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ABSTRACT

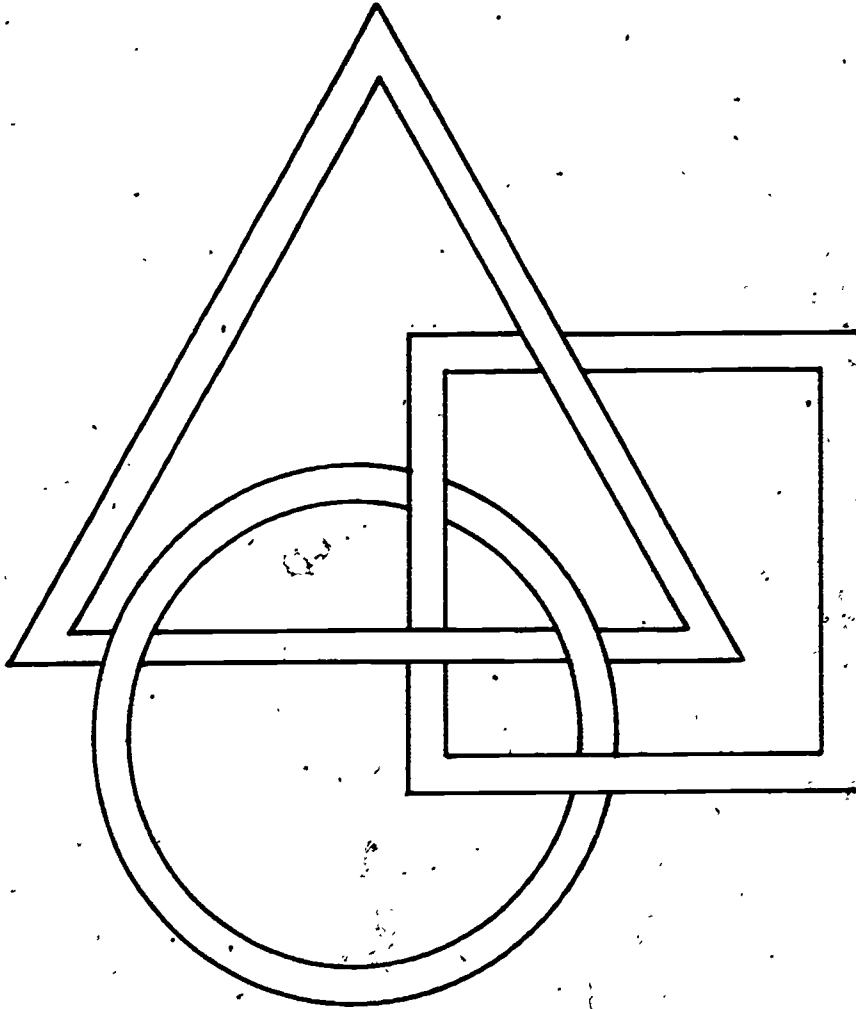
The Career Development guide for teacher use in Grade 9 was developed and evaluated with the help of classroom teachers in Idaho in response to the need for additional emphasis on career awareness and exploration and for opportunities for career planning. It is intended as a basic core and focuses on both the personal and world of work aspects of career development. The document opens with an 8-page teacher's guide explaining the course outline, with suggestions for presenting and supplementing the basic core and a suggested sequence of lessons for integrating the three components. The body of the document contains lesson plans in the three component areas: self understanding (52 lessons focusing on economic, social, and psychological reasons for work, a study of general personality traits with reference to job selection and success on the job, and lifestyles); occupational information (46 lessons focusing on types of occupation, employment qualifications, and career exploration); and implementing career plans (24 lessons focusing on occupational choice, planning for employment or further education, and obtaining and keeping a job). Each lesson guide includes aims and objectives, procedures and activities, and resources and references. Supplementary material and detailed lists of resource materials and supplies are appended. (BP)

