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ABSTRACT

The publication presents sample study units used by the Bridgeport Career Education Project for implementing career education concepts at the elementary and junior high school levels. Each sample unit has a specified major goal and related student behavioral objective(s). A field trip is suggested as the activity for providing the setting for accomplishing these objectives. In addition, suggested techniques for students and resource materials are presented. The grade level for each study unit is indicated. (VA)

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CE005219

CAREER EDUCATION
 SAMPLE STUDY UNITS
 BRIDGEMOON'S EXEMPLARY PROJECT
 IN CAREER EDUCATION
 1963 - 1974

Director - Joseph Bonitatebus

Coordinator - Rita D. Madigan

GOAL: To acquaint pupils with the various roles and jobs, mothers and fathers have inside

BEHAVIORAL OBJECTIVES: Pupils will understand that mothers and fathers do many of the jobs that others do as life-time jobs (careers) for pay and that one must attend to certain schools like Bullard Havens.

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Resource</u>
Group trip to Bullard Havens Technical School	1. Pupils will make murals of the various jobs they see at Bullard Havens. 2. Pupils will make Career Hats.	<u>Book</u> "Just Like Wonder B" <u>Filmstrip</u> Family Memb

Teachers Comment: Children gained some knowledge of various careers, however they were a little thing they saw.

VT-102-011

GRADE: K-2.

ls with the various roles and jobs, Mothers and fathers have inside and outside the home.

Pupils will understand that mothers and fathers do many of the jobs for their families that others do as life-time jobs (careers) for pay and that one may train for these jobs at certain schools like Bullard Havens.

	<u>Suggested Techniques</u>	<u>Resource Material</u>
Havens	<ol style="list-style-type: none">1. Pupils will make murals of the various jobs they see at Bullard Havens.2. Pupils will make Career Hats.	<p><u>Book</u></p> <p>"Just Like Mommy" Wonder Book</p> <p><u>Filmstrip</u></p> <p>Family Members Work</p>

Children gained some knowledge of various careers, however they were a little confused by everything they saw.

VT-102-011

GRADE: K&G.

4

GOAL: To help pupils understand that family jobs and responsibilities are necessary for

BEHAVIORAL OBJECTIVES: Pupils will identify different careers and jobs related to farm work about the kind of work they perform.

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Res</u>
A field trip to Old Mac Donalds Farm, Norwalk	<ol style="list-style-type: none"><li data-bbox="748 470 1186 582">1. Identify jobs on the way to the farm: bus driver, truck driver, etc.<li data-bbox="748 622 1202 766">2. After the trip, pupils wrote an experience chart dealing with all they had seen and done.<li data-bbox="748 805 1202 917">3. Pupils drew pictures of animals and painted pictures of jobs being done.	"I Want C C

Teacher's Comments: Children were most excited about the entire trip. They were all about all they saw and did.

understand that family jobs and responsibilities are necessary for proper functioning of a farm.

Pupils will identify different careers and jobs related to farm work and be able to tell about the kind of work they perform.

Suggested Techniques

1. Identify jobs on the way to the farm: bus driver, truck driver, etc.
2. After the trip, pupils wrote an experience chart dealing with all they had seen and done.
3. Pupils drew pictures of animals and painted pictures of jobs being done.

Resource Material

"I Want to be an Animal Doctor"
Carla Greene
Children's Press, Chicago,
1971

ts: Children were most excited about the entire trip. They were alert and enthusiastic about all they saw and did.

GOAL: To acquaint the pupils with some of the careers that fathers perform in the bak

BEHAVIORAL OBJECTIVES: Pupils will be able to tell some of the duties that different

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Reso</u>
A group trip the Ann's Newfield Bakery	1. Father's demonstrate icing a cake and telling pupils about his work.	<u>Filmstri</u>
A group trip to Grandma's Cookie Jar	2. Children decorated their own cupcakes. 3. Children baked cookies.	"What El Denoy

Teacher's Comment: The people at the bakery were very cooperative. The father was a
He really motivated the youngsters as they iced their cupcakes.

the pupils with some of the careers that fathers perform in the baking business.

