. Keep in mind the purpose for the observations.
2. Record accurately what you see.
3. Have something specific to look for.
4. Stand or sit where good observation of the worker can be made.
5. Be interested and pay attention.

Now let's make an observation sheet to use when we go on our trip.

- SAMPLE: Date observed _____ Time observed _____
- a. Name of occupation _____
 - b. Worker uses hands _____ yes _____ no _____ undecided
 - c. Worker uses eyes _____ yes _____ no
 - d. Worker works with people _____ yes _____ no
 - e. Worker works with ideas _____
 - f. Worker works with things _____
 - g. Worker works outside _____
 - h. Worker works inside _____
 - i. Is his work dangerous? _____
 - j. What kinds of equipment or tools does he use _____

Student Activity - G cont.

- k. What is the worker's attitude towards his job? _____ good?
_____ bad? _____ indifferent (doesn't care)
- l. What physical demands are placed on the worker by his occupation?
 - a. lifts heavy things _____
 - b. lifts light things _____
 - c. lifts very little _____
 - d. walks a great deal _____
 - e. walks a little _____
 - f. sits most of time _____
- m. Summary of observations _____

When you have returned, have each student report to the class a summary of his observations and what he thought of the career. Include the summary in the career scrapbook.

Student Activity - H

Purpose: To help students understand that value systems affect career choice.

Materials: Filmstrip "Fire Department Workers", Scrapbook

Procedure:

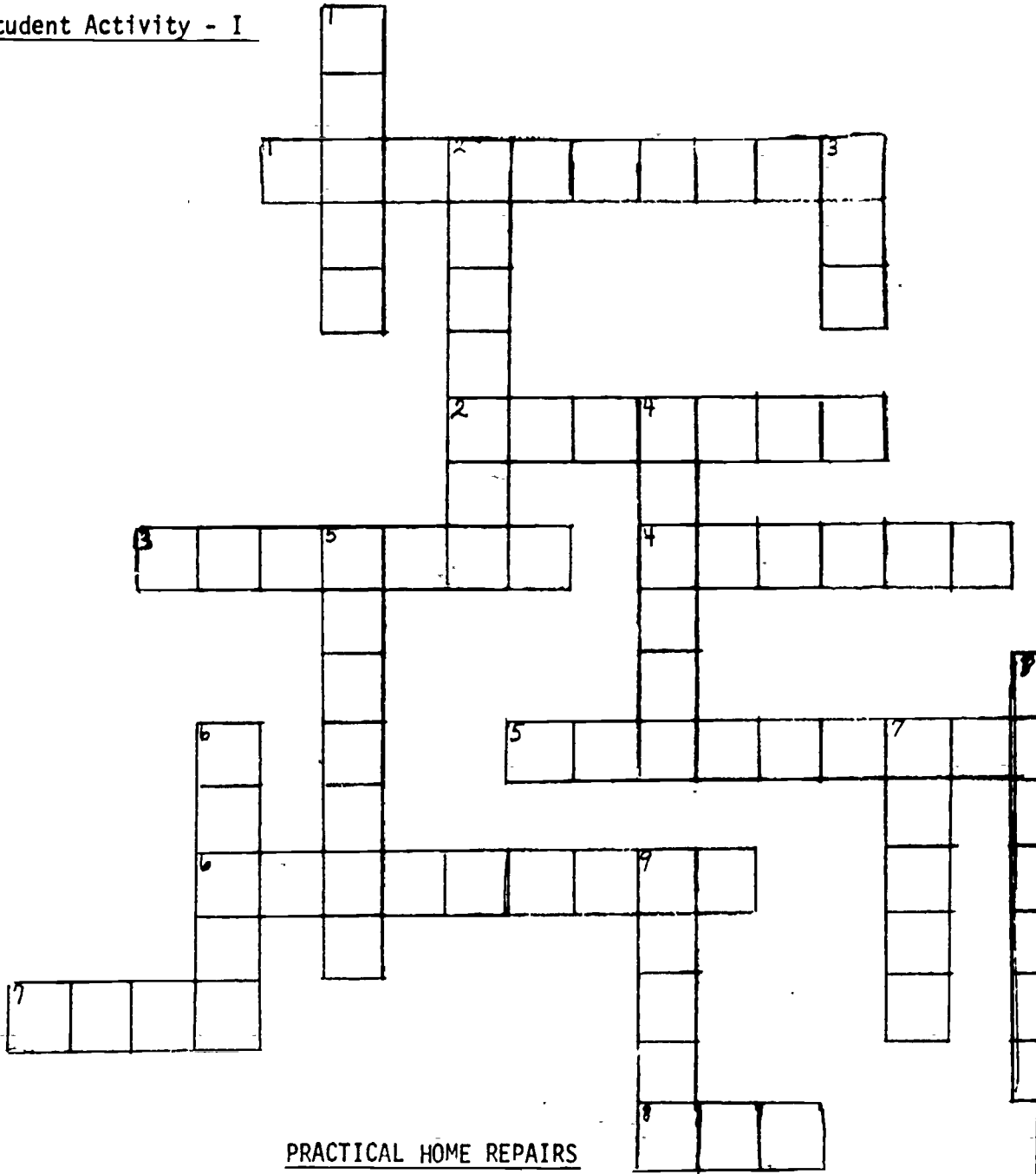
Introduction: Today we're going to see how your value systems will affect your career choice. First let's watch the "Fire Department Workers" filmstrip.