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# CAREER DEVELOPMENT

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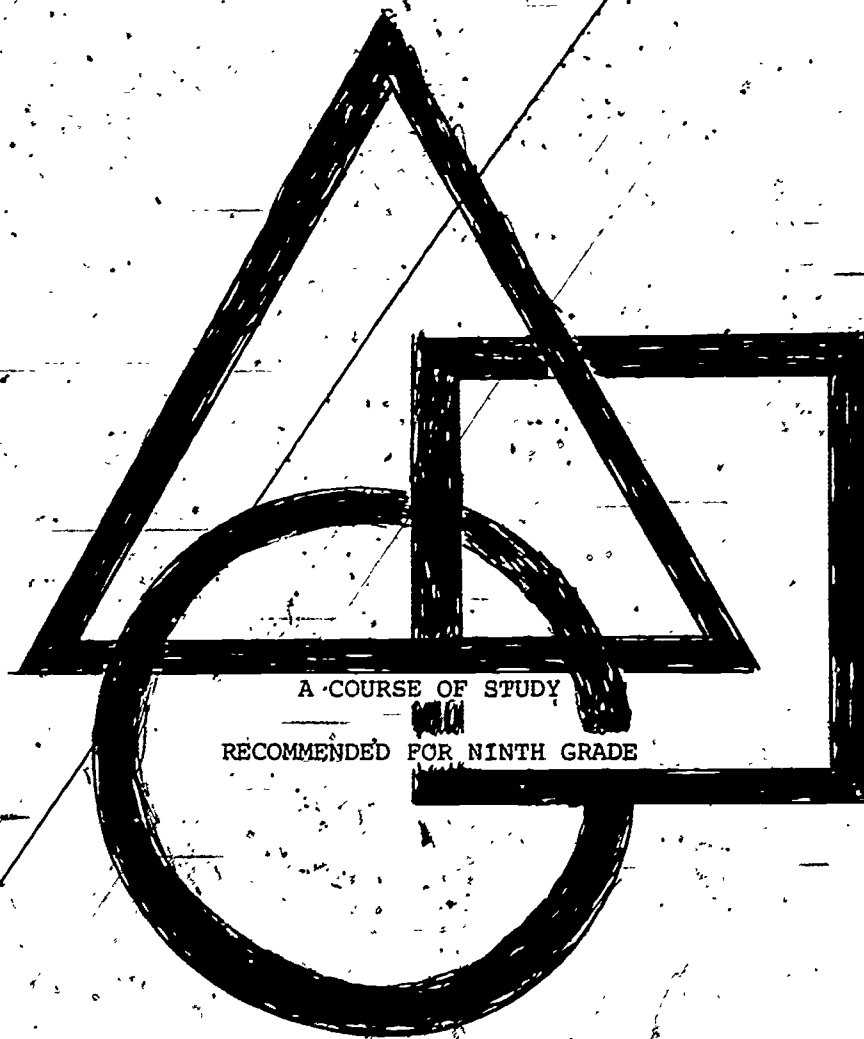
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A COURSE OF STUDY  
RECOMMENDED FOR NINTH GRADE

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION  
518 Front Street, Boise, Idaho 83702

*In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501*

CAREER DEVELOPMENT



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Lewis-Clark State College Vocational Graphics Press  
1972

## PREFACE

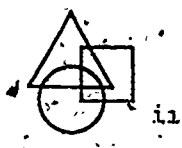


The need for additional emphasis in Career Development was recognized by the Idaho Superintendents Association as early as 1967. A special committee from the association worked with the State Department for Vocational Education, and a position statement was prepared by the 1967-68 Executive Committee of that association. This statement included a section on recommendation for occupational information and orientation at the elementary, junior high school, and senior high school levels.

A proposal for developing a guide to assist teachers in the implementation of Career Development at the ninth grade level was submitted to the State Department for Vocational Education by Dr. Marion Shinn of Lewis-Clark State College in 1969. This proposal was funded according to the provisions of Part D (Exemplary) of the 1968 amendments to the Vocational Act of 1963. Mrs. Nancy Stalter served as Project Director. Mrs. Janet Latham, State Supervisor for Special Needs, coordinated the program with the State Department for Vocational Education. Dr. Oscar Kjos, Head of the Vocational Teacher Training Department, and Vocational Counselor Educator at the University of Idaho served as Consulting Instructor for the workshops.

All of the 19 high schools in the five counties of North Central Idaho were represented by superintendents, principals, teachers, or counselors at the Orientation Workshops. Seventeen smaller schools utilized the lesson material developed and evaluated its effectiveness in the classroom. In some schools, special classes were offered in Career Development but others found effective ways to integrate the lessons into their existing curriculum.

The lesson outlines were developed especially to serve the schools from the less populated areas of the state. The information, however, is equally applicable to the larger schools and population centers.



Many educators, community leaders and businessmen worked together to make the program a success.

The following schools and school personnel participated in the program:

Grofino Senior High School District 171

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LaVon Chase, Principal  
Ray Collins, Counselor  
Norma Farmer  
Don Halbmaier  
and others

Timberline Senior High School District 171 Weippe

Jim Uhlman, Principal  
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The following resource people from the community provided information  
about the World of Work to assist the instructors in developing your lessons:

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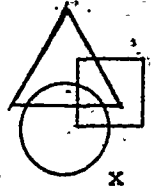
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Many thanks to these named resource persons and the many others who have so generously shared their occupational experiences during the Career Development preparation activities.