ES: Pupils will be able to tell some of the duties that different people in a bakery perform.

	<u>Suggested Techniques</u>	<u>Resource Material</u>
Smith's Newfield Bakery	1. Father's demonstrate icing a cake and telling pupils about his work.	<u>Filmstrip</u>
Madama's Cookie Jar	2. Children decorated their own cupcakes. 3. Children baked cookies.	"What Else do Father's Do?" Denoyer and Geppert

The people at the bakery were very cooperative. The father was a baker demonstrated his trade. He really motivated the youngsters as they iced their cupcakes.

GOAL: To acquaint the children with the variety of personnel required to operate a large many occupations involved in its functioning.

BEHAVIORAL OBJECTIVES: Children will be able to list all the personnel in a large school.

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Resource</u>
A trip to see a larger school facility. East Side Middle School, Blackham, Fairfield University.	<ol style="list-style-type: none">1. Discussed personnel in their own schools. Janitor Secretary Nurse Principal2. Interviewed workers3. Made model schools and showed locations of the workers.	

Teacher Comments: The special teachers in the large schools (band teacher, home economics) and demonstrated the special services offered in a larger school complex.

children with the variety of personnel required to operate a large school and understand the involved in its functioning.

Children will be able to list all the personnel in a large school.

	<u>Suggested Techniques</u>	<u>Resource Material</u>
school facility. Blackham, Fair-	<ol style="list-style-type: none">1. Discussed personnel in their own schools. Janitor Secretary Nurse Principal2. Interviewed workers3. Made model schools and showed locations of the workers.	

special teachers in the large schools (band teacher, home economics teachers) depicted demonstrated the special services offered in a larger school complex.

GOAL: To enable children to have an understanding of the neighborhood stores and co-
larger shopping centers and plazas in the community.

BEHAVIORAL OBJECTIVES: Children will be able to identify workers in neighborhood sto
plazas and compare their duties and responsibilities.

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Res</u>
<p>A field trip to</p> <ol style="list-style-type: none"> 1. Large shopping center - Lafayette Plaza. 2. Patmark 3. King Cole 4. Pantry Pride 5. A. & P. Supermarket 6. Shopping Center-Boston Ave. 	<ol style="list-style-type: none"> 1. Children made dioramas of neighborhood stores. 2. Children made collages of stores they viewed at the shopping centers. 3. Children wrote stories about workers in a super market. 	<p>"Sh</p> <p>"I</p>

Teacher Comments: Experience was provided to show the complex "workings" of a plaza
dependent neighborhood store-plus they experienced the sequence of
and merchandise "on the racks."

Children to have an understanding of the neighborhood stores and compare their functioning with shopping centers and plazas in the community.

ES: Children will be able to identify workers in neighborhood stores, shopping centers and plazas and compare their duties and responsibilities.

	<u>Suggested Techniques</u>	<u>Resource Material</u>
shopping center - Lafayette	1. Children made dioramas of neighborhood stores.	"Shopper Market Helpers" SVE
	2. Children made collages of stores they viewed at the shopping centers.	"I Want to be a Storekeeper" Carla Greene
supermarket Center-Boston Ave.	3. Children wrote stories about workers in a super market.	

Experience was provided to show the complex "workings" of a plaza verses the isolated independent neighborhood store-plus they experienced the sequence of truck delivery, unloading and merchandise "on the racks."

12

GOAL: To acquaint the children with the various means of transportation in the city of occupations available in this field.

BEHAVIORAL OBJECTIVES: The children will be aware of the jobs in the airplane industry role-play, do creative writing and art work about these occupations.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
<p>Visited the Municipal Airport in Stratford.</p>	<p>1. Role-played workers at the airport.</p>	<p>FILM "Travel City"</p>
<p>Visited Bradley International Airport in Windsor Locks, Conn.</p>	<p>2. Children drew pictures and wrote stories about their trip to the airport.</p>	<p>"Come to the Airport" Je Se Mi</p>

Teacher Comment: The children's art work and stories were sent to Mr. Kaolian at the airport. He wrote a laudatory letter from him thanking the children for their fine work. He said that the airport should be bigger to accommodate more travelers.