Discussion:

- a. What factors help a person decide on an occupation?
- b. How can a person's set of values help determine career choice?
- c. What jobs might an individual consider if power was very important to him?
- d. What jobs might an individual consider if wealth was very important to him?
- e. What jobs might an individual consider if the respect of others was extremely important to him?
- f. What jobs might an individual consider if caring for others was important to him?

What kind of person is a fireman? Is he selfish and does he just care about himself? Have the students list jobs relating to Practical Home Repairs and then discuss what kind of values these people would have.

Student Activity - I



PRACTICAL HOME REPAIRS

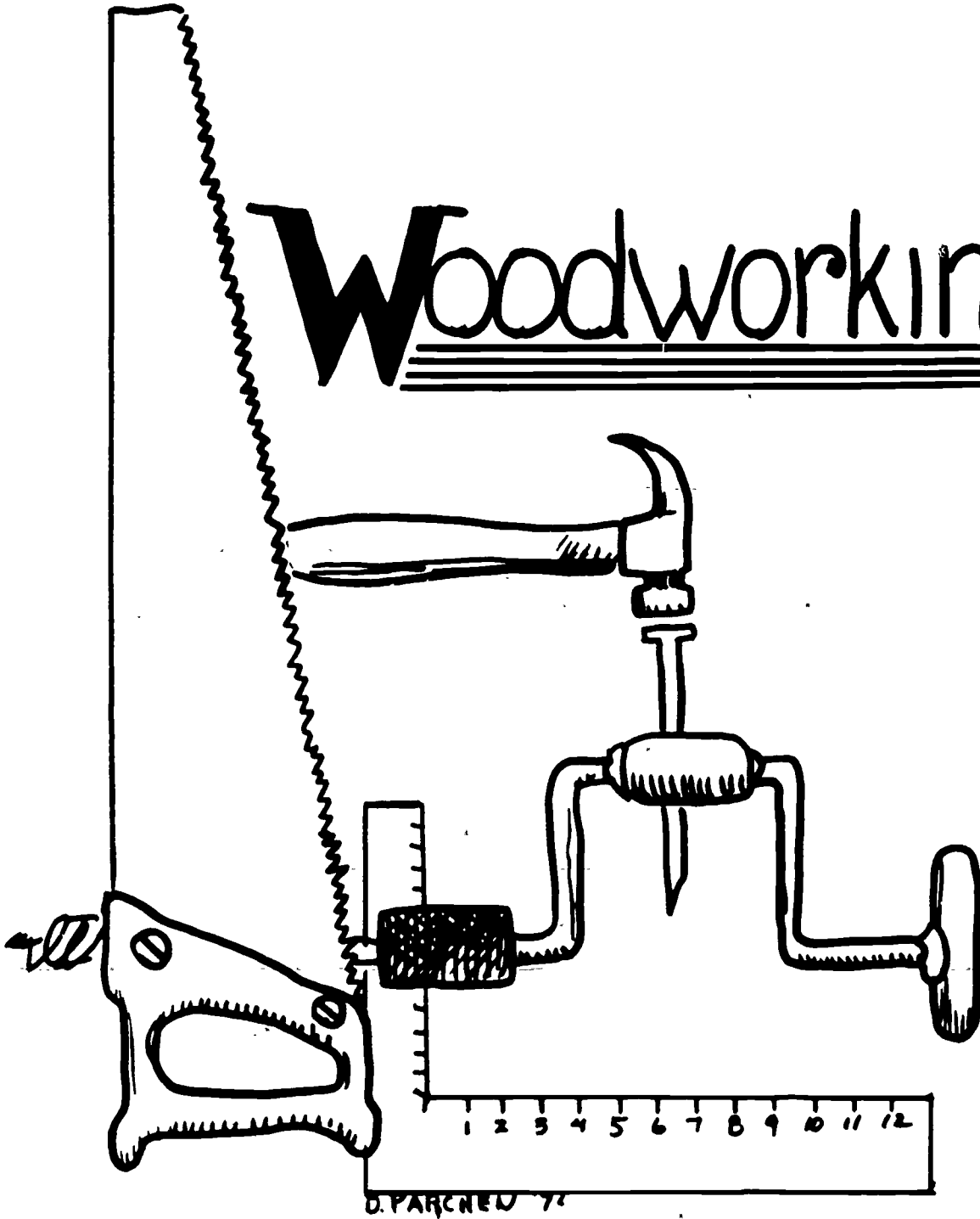
ACROSS

1. Who builds houses?
2. Where he keeps his tools.
3. Do this accurately.
4. Tool that makes holes.
5. What we sit on in our homes.
6. What #1 across nuts on the walls.
7. Mountain Tree
8. Liquid that comes out of trees.

DOWN

1. Use this instead of paint.
2. Who paints houses
3. Tool for cutting.
4. Use this to get on the roof.
5. To make smooth.
6. Kind of Tree.
7. What #1 across belongs to.
8. Expensive wood.
9. What you hammer.

Woodworking



WOODWORKING

Need of Child as related to Woodworking

The students in the third and fourth grades are seeking approval and praise in the things they do. If they can achieve something, happiness will result. With this feeling of achievement, the child will progress more rapidly from the simple to the complex because they are willing to try. Through the Woodworking activities, the student will be provided with an opportunity to do something that necessitates vigorous body activity, which they will enjoy. Also the student can express himself through creativity and will be able to notice an improvement in tool handling as he progress with this project.

Woodworking integrated into Curriculum

Woodworking can be used to teach various concepts in the academic areas. This could be something different for the students because what they learned so far can be put into practice. This could make school more meaningful and possibly change the attitude of many towards school. They might develop an interest in subject areas if the experience in Woodworking was a pleasant one. Listed below are ways in which Woodworking can be integrated with the subject areas as to curriculum outlines of the Fort Benton System:

THIRD GRADE

Science

1. Each student will be able to group plants by structural characteristics. (trees)
2. Each student will be able to differentiate the specific ways of reproduction within the classes of plants.
3. Each student will be able to identify that structural changes in living things are a product of their changing environment. (e.g., pine trees have needles)
4. Each student will be able to relate the origin and properties of soil.
5. Each student will be able to investigate and explain the conservation of soil.

Language Arts

1. The student will be able to listen while sharing oral experiences. (directions)
2. Develop the ability to use dictionaries and reference materials. (researching trees, occupations, etc.)
3. The student will be able to express his own ideas through writing.