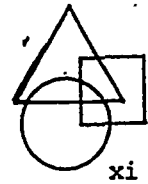
This outline is intended as a basic core to assist the teachers in presenting the Career Development concepts to the students. The sequence of lessons is not fixed and can be adjusted and expanded to meet the needs of the specific communities. Resource people in the community should be utilized to add relevance to the material at the local level.

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CAREER DEVELOPMENT COURSE  
TEACHER'S GUIDE TO COURSE OUTLINE



The Career Development course has been divided into three components to assist both the teacher and the student. These components are (1) Self-Understanding, (2) Occupational Information, and (3) Implementing Career Plans. The Lesson Guide outlines are labeled by both the name of the component and a symbol to assist in identifying the material with the objective of the lesson.

The students should be encouraged to analyze their own unique qualities in order to determine the occupations which may relate to their own potentials. The students should be urged to examine alternate occupational choices even if they have already decided on an occupational goal. Since current research tells us that more than 80 percent of the jobs available require less than a college degree, much more emphasis could be placed on kinds of training that these jobs require. Similar demands for attitude development, prerequisite skills, and education continue to exist in many different occupations where change is occurring at an accelerating rate.

The lesson outline provides guidelines for the teacher and the students to creatively present these basic employment planning ideas that can be further implemented through other school courses and activities. Basic resources must be supplemented by contact with real people in community businesses and industries. Audio-visual aides can assist in giving insight into broad aspects of occupations. Films, filmstrips, audio-visual, and role playing can increase the student's knowledges of special occupations and preemployment preparation. The early selection of occupational goals by the student, though they may be changed later, will make it possible for the student to make more valid choices of school classes, the activities in the classes, the school and in the community will be more relevant.



These Career Development outlines, activities, and information were designed for classroom use by teachers. These lessons will assist the student to understand the various educational developments and the broad categories of work as explained in the Dictionary of Occupational Titles. Some lessons will help the students to understand different job classifications and the employment demand for each. Other lessons will help the students make long range and short range plans to meet their occupational goals. Some lessons are directed toward assisting the students to develop understanding of financial management necessary to sustain personal living standards.

△ Self-Understanding component lessons should be alternated with occupational information as progress is made through the lesson materials. The triangle shows influences affecting the individual's attitudes of parents, siblings, and family on one side; the school's philosophy, course offerings, group activities, and individual activities influence another side of the triangle; while the community, government, business, industry, church, and work climate are influential on the third side of the triangle.

The DAT scores can be used to aid △ Self-Understanding. Counselors can be effective resource persons to interpret test scores and meet individual needs.

○ Occupational Information component, represented by the ○ circle, should explore more than one level of work in each occupation studied. As many occupations as possible should be included. The practice of studying briefs of jobs will give the students insight into many kinds of work if consistently used. Various references will help the students grasp the structure of organizing job information.

The Dictionary of Occupational Titles (DOT), Volume II, is a basic reference used to define the specific traits, aptitudes and abilities

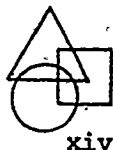


necessary to the tasks required in each job. Teachers should be familiar with the DOT codes as explained in the Appendix A & B in Volume II from pages 640 to 656. Teachers should also be informed about the occupational groupings of categories, divisions, and groups of jobs. The DOT should be presented to students so that they may learn how to use it for their own information.

If these lessons are used as part of another course, some of each component should be chosen. It is important to present the sections on how to use groupings to identify job similarities.  $\Delta$  Self-Understanding can be used with  $\square$  Implementing Career Plans so that individual differences will be considered. Teachers and counselors should encourage students to develop records of their preferences during their job investigations. They should identify traits and interests in jobs they investigate and identify why they do or do not prefer activities required in many different jobs. Occupational research and discussion by the students needs to accompany lessons in job orientation and human relations techniques.

The kits suggested each offer a different approach to job information. Lower level readers could use the Science Research Association's Widening Occupational Roles Kit (WORK) color codes to relate job to data, people, or things. The average reader could use the SRA Occupational Exploration Kit (OEK). The supplementary job family booklets and guides are geared to 9th grade in the Occupational Exploration Kit, however, more supervision is required to help students get the full benefit of the kit. The supplementary materials included with SRA kits can be helpful. Desktop Careers Kits from Careers, Largo, Florida, are smaller and have six other subject related kits that could be used. The kits include Health Careers, Business Careers, Industrial Careers, Science Careers, Exploratory Careers, and Professional Careers.





At least one kit should be planned for basic references for students to use during the Career Course. The kit could be made available in the library or counselor's office after the completion of the course.

The Occupational Outlook Handbook\*, another basic reference, will assist in identifying various jobs, and includes salaries, general educational requirements, and additional persons the students may contact. The Handbook is good for the students' use as well as for discussion material as it contains current charts and illustrations of people at work.