This was the first time the majority of the children had ever seen an airport. They were actually able to see a central tower, airplane landing and taking off. This made them aware of the job opportunities in the airplane industry.

It would be helpful in future trips if a few students could pretend to be passengers by buying a ticket, checking in, etc. In this way they would have come in contact with the airport doing their jobs.

GRADE 3

the children with the various means of transportation in the city of Bridgeport and the available in this field.

S: The children will be aware of the jobs in the airplane industry and will be able to role-play, do creative writing and art work about these occupations.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
Air-	<ol style="list-style-type: none">1. Role-played workers at the airport.2. Children drew pictures and wrote stories about their trip to the airport.	<u>FILMSTRIP</u> "Traveling in and Out of our City" "Come to Work With Us in an Airport" Jean and Ned Wilkinson Sextant Systems, Inc. Milwaukee, 1970

The children's art work and stories were sent to Mr. Karlian at the airport and we received a laudatory letter from him thanking the children for their fine work. A few students felt that the airport should be bigger to accommodate more travelers.

This was the first time the majority of the children had ever seen an actual airplane. They were actually able to see a central tower, airplane landing and taking off. They were also made aware of the job opportunities in the airplane industry.

It would be helpful in future trips if a few students could pretend that they were purchasing a ticket, checking in, etc. In this way they would have come in contact with a few key people doing their jobs.



GOAL: To acquaint students with the various jobs associated with journalism and publishing.

- BEHAVIORAL OBJECTIVES:
1. The children will list the various jobs performed in a publishing plant.
 2. The children will understand the responsibilities of the jobs performed in a newspaper by producing their own newspaper.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIALS</u>
Visited the Bridgeport Post in Bridgeport, Connecticut	<ol style="list-style-type: none">1. Children will interview a reporter about his responsibilities and training.2. Children will list training and responsibilities of various occupations in the publishing plants. Example: Reporter Printer Editor Copy boy Sports Writer Teletype operator Society Editor Proof reader	<p><u>Books</u></p> <p>"I Want to be a Reporter" Sybil McClellan Benefic Press</p> <p>"Come to Work" Jean and I Sextant School</p> <p>"You Visit a Newspaper" Leonard M. ... Benefic Press</p> <p>Mrs. Van Der ... the Bridgeport</p>

Teacher Comments: The children were able to see the process of news reporting and publishing. The children saw and identified the various workers at the newspaper. They saw the various kinds of work they did and the equipment that they used.

The trip served as a motivational activity. As a result, the class was able to produce their own newspaper.

GRADE 3

ents with the various jobs associated with journalism and publishing companies.

1. The children will list the various jobs performed in a publishing firm.
2. The children will understand the responsibilities of the jobs of running a newspaper by producing their own newspaper.

SUGGESTED TECHNIQUES

RESOURCE MATERIAL

Post in
t

1. Children will interview a reporter about his responsibilities and training.
2. Children will list training and responsibilities of various occupations in the publishing plants.
Example: Reporter
Printer
Editor
Copy boy
Sports Writer
Teletype operator
Society Editor
Proof reader

Books

- "I Want to be a New Reporter"
Sybil McCabe
Benefic Press, Chicago 1964
- "Come to Work With Us In a Newspaper"
Jean and Ned Wilkinson
Sextant Systems, Inc. 1971
- "You Visit a Newspaper"
Leonard Meshover
Benefic Press, Chicago 1965
- Mrs. Van Der Hogen, Reporter for
the Bridgeport Post

children were able to see the process of news reporting and publishing in action. The children saw and identified the various workers at the newspaper. They saw the various workers at the newspaper. They saw the various kinds of work they did and the tools, machinery, etc. that they used.

trip served as a motivational activity. As a result, the class was able to produce its newspaper.

GOAL: To acquaint children with the various occupations involved in a TV station.