Math

1. The student will identify even and odd numbers.
2. The student must use knowledge of adding, subtracting, multiplying and division.
3. The student will read and write fractions.
4. The student will develop an understanding of geometry: line segments, right angles, parallel lines, radius, diameter, etc.)
5. The student will measure to the nearest 1/4 inch.

Social Studies

1. The student will show the relationship between natural resources and needs and wants of people.
2. The student will discuss how climate and physical features affect the location of cities.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for third graders.

FOURTH GRADE

Science

1. Each student will be able to identify that soil, air, and water are the sources of raw material for photosynthesis.
2. Each student will be able to explain that there is an interchange of matter between living things and their environment.
3. Each student will be able to conclude that there are special structures that enable organisms to survive within their particular environment. (roots)

Language Arts

1. The student will be able to give courteous attention to a speaker. (direction explanations, reports, etc.)
2. The student will be able to organize materials.
3. The student will write a short story on the experience of doing woodworking.

Math

1. The student will be able to identify parts of a whole from a given model.
2. The student will develop an understanding of geometric figures: circle, right triangle, angles, line segment, etc.
3. The student will be able to select the proper unit of measurement (length, area, width)
4. The student will be able to select the proper device to measure the following: inch, foot, yard.

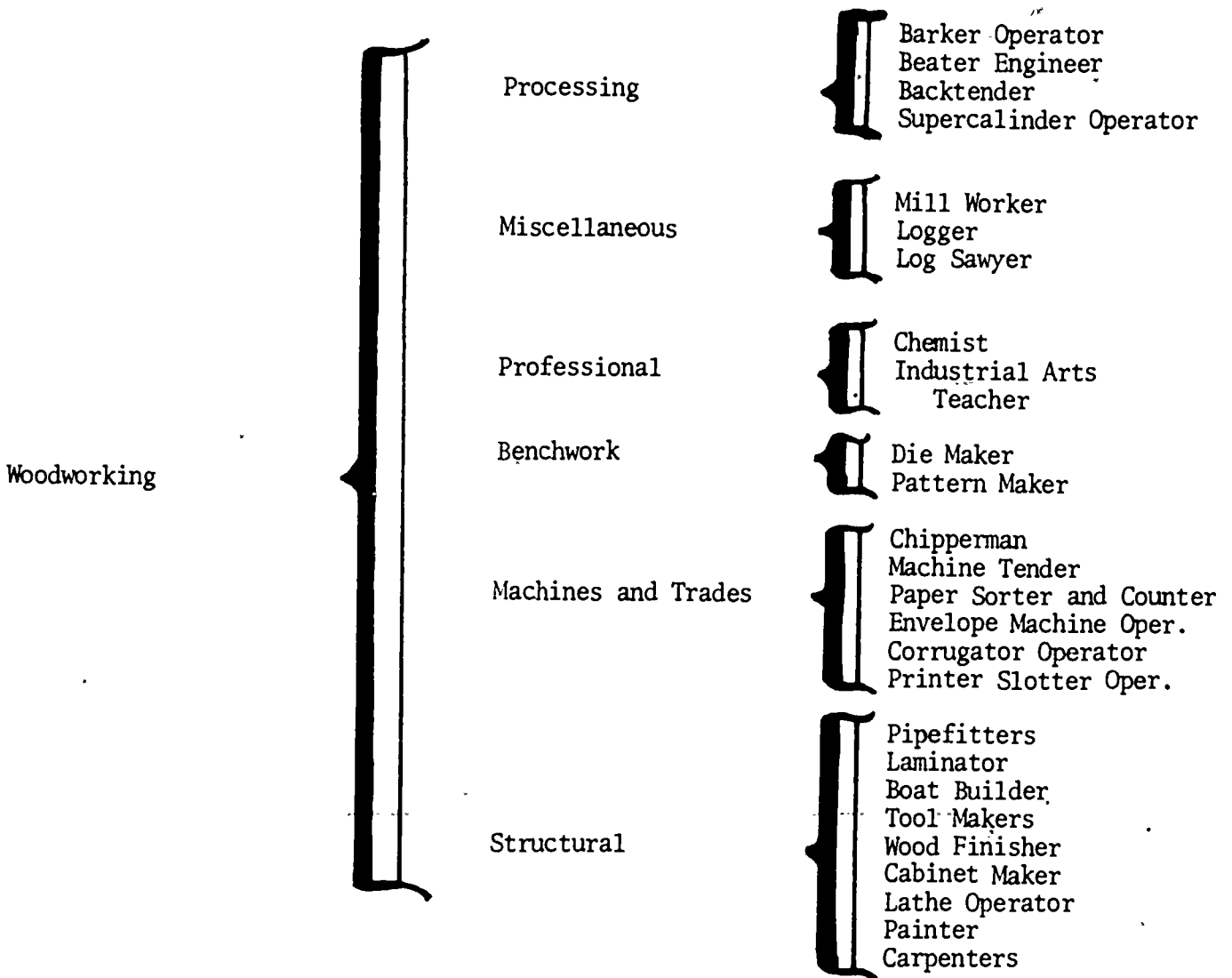
Social Studies

1. The student will be able to differentiate agriculture regions from industrial regions.
2. The student will be able to identify Montana's location, physical features and resources as a part of a region.

*The above concepts are found in the Fort Benton Curriculum Guides under the above subject areas for fourth graders.

Woodworking as related to job clusters

The following design is intended to depict the mini-course, Woodworking, as it is related to various job clusters.



WOODWORKING

Guidance Concepts and Methodology

The guidance concepts as well as suggested methodology is indicated for the mini-course, Woodworking. The counselor and classroom teacher will attempt to expand and develop student attitudes and ideas within the realm of these concepts.

Third Grade

<u>GUIDANCE CONCEPTS</u>	<u>METHOD</u>