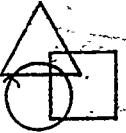
Implementing Career Plans component lessons are identified by the  square. Such lessons can be spaced with lessons on  Self-Understanding, and  Occupational Information as desired. A suggested sequence is included with the course outline.

During the course, many opportunities should be open to students in the 9th grade to plan for adult work experiences,  Self-Understanding lessons and  Implementing Career Plans lessons. Each teacher can relate to the attitude requirements of business and industry only if current contacts are maintained with people who work in fields other than education. A committee of local businessmen and women workers from many job areas may be formed to aid in securing resource people for the classroom.

Contacts\* with people who are working in different fields can be important in developing job attitudes and insights into work. Do not hesitate to call on people in your community who have job skills and knowledge of work opportunities. Most of them will be glad to help the students with information about their work. The selected references indicated on the lesson plans offer a starting place. Additional films, film loops, filmstrips, tapes, etc., are

\* Available from U. S. Government Printing Office, Bulletin 1700, 1972-73, Revised Edition.





listed for your convenience. Many new career information and work films are being developed and should be used where applicable.

Copies of the Occupational Outlook Handbook (latest edition) should be available to each classroom for additional job specifications, salaries, education, and additional information. The Dictionary of Occupational Titles, Volume II, describes work traits and job grouping, qualifications and requirements. The Encyclopedia of Careers and Vocational Guidance, Volume I and II, and the five volume Career Opportunities series has additional information for pursuing technical courses. Succeeding in the World of Work has many chapters that have proved helpful to other instructors. Paperback Arco books give additional information about specific careers. Encourage students to use as many references as possible to extend their choices. Other career references will be suggested by resource people to give additional insight into their industries and businesses and training opportunities.

A dynamic approach is needed for the search to find a variety of ways to succeed in the world of work. Each tentative goal will be enhanced by knowing the education and preparation necessary to be competent in required skills.

Cooperation, reliability, and promptness are appropriate occupationally related personal skill behaviors that can be practiced in the classroom. Attitudes of helpfulness and cooperation can be developed in class activities to enhance the research of each occupational category.

Continued research of jobs should identify the kinds of technical knowledge skill preparations that are indicated for entry into the world of work. Goals selection should be combined with a realistic evaluation of all school and work experience. Many school courses and activities offer valuable experience and skill preparation required for employment or serve as preemployment training. Long range goals should relate to personal skills and abilities of each individual.

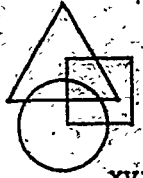


Everyone needs to be expert in some things. Helping find the kinds of xvii occupations where this will be possible, you will help them achieve the flexibility they need to survive in today's complex society.

To help students find work in creative and productive jobs in a changing society will test the ingenuity of teachers. The goals may not be reached immediately, but we must take the first step now. The longest journey begins with the first step.

## CAREER DEVELOPMENT

### Course Outline Summary



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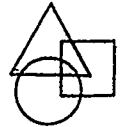
A detailed outline of lessons will be found at the beginning of each component.

#### △ Self-Understanding Component

- I. Reasons for Work
  - A. Economic Reasons for Work
  - B. Psychological Reasons for Work
  - C. Social Reasons for Work
- II. General Personality Traits
  - A. Attitudes
  - B. Personal Appearance
  - C. General Interests
  - D. Hobbies
  - E. Extracurricular
  - F. Reputations
- III. Life Styles
  - A. Geographic Location
  - B. Family Patterns
  - C. Recreation

#### ○ Occupational Information Component

- I. Who Works?
  - A. Broad Occupational Fields
- II. Where Do People Work?
  - A. Resource Personnel
  - B. Distribution of Workers
- III. Classifying
  - A. Interest Related Work
- IV. Job Requirements
  - A. Education Development
  - B. Aptitudes
  - C. Physical Demands
  - D. Conditions of Work
  - E. Interests
- V. In-Depth Study of the Job
  - A. Computational
  - B. Service
  - C. Technical
  - D. Agriculture
  - E. Logging
  - F. Transportation



- VI. Field Trips
  - A. Types of Work
- VII. Resource Personnel Contacts
  - A. Procedures
- VIII. Day-On-The-Job
  - A. Work Experience
- IX. Career Days
  - A. Preparation
- X. Job Constraints
  - A. Legal Records
- Implementing Career Plans Component
  - I. Selecting Broad Fields
    - A. Selecting Categories
  - II. Selecting Representative Jobs
    - A. Alternate Vocations
  - III. Planning Post High School Programs
    - A. College
    - B. Vocational-Technical Training
    - C. Military
    - D. Apprenticeships
  - V. Getting a Job
    - A. Employment Service
    - B. Help Wanted Ads
    - C. Job Interviews
    - D. Preparing a Resume
    - E. Preparing Application Letters
    - F. Preparing Application Forms
    - G. Social Security
  - VI. Holding a Job
    - A. Unions
    - B. Continuity of Employment
    - C. Employee Obligations and Responsibilities