BEHAVIORAL OBJECTIVES: The children will participate and produce a TV program depicting roles.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
Visited University of Bridgeport TV station.	<ol style="list-style-type: none">1. Read children stories about the operation of a TV station.2. List occupations necessary to produce a TV show.	"Communi Comm #64 McG

Teacher Comment: The children were permitted to participate in many areas, thus they became involved in the entire process. They also viewed the people working at the station in this media.

GRADES 3 & 4

children with the various occupations involved in a TV station.

The children will participate and produce a TV program depicting the various occupational roles.

SUGGESTED TECHNIQUES

RESOURCE MATERIAL

Bridgeport

1. Read children stories about the operation of a TV station.
2. List occupations necessary to produce a TV show.

"Communicating Ideas"
Community Series
#641261
McGraw Hill Publishers

children were permitted to participate in many areas, thus they became excited and very much involved in the entire process. They also viewed the people working at the various occupations on this media.

GOAL: To extend children's knowledge of the many job opportunities in the State Government areas such as: Executive, State Department of Education, Transportation, State Health

- BEHAVIORAL OBJECTIVES:
1. Children will interview State Representatives
 2. Children will visit the State Capitol
 3. Children will research how to obtain permits and licenses.
 4. Children will campaign an election for student council.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIALS</u>
Visited the State Capitol, Hartford, Connecticut	<p>Children researched how to obtain various permits and licenses.</p> <p>Example: Dog License Fishing License Hunting License Store Permit Health Permit</p> <p>Children gathered information about State Departments: Example: Newspapers State bulletins Interviews</p>	<p><u>Books</u></p> <p>"How Rules and Muriel St Benefic I</p> <p>"How Our Govern Muriel St Benefic I</p> <p>"About People Shirlee I and Dian</p> <p>Melmont I</p>

Children's knowledge of the many job opportunities in the State Government. To explore 5 certain Executive, State Department of Education, Transportation, State Highway and State Police Dept.

1. Children will interview State Representatives
2. Children will visit the State Capitol
3. Children will research how to obtain permits and licenses.
4. Children will campaign an election for student council.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
Capitol,	<p>Children researched how to obtain various permits and licenses.</p> <p>Example: Dog License Fishing License Hunting License Store Permit Health Permit</p> <p>Children gathered information about State Departments: Example: Newspapers State bulletins Interviews</p>	<p><u>Books</u></p> <p>"How Rules and Laws Help Us" Muriel Stanek Benefic Press, Chicago 1969</p> <p>"How Our Government Helps Us" Muriel Stanek Benefic Press, Chicago 1969</p> <p>"About People Who Run Your City" Shirlee Petkin Newman and Diane Finn Sherman Melmont Publishers, Inc. 1971</p>

COAL: To initiate a class investigation of assembly line. To contrast the work practices individual production.

- BEHAVIORAL OBJECTIVES:
1. The children will be able to work as part of a production line
 2. The children will be able to work independently.
 3. The children will be able to describe the results and effects operations.
 4. Will be able to list various jobs in one phase of manufacturing

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
1. A group trip to Peter Paul Nounds	1. Student will investigate assembly line and individual production by reading about people like Henry Ford, etc.	<u>Films</u> "Our C Co Ch
2. A group trip to Bodine Corporation	2. Class will set up an experimental assembly line.	<u>Filmstrips</u>
3. A group trip to Bar-Pat Manufacturing Company, Inc.	3. Class will design project, devise work schedules, decide what tools will be needed and the market-ability of product.	"Automob Ey

Teacher Comments: Children saw the need for cooperation and reliability. They were made is need for a large number of people working just to bring a candy bar the operation of an electronics firm, the type of work involved and the for such a position. Perhaps because of lack of facilities, it would b someone from the plant visit the school before the planned trip.

... investigation of assembly line. To contrast the work practices of a production line with
 ...tion.