1. There is dignity in all types of work.	A. Experience Chart B. Filmstrip. "What Do You Like To Do?"
2. Individuals work to meet personal and social needs.	C. Career Education Notebook.
3. People work for various rewards and satisfactions.	D. Career Education Notebook.
4. Cooperation among workers is essential.	E. Career Education Notebook.

Fourth Grade

1. Individuals need special training.	F. "Builder" Crossword Puzzle.
2. Supply and demand help determine career choice.	G. Puppet Play
3. Individuals differ in abilities, interests and values.	H. Career Education Notebook.
4. Self-understanding is essential when choosing a job.	I. Career Education Notebook.

Student Activity - A & B

Purpose: To help students understand that there is dignity in all work.

Materials: Experience Chart, Filmstrip "What Do You Like To Do?"

Procedure:

Introduction: Today we're going to learn that there is dignity in all types of work.

Have students name jobs that would be important to them. Also ask students why it would be important to other people. Show the filmstrip "What Do You Like To Do?".

Develop an experience chart.

EXAMPLE:

WORK

Work is important
Work makes a person feel good.
Work helps other people.
Workers need to have a job he likes.

Student Activity - C

Purpose: To help students understand that individuals work to meet personal and social needs.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that individuals work to meet personal and social needs.

Review with the students what personal and social needs are. Ask them what needs they have. List these needs on the board. (e.g., power, money, entertainment, privacy, status, security, etc.) Ask the class why we need these things. Do you think we will always have some type of need? Why? Have a discussion concerning the reasons people work? Is it always just for money, or would we have a guilty feeling if we didn't work? Have the students write a few sentences in their Career Education Notebook concerning the needs they have.

Activity - D

Purpose: To help students understand that people work for various rewards and satisfactions.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to find out why people work. Have each student take a turn at pantomiming an action related to Woodworking. Others in the class must guess what the activity or job is. (e.g., carpenter, hammering, sanding, painting, carving, sawing, etc.) If the class guesses

correctly the student can pick the next "it". If the class guesses incorrectly, the teacher chooses the next "it".

After each job or activity is revealed, discuss the rewards or satisfactions this individual is working towards.