TEACHER'S GUIDE

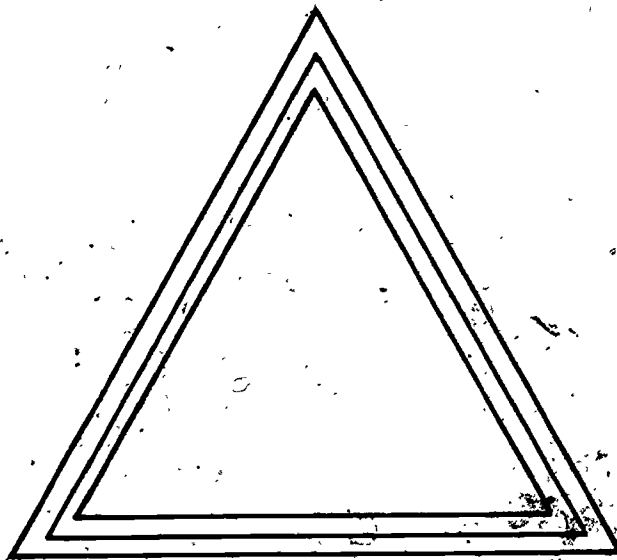
SUGGESTED SEQUENCE OF LESSONS  
FOR INTEGRATING THE THREE COMPONENTS OF THE COURSE



- Self-Understanding - Unit I . . . . . Why People Work
- Occupational Information - Unit I . . . . . Who Works
- Self-Understanding - Unit II . . . . . General Personality Traits
- Occupational Information - Unit II . . . . . Where People Work
- Occupational Information - Unit III . . . . . Data, People, and Things
- Self-Understanding - Unit III . . . . . Life Styles
- Occupational Information - Unit IV . . . . . Job Requirements
- Self-Understanding - Unit IV . . . . . Measured Personality Characteristics
- Self-Understanding - Unit V . . . . . Personality Profile
- Implementing Tentative Plans - Unit I . . . . . Selecting Broad Categories of Work
- Occupational Information - Unit IV . . . . . In-Depth Study of One Job
- Implementing Tentative Plans - Unit II. . . . . Selecting Representative Jobs
- Occupational Information - Unit VI . . . . . Field Trips
- Implementing Tentative Plans - Unit III . . . . . Planning High School Program
- Occupational Information - Unit VII . . . . . Resource Personnel
- Occupational Information - Unit VIII. . . . . Day On The Job
- Occupational Information - Unit IX . . . . . Career Days
- Self-Understanding - Unit V . . . . . Personality Profile Review
- Implementing Tentative Plans - Unit IV . . . . . Planning Post High School Program
- Occupational Information - Unit X . . . . . Job Constraints
- Implementing Tentative Plans - Unit X . . . . . Getting a Job
- Implementing Tentative Plans - Unit VI. . . . . Holding a Job

[REDACTED]

# SELF UNDERSTANDING



## CAREER DEVELOPMENT

A COURSE OF STUDY  
RECOMMENDED FOR NINTH GRADE

**IDAHO STATE BOARD FOR VOCATIONAL EDUCATION**

518 Front Street, Boise, Idaho 83702

*In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501*



**△ SELF UNDERSTANDING COMPONENT**

i

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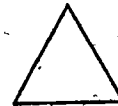
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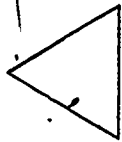
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Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic Reasons for Work



I-A-1

LESSON GUIDES:

LESSON TITLE: ECONOMIC REASONS FOR WORK

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify some costs related to providing food, shelter, and clothing.</li> <li>Identify family money habits.</li> <li>Compare their family's pattern of spending with another and realize values are different.</li> </ul>	<p>Have students determine the cost of 365 hamburgers, french fries, and soft drinks. Discuss outcome.</p> <p>Using a list of expenses incurred by families, students will identify those which their family seem to think important.</p> <p>List 10 items on the blackboard or have a hand-out. Have students rank the items as to importance. Discuss Wants vs. Needs.</p>	<p>"The Money Tree"          Bowmar Filmstrip and Cassette</p> <p>Duplicate list forms.</p>

Evaluation: These objectives will have been met when students begin to realize work provides money to buy the basic necessities of life.