1. The children will be able to work as part of a production line.
2. The children will be able to work independently.
3. The children will be able to describe the results and effects of the two different operations.
4. Will be able to list various jobs in one phase of manufacturing.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
er Paul line r-Pat ny, Inc.	<ol style="list-style-type: none"> 1. Student will investigate assembly line and individual production by reading about people like Henry Ford, etc. 2. Class will set up an experimental assembly line. 3. Class will design project, devise work schedules, decide what tools will be needed and the market-ability of product. 	<p><u>Films</u></p> <p>"Our Class Works Together" Coronet Instructional Films Chicago, #1559</p> <p><u>Filmstrips</u></p> <p>"Automobile for Millions" Eyegate House, Inc.</p>

...dren saw the need for cooperation and reliability. They were made aware of the fact that there
 ...eed for a large number of people working just to bring a candy bar to market. Students learned
 ...operation of an electronics firm, the type of work involved and the type of education needed
 ...such a position. Perhaps because of lack of facilities, it would be more appropriate to have
 ...one from the plant visit the school before the planned trip.

22

GRADE 5

GOAL: To introduce the children to the importance of interior design occupations in

BEHAVIORAL OBJECTIVES: The children will be able to list the various jobs available decorating, and also list jobs not in that line but interrelate

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Resource</u>
Visit to Freedman Furniture Store	<ol style="list-style-type: none">1. Have children make diorama of a room so they are familiar with colors, styles, and placement of furniture.2. Have children list the various other jobs that are necessary for an interior decorator to work with. Example: Fabric Designer Antique Dealer Furniture Maker Painter Upholstery	<u>Book</u> "I Want to Eugene Child

Teachers Comments: The students were shown in any styles of furniture from different them in decorating their own mini houses. They were also very imptor can do to improve a room, by color and furniture placement.

the children to the importance of interior design occupations in the field of construction.

The children will be able to list the various jobs available in the fields of interior decorating, and also list jobs not in that line but interrelated in many ways.

	<u>Suggested Techniques</u>	<u>Resource Material</u>
ture	<ol style="list-style-type: none">1. Have children make diorama of a room so they are familiar with colors, styles, and placement of furniture.2. Have children list the various other jobs that are necessary for an interior decorator to work with. Example: Fabric Designer Antique Dealer Furniture Maker Painter Upholstery	<u>Book</u> "I Want to be a Sales Clerk" Eugene Baker Childrens Press, Chic. 1971

The students were shown in any styles of furniture from different periods. This helped them in decorating their own mini houses. They were also very impressed with what a decorator can do to improve a room, by color and furniture placement.

24

GOAL: Introduce students to the many facets of police work, to make them aware of the police career.

BEHAVIORAL OBJECTIVE: Pupils will be able to explore job responsibilities of at least the Police Department.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
A class visit to the N. Y. Police Academy	<ol style="list-style-type: none">1. Children will outline the various job opportunities in law enforcement by reports, skits or drawing.2. Have pupils identify the changing role of a police officer by researching and interviewing people on the police staff.	<u>Books</u> "How Run Murder Benefit

Teacher Comment: Law was made more meaningful when they saw to what lengths police officers go out. They also had a better understanding of the qualification of the police officer as protection and how laws protect us.

ents to the many facets of police work, to make them aware of the work involved in the

Pupils will be able to explore job responsibilities of at least 4 workers connected with the Police Department.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
N. Y.	<ol style="list-style-type: none">1. Children will outline the various job opportunities in law enforcement by reports, skits or drawing.2. Have pupils identify the changing role of a police officer by researching and interviewing people on the police staff.	<p><u>Books</u></p> <p><u>"How Rules and Laws Help Us"</u> Muriel Stanek Benefico Press, Chicago 1969</p>

was made more meaningful when they saw to what lengths police officers go to see it carried. They also had a better understanding of the qualification of the policeman, his role protection and how laws protect us.

GOAL: To acquaint the children with the knowledge of the role of an Interior Decorator and the jobs that are created as a result in the restaurant.

BEHAVIORAL OBJECTIVES: Each child will be able to list job opportunities in a restaurant that careers have different levels of responsibilities.