Have each student write a small paragraph on the rewards or satisfactions that a job related to Woodworking would provide. Include it in their notebooks.

Student Activity - E

Purpose: To help students understand that cooperation among workers is essential.

Materials: Newspapers, Career Education Notebook.

Procedure:

Introduction: Do you think it is important for workers to cooperate? Let's get out our Career Education Notebook and at the top of the page write the word "Woodworking". Under this, list as many jobs as you can think of that relate to Woodworking.

Let's have someone write them on the board. Next to every job let's write a problem that lack of cooperation in this job might create. Bring in the idea of strikes and labor-management problems. Has there ever been any strikes in this town? What strikes have you heard about on T.V. or the radio?

Have the students bring articles from the newspaper concerning labor-management problems. Discuss these with the class, then paste the articles in their Career Education Notebooks.

Student Activity - F

Purpose: To help children understand that individuals need special training.

Materials: "Builder" Crossword Puzzle

Procedure:

Introduction: Today we're going to find out why we need special training in order to do a job properly. First let's do the Crosswork Puzzle on the "Builder".

Now let's have someone go to the board and write the word "Woodworking". Tell me all the jobs you can think of that are related to Woodworking.

Let's have someone else go to the board now and write the word "Education" next to "Woodworking". Let's think of the educational requirements needed for each job. (E.g., elementary, high school, college, vo-tech, other)

Now let's all suppose that we didn't have any education at all. How would we know how to build a house, furniture, office building, or anything? Would we know how to read instructions or measure? Think of other reasons we would need an education.

Student Activity - G

Purpose: To help children understand that supply and demand help determine career choice.

Materials: Two puppets, mobile.

Procedure:

Introduction: Today we're going to meet Mr. Supply and Mr. Demand. They both work at the Fort Benton Toy Shoppe.

Story and Enactment:

Mr. Supply: Man, I really feel like working today. I'm going to make fifty toys today.

(Meanwhile, Mr. Demand is doing the bookkeeping work.)

Mr. Demand: Our toy shop is just crammed with toys, but we're not making any money. We'll soon have to close our shop if we don't get any business.

Mr. Supply: I wonder where I'm going to put all these new toys. All our shelves are full.

Mr. Demand: Mr. Supply, I have some sad news for you. If we don't get any people in to buy our toys, we'll soon have to close.

Mr. Supply: But I have just made fifty new toys.

Mr. Demand: Let me explain something to you. Let's use this mobile you made for an example. The mobile must be balanced all the time or it will tilt and not work right. So it is with our shop. We have too many toys (one side of mobile is weighted down) and not enough people buying them (other end goes up). We must have complete balance all the time. Students do you know what we'll have to do? (Solicit responses, stop making toys, advertise toys more, etc.)

Discussion: What other jobs can you think of that must keep in balance? Name some jobs that aren't in demand any more. Would it be wise to get one of these jobs? Name some jobs that will be needed in the future.

Student Activity - H

Purpose: To help students understand that individuals differ in abilities, interests and values.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to learn that individuals differ in abilities, interests and values.

Have each child write a descriptive paragraph of some members of the class leaving out his name. The teacher will want to encourage the use of positive personality characteristics, interests and abilities,

as well as physical characteristics. The children may read their paragraphs and let the class guess the person they are describing.

Career Education Notebook:

The teacher will ask the question "What career can abilities and interests in woodworking lead to? A discussion of their findings will follow.

Student Activity - I

Purpose: To help students realize that self-understanding is essential when choosing a job.

Materials: Career Education Notebook.

Procedure:

Introduction: Today we're going to learn more about ourselves in order to properly choose a job. First let's answer the questions that have been passed out to us. Instruct the class that they may either draw or write the answer. When they have finished, have the students include these sheets in their Career Education Notebooks.

Have the students list jobs that relate to Woodworking on the blackboard. Hold a class discussion on whether or not they would enjoy working at one of these jobs. Have the students discuss what type of individual would be happy with a Woodworking-related occupation.

Select questions from "The Me I Know".

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