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic Reasons for Work



I-A-2

LESSON GUIDES:

LESSON TITLE: DOES MONEY TALK TO ME?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the expenses: flexible, fixed, and day-to-day.</p> <p>Estimate cost of some items and services they might use in the future.</p> <p>Project an approximate future cost and standard of living and determine how this might influence his choice of an occupation.</p>	<p>Discuss what constitutes fixed expenses and assign students to research property and property tax fees by questioning friends and parents. Study a sample annual property tax statement from the county assessor. Invite a local real estate dealer to discuss future residential costs and taxes.</p> <p>Complete a future fixed expenses form after discussing and reviewing sample telephone bills and insurance coverages.</p> <p>Complete a future flexible expenses form after discussing the local cost of newspapers and recreation. Discuss the unbelievable future recreation "experiences" that will be produced for public purchase and estimate costs.</p> <p>Compute the total of flexible, fixed, and day-to-day costs and subtract from the total salary of three chosen occupations of the student. Analyze the difference between expenses and the approximate salary of desired occupations. Students compare the difference between the wages of several occupations and the approximate salaries of desired occupations.</p>	<p>Get a real estate dealer to act as guest speaker.</p> <p>Future, fixed, and day-to-day chart handouts.</p> <p><u>Future Shock</u>, Alvin Toffler, Bantam Publishing Co., 1971 p. 219-237.</p> <p>Institute of Life Insurance          Money Management          Library</p>

LESSON TITLE: DOES MONEY TALK TO ME?  
(Con't)

Identify the influences of life style on job chances.

Show the economic need for work.

Have students identify those jobs which seem to yield incomes which provide a life style they desire.

Discuss the methods by which money is needed for work quality, work quantity and the types of work performed or traded for goods and services the worker desires.

Information on wages can be obtained from the employment agencies.

Union wage scales.

Evaluation: These objectives will have been met when the students realize the need for work in today's society as well as in the future.

FUTURE FIXED EXPENSES

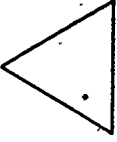
△ I-A-2b

ITEM	Amount Due	Date Due	In Top of Columns, List Budget Periods																
			Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.					
Taxes																			
Property																			
Rent or Mortgage Payments																			
Apartment																			
Safety Deposit Box																			
Telephone																			
Union Dues																			
Insurance																			
Hospital																			
Car																			
Life																			
Total																			

ITEM	Four Week Period				Total Four Weeks	Total for Year	Monthly Costs
	1	2	3	4			
Food							
Laundry							
Dry Cleaning							
Clothing Repair							
Personal Supplies							
Household Supplies							
Soap and Cleaners							
Car Expense							
TOTAL							

FUTURE FLEXIBLE EXPENSES

ITEM	Amount Needed	In Top of Columns List Budget Periods														
		Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.			
Clothing																
Contributions																
Church																
Charities																
Civic Group																
Annual Subs.																
Local Paper																
Magazines																
Medical Care																
Recreation																
Emergencies																
TOTALS																



I-A-3

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic and Psychological Reasons for Work

LESSON GUIDES:

LESSON TITLE: REWARDS OF WORK

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify the psychological rewards available of various occupations.</p> <p>Discuss the importance of psychological, sociological, and economic rewards of work.</p>	<p>By role playing a group of students can demonstrate the reactions they received from people they know in the types of rewards the worker gets. By using ones imagination the student can try to gain a sensitivity to other rewards that are less obvious</p> <p>Taking as many personality traits as one likes--such as extrovert, introvert--list the different types of reward that appeal to these type of characteristics. By comparing as the student sees these different types of personalities, he then can compare himself as where he would feel most comfortable. Relate how one must feel they are needed. Show how work can help fulfill this need.</p>	<p>Job briefs in the Occupational Exploration Kit, by the Science Research Associates.  <u>Occupational Outlook Handbook.</u></p>

Evaluation: These objectives will have been met when the students can identify the rewards available from different occupations.





Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic Reasons for Work

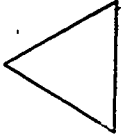
I-A-4

LESSON GUIDES:

LESSON TITLE: COMPARING LONG TERM AND SHORT TERM REWARDS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify the values he attaches to different kinds of rewards.</p> <p>Identify the immediate and long term rewards of several occupations.</p>	<p>Have students describe what they want from a job or their work. Individually rank their wants according to importance. Develop a group composite. Class discussion on individual values. Have students survey others (parents, teachers) to determine how they rank various rewards.</p> <p>Have students determine economic and status rewards of various occupations at different levels within the occupation.</p>	<p><u>Occupational Outlook Handbook</u>          Bureau of Labor Statistics          Survey of Parents, Businessmen, Teachers</p>

Evaluation: These objectives will have been met when the students can list and compare the reward structure in several occupational fields.