<u>Activity</u>	<u>Suggested Techniques</u>	<u>Resource</u>
A visit to the Holiday Inn dining room.	1. Children will list jobs necessary in a restaurant.	<u>Film</u> "Cooks,"
A visit to Valie's and Tominkos	2. Children will list necessary qualifications for various jobs.	Stereo <u>Filmstrip</u> "The Wo
	3. Children will play act that they plan to open a restaurant. They will be able to understand the following problems: 1. What kinds of jobs are necessary for a smooth running restaurant. 2. What materials are necessary for a restaurant. Example: Place mats, menu, etc.	<u>Book</u> "I Want Carl Child

the children with the knowledge of the role of an Interior Decorator in the designing of restuarants that are created as a result in the restaurant.

S: Each child will be able to list job opportunities in a restaurant. Children will realize that careers have different levels of responsibilities.

	<u>Suggested Techniques</u>	<u>Resource Material</u>
ay nd	<ol style="list-style-type: none">1. Children will list jobs necessary in a restuarant.2. Children will list necessary qualifications for various jobs.3. Children will play act that they plan to open a restuarant. They will be able to understand the following problems:<ol style="list-style-type: none">1. What kinds of jobs are necessary for a smooth running restaurant.2. What materials are necessary for a restaurant. Example: Place mats, menu, etc.	<u>Film</u> "Cooks, Chefs, and Related Occupations" Sterling Educational Films <u>Filmstrip</u> "The Wonderful World of Work" <u>Book</u> "I Want to be a Restaurant Owner" Carla Greene Childrens Press, Chicago 1970

GOAL: To demonstrate how occupations developed from the early times. To make the child of-Work has existed in all civilizations from the earliest time to the present time.

BEHAVIORAL OBJECTIVES: 1. Children viewed the original occupation of people at the museum.
2. Children will understand and appreciate how some occupations have changed from ancient times to the present.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
A visit to the Peabody Museum	1. Children made tools similar to the ones made by the prehistoric man. 2. Have children list the occupations available now as a result of our study of the prehistoric man.	1. Film "Job"

new occupations developed from the early times. To make the children aware that the World-
ed in all civilizations from the earliest time to the present time.

1. Children viewed the original occupation of people at the museums.
2. Children will understand and appreciate how some occupations developed from prehistoric times to the present.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
Museum	<ol style="list-style-type: none">1. Children made tools similar to the ones made by the prehistoric man.2. Have children list the occupations available now as a result of our study of the prehistoric man.	<ol style="list-style-type: none">1. <u>Filmstrip</u> <u>"Jobs in the Now Generation"</u> Bowman

GRADE 6

30

GOAL: To acquaint students with the many jobs that are available in the field of horticulture.

BEHAVIORAL OBJECTIVES: The students will be able to list and define occupations in the field of horticulture.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE</u>
1. A group trip to the Botanical Gardens in New York.	1. Students will identify as many careers related to horticulture as possible, e.g. gardener, landscape architect, florist. 2. Students will research a career and list occupational duties, requirements and make booklets.	"Ecology-Nature" An AEP Ecology Xerox Corporation Ohio, 1971

Teacher Comment: Children gained an understanding of the wide variety of plants and conditions in the field. Children were not able to see a variety of occupations in this field.

with the many jobs that are available in the field of horticulture.

students will be able to list and define occupations in the field of horticulture.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
anical	<ol style="list-style-type: none">1. Students will identify as many careers related to horticulture as possible, e.g. gardener, landscape architect, florist.2. Students will research a career and list occupational duties, requirements and make booklets.	"Ecology-Nature and Needs" An AEP Ecology Program Xerox Corporation, Ohio, 1971

gained an understanding of the wide variety of plants and conditions under which plants
children were not able to see a variety of occupations in this field

GOAL: To view various types of work involved within one type of manufacturing plant. To that every occupation contributes to society.

BEHAVIORAL OBJECTIVES: The children will be able to describe a variety of occupations in
The children will be able to appreciate what careers can be developed

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIALS</u>
A trip to the Chevrolet Plant	Invited local people who worked in fields that were interrelated to the car industry. <u>Example:</u> Car salesman Insurance agent Banker Police Children made mural of the car plant. Children researched the car industry.	Audio Visual <u>Automobiles for Mill</u> Eye Gate House, Inc Resource people in <u>Books</u> <u>I want to be a Mechanic</u> Carla Greene Children's Press

Teacher Comments:

The children were able to speak to workers about the type of work, pay scale and personal life. Students were able to visualize the type of jobs present and understand the type of education of the jobs.

types of work involved within one type of manufacturing plant. To make children realize
n contributes to society.

S: The children will be able to describe a variety of occupations involved in mass production.
The children will be able to appreciate what careers can be developed in and from a factory.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
let	<p>Invited local people who worked in fields that were interrelated to the car industry.</p> <p><u>Example:</u> Car salesman Insurance agent Banker Police</p> <p>Children made mural of the car plant. Children researched the car in- dustry.</p>	<p>Audio Visual</p> <p><u>Automobiles for Millions</u> Eye Gate House, Inc.</p> <p>Resource people in the Community.</p> <p><u>Books</u> <u>I want to be a Mechanic</u> Carla Greenc Children's Press, Chicago, 1971</p>

le to speak to workers about the type of work, pay scale and personal satisfactions.
o visualize the type of jobs present and understand the type of education necessary for each

- GOAL: To help students realize the important role mathematics plays in a variety of occupations and processing.

BEHAVIORAL OBJECTIVES: Students will be able to describe occupations and qualifications in banking.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
A trip to "State National Computer Center"	1. Discuss how mathematics affects everyone's life.	Filmstrips
A trip to U. B. Computer Center	2. Make a list of occupations dependent on mathematics.	"At the Elin Mel Chic
A trip to Lafayette Bank	3. Describe each occupation and mathematic courses required to follow that type of work.	"Office Dend "How Peop Muri Bend "The Fasc Nati

Teacher Comment:

Students seemed to enjoy participation with the terminal. Students were amazed that a machine being so much valuable time. The students also became aware that machines are only as good as the people who use them. The students were able to see and observe the various positions held by people at the bank: tellers, workers in the mortgage department, bank records, the vault and the President of the bank.

ts realize the important role mathematics plays in a variety of occupations in banking and data

: Students will be able to describe occupations and qualifications necessary for positions in banking.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
onal ter ank	<ol style="list-style-type: none">1. Discuss how mathematics affects everyone's life.2. Make a list of occupations dependent on mathematics.3. Describe each occupation and mathematic courses required to follow that type of work.	<p><u>Filmstrips</u></p> <p>"At the Bank"</p> <p>Elinor Rees Melmont Publishers, Inc. Chicago, 1968</p> <p>"Office Occupations"</p> <p>Denoyer & Geppert</p> <p>"How People Earn and Use Money"</p> <p>Muriel Stanek Benefic Press, Chicago 1968</p> <p>"The Fascinating World of Accounting"</p> <p>National Career Consultants</p>

enjoy participation with the terminal. Students were amazed that a machine could save a human
e time. The students also became aware that machines are only as good as the people who operate
ere able to see and observe the various positions held by people at the bank. They met
the mortgage department, bank records, the vault and the President of the Board of Directors.

GOAL: To acquaint students with the many career opportunities in the personal service class in the department store business and to relate English and math subjects to these

BEHAVIORAL OBJECTIVES: Students will list, identify and describe the several occupations in the department store business and describe qualifications and tasks in these careers.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCES</u>
<p>Group trip to G. Fox Department Store in Hartford, Connecticut</p>	<ol style="list-style-type: none"> 1. Have students visit local stores and report on all occupations that are visible in the operation of the store, e.g. Read's Howland's Korvette's 2. Have students list occupations in department store that consumers never see. (Behind the scenes careers) 	<p>SRA Occ</p> <p><u>Film:</u></p> <p><u>Filmstr</u> <u>The Fas</u></p> <p>Nationa</p>

Teacher Comments: Students were given a tour of the entire operations including telephone department, art and advertising department. They were familiarized with the career opportunities available in a large department store. The guide was excellent in interpreting the stores operations and many types of work related to the store.