I-A-5

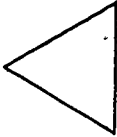
Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Introduction to Career Development

LESSON GUIDES:

LESSON TITLE: PEOPLE AT WORK

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify a variety of ways people earn a living.</p> <p>Recognize individual differences</p> <p>List reasons for choosing the course.</p>	<p>Students view film and discuss "How many jobs do you see?"</p> <p>Display a bulletin board with a variety of pictures of people working. Have students identify apparent category. Have students tell of people they know who work at such jobs.</p> <p>Using a variety of want ads, have students identify job titles. Discuss titles, descriptions, etc.</p> <p>Identify how we differ:          Students left-handed-stand          Students who like to read-stand          Students who enjoy arithmetic-stand</p> <p>Discuss why they enrolled and what they hope to gain.          Teacher lists students' stated goals.</p>	<p>Film: "Where the Action Is"          Area Vocational School</p> <p>Trade Magazines</p> <p>Newspapers</p> <p>Sheet to identify personal characteristics</p> <p>Blackboard          Overhead Projector</p>

Evaluation: These Objectives will have been met when the student can identify his own personal job related characteristics.



I-A-6

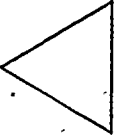
Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic Reasons for Work

LESSON GUIDES:

LESSON TITLE: WHY AM I WORKING?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List several reasons why one must work.</p>	<p>Have each student prepare a list of reasons stating why he feels he must work.</p> <p>Conduct a survey of people who are presently working and chart their responses to the question "Why do you work?" Compare the lists each student made with the results of the survey. Discuss whether age had any bearing on the reasons for which one works.</p> <p>Discuss the psychological aspects of work and invite a psychologist to speak on work as a self-satisfying task.</p>	<p>Succeeding in the World of Work, G. Kimbrell and Ben Vineyard, McKnight &amp; McKnight Publishing Co., Bloomington, Illinois.</p> <p>Get guest speaker.</p>

Evaluation: These objectives will have been met when the students realize the reasons why they will most likely have to engage in some kind of work.



I-A-7

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic Reasons for Work

LESSON GUIDES:

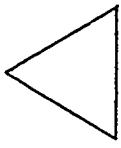
LESSON TITLE: WHY DO WOMEN WORK?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List several reasons why women work.</p>	<p>Discuss the need for women to earn money for themselves and their families. Many times their earnings are what supports their families.</p> <p>Some women work to boost the family income so they may maintain a higher standard of living and provide a good education for their children.</p> <p>Another important reason for working on the woman's part is personal satisfaction or achievement.</p> <p>Ask those who have working mothers to raise their hands. Have these students interview their mothers to determine why they are working. Have the students determine the actual job title of the working mother. Write these on the board. Note that many of the jobs are semi-skilled, low-paying jobs. Have the students draw conclusions as to whether women should plan and prepare for a career.</p> <p>Assign a role playing situation which includes a student's grandmother, mother, herself, and her own daughter. Each should stress the role of the woman in her own time. The person playing the daughter will have to use her imagination in determining the</p>	<p>Manpower Report of the President, 1968.          U. S. Dept. of Labor          Superintendent of Documents          Government Printing Office          Washington, D.C.          (nominal fee)</p>

LESSON TITLE: WHY DO WOMEN WORK?  
(Con't)

role of the future. Structure the roles so that the changing historical role of the woman is emphasized.

Evaluation: These objectives will have been met when students realize that the business world is not just a man's world.



I-A-8

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Economic Reasons for Work

LESSON GUIDES:

LESSON TITLE: VOCATIONAL DEVELOPMENT AND CHANGING PERSONALITY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List how responsibilities change as persons mature.</p>	<p>Average person's vocational and responsibility growth</p> <p>Stage I. 5 to 10 years of age</p> <ul style="list-style-type: none"> <li>a. Oldest child in family usually performs better in school.</li> <li>b. Oldest usually received more attention.</li> <li>c. More interest people take in us, more active we keep our mind. Easier to succeed to the next stage.</li> </ul> <p>Stage II. 10 to 15 years of age</p> <ul style="list-style-type: none"> <li>a. Develop work habits</li> </ul> <p>Stage III. 15 to 25 years of age</p> <ul style="list-style-type: none"> <li>a. Job success</li> <li>b. Learning to manage money</li> <li>c. Responsibility to family</li> </ul> <p>Stage IV. 25 to 55 years of age</p> <ul style="list-style-type: none"> <li>a. Growth and increased productivity</li> <li>b. What happens after age 25 is due mainly to own efforts.</li> </ul>	<p>"Vocational-Technical Education for a Changing World of Work"          Guidance Associates          Division of Vocational Education          Harcourt, Brace and World          Pleasantville, New York 10570</p>

LESSON TITLE: VOCATIONAL DEVELOPMENT AND CHANGING PERSONALITY  
(Con't)

c. More successful we have been in each stage, more guidance we can give our children as they pass through the same stage.