Students with the many career opportunities in the personal service cluster, specifically in department store business and to relate English and math subjects to these careers.

3: Students will list, identify and describe the several occupations in the department store business and describe qualifications and tasks in these careers.

SUGGESTED TECHNIQUES

1. Have students visit local stores and report on all occupations that are visible in the operation of the store, e.g. Read's
Howland's
Korvette's
2. Have students list occupations in department store that consumers never see.
(Behind the scenes careers)

RESOURCE MATERIAL

SRA Occupational Briefs

Film:

Filmstrip:

The Fascinating World of Sales

National Career Consultants, Inc.

Students were given a tour of the entire operations including telephone department, auditing department, art and advertising department. They were familiarized with all of the career opportunities available in a large department store. The guide was exceptionally good in interpreting the stores operations and many types of work related to merchandising field.

GOAL: To make students aware of the various careers and occupations available in the pe

BEHAVIORAL OBJECTIVES: Students will be able to list occupations in the hotel industry
such as: desk clerk, reservation manager, etc. They will be ab
tasks and preparation necessary for these careers.

<u>ACTIVITIES</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RES</u>
Group trip to Hotel Sonesta, in Hartford Connecticut	<ol style="list-style-type: none">1. Student will make a vocabu- lary relevant to the hotel and motel business.2. Student will role-play hotel situations, e.g.<ol style="list-style-type: none">a. Checking in at a hotel.b.irate customer com- plaining to manager of hotel.3. Student will organize a "hotel" and necessary staff.	SRA - Occ <u>Film</u> <u>Cooks, Che</u> Sterli

Teacher Comments: Students were taken on a complete tour of the hotel facilities and ma
different departments within the hotel. Tour guide advised the group
workers in hotel business.

nts aware of the various careers and occupations available in the personal services cluster.

S: Students will be able to list occupations in the hotel industry and role-play careers, such as: desk clerk, reservation manager, etc. They will be able to describe their tasks and preparation necessary for these careers.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
Sonesta, cut	<ol style="list-style-type: none">1. Student will make a vocabulary relevant to the hotel and motel business.2. Student will role-play hotel situations, e.g.<ol style="list-style-type: none">a. Checking in at a hotel.b.irate customer complaining to manager of hotel.3. Student will organize a "hotel" and necessary staff.	SRA - Occupational Briefs <u>Film</u> <u>Cooks, Chefs and Related Occupations</u> Sterling Educational Films, Inc.

students were taken on a complete tour of the hotel facilities and made aware of the 17 different departments within the hotel. Tour guide advised the group of growing need for workers in hotel business.

GOAL: To help students understand how different occupations are interrelated and to available in the clothing industry.

BEHAVIORAL OBJECTIVES: Students will be able to portray the variety of specialized clothing industry.

<u>ACTIVITY</u>	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE</u>
A trip to Levine Coat Co.	<ol style="list-style-type: none">1. Construct charts with appropriate vocabulary.2. Construct charts showing sequence of events following the manufacturing of a coat then the merchandising until it reaches the consumer.	<u>Films</u> "Opportunity merchandising Sterling <u>Filmstrip</u> "How America Eye Camera

Teacher Comments: The boys were to view a coat being produced from the laying of pattern to the final product and all the workers and careers in the process.

HOME ECONOMICS

Students understand how different occupations are interrelated and to appreciate the many careers in the clothing industry.

OBJECTIVES: Students will be able to portray the variety of specialized occupations within the clothing industry.

	<u>SUGGESTED TECHNIQUES</u>	<u>RESOURCE MATERIAL</u>
Coat Co.	<ol style="list-style-type: none">1. Construct charts with appropriate vocabulary.2. Construct charts showing sequence of events following the manufacturing of a coat then the merchandising until it reaches the consumer.	<p><u>Films</u></p> <p>"Opportunities in Sales and Merchandising" Sterling Educational Films, Inc.</p> <p><u>Filmstrip</u></p> <p>"How America is Clothed" Eye Gate House, Inc.</p>

The boys were to view a coat being produced from the laying of patterns to the finished product and all the workers and careers in the process.