Stage V. 55 to 65 years of age

- a. Responsibilities change
- b. Children grown
- c. Living expenses may become less.

Stage VI. Over 65 years of age

- a. Retirement

Evaluation: These objectives will have been met when the students are able to list several responsibilities expected at different age levels.

Career Development  
Component: △ Self Understanding  
Unit: Why People Work  
Topic: Psychological Reasons for Work

LESSON GUIDES:

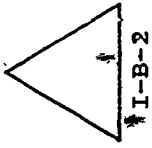
LESSON TITLE: AN INTRODUCTION TO MAKING DECISIONS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss how decisions affect their lives.</p> <p>Identify how personal values affect their decisions.</p>	<p>Introduce the concept that making decisions is part of everyone's life, and the decisions may have an important effect on one's life. Discuss decisions the students have made.</p> <p>Have the students make a list of 15 important decisions they had to make yesterday. List them in order of importance and give reasons for the listing. Have a group discussion about the lists. Discuss the reasons for variations. Follow up with the filmstrip and record "Days of Decision."</p>	<p>"Days of Decision" Idaho State Board for Voc. Ed. Boise, Idaho 7</p>

Evaluation: These objectives will have been met when the students can list reasons for making decisions.



Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Psychological Reasons for Work



LESSON GUIDES:

LESSON TITLE: USING VALUES IN MAKING DECISIONS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Define the role of values in decision-making.</p> <p>List behaviors which express their own values.</p>	<p>Discuss the list of values listed on the handout sheet given, each student (enclosed). Read the story orally and have each student choose what he thinks the person would decide and list the values the decision represents. Discuss the decisions and values represented.</p> <p>Have students list their three most important values and list some recent actions or behavior which expresses these values.</p>	<p>Have handout sheet ready. Sheet is from Decision, Decision Making Program, College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540.</p>

Evaluation: These objectives will have been met when the students appear to understand their own values.

## TYPICAL VALUES

Listed below are some typical values of both adults and teenagers. They are based on what a group of teenagers have said are typical values. There are probably others you feel are more important.

- |                   |                             |
|-------------------|-----------------------------|
| a. Independence   | g. Opinion of others        |
| b. Money          | h. Prestige and recognition |
| c. Education      | i. Helping others           |
| d. Responsibility | j. Creativity               |
| e. Family         | k. Immediate pleasure       |
| f. Honesty        |                             |

Read over the following story and discuss what you think the person will decide and what his decision represents.

Mr. Jones is the associate producer at CMK Broadcasting. He is making \$20,000 a year, enjoying his work to the fullest as he sees his work recognized. His eldest daughter will be starting college next fall, which will place a large dent in the family income. There are three other children in the family. He is called into the head producers office and offered the job of vice-president of the broadcasting company. His salary would be raised to \$32,000 a year. He would no longer have time to do creative work and the other parts of his job which he enjoys.

What do you think Mr. Jones' decision will be? What does he value more?

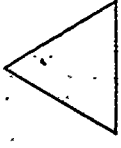
Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Psychological Reasons for Work

I-B-3

LESSON GUIDES:

LESSON TITLE: FACTORS IMPORTANT TO WORK

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES																															
<p>Students will be able to:</p> <p>List work factors which are important to them.</p>	<p>In the table below there are places for students to place their personal opinions on the different factors. Have this table ready to hand out to all students.</p> <p>Fill in own opinion by private decision (Rank 1-10)</p> <table border="0"> <tr> <td>_____</td> <td>Interesting Work</td> <td>_____</td> <td rowspan="10">Show-class average</td> </tr> <tr> <td>_____</td> <td>Job Security</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Appreciation of work done</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Promotion</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Feel "in" on things</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Help on personal problems</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Tactful Discipline</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Management Loyalty to workers</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>Good working conditions</td> <td>_____</td> </tr> <tr> <td>_____</td> <td></td> <td>_____</td> </tr> </table> <p>The variety of individual ranking of job factors shows that the same job situation may please one and not another.</p>	_____	Interesting Work	_____	Show-class average	_____	Job Security	_____	_____	Appreciation of work done	_____	_____	Promotion	_____	_____	Feel "in" on things	_____	_____	Help on personal problems	_____	_____	Tactful Discipline	_____	_____	Management Loyalty to workers	_____	_____	Good working conditions	_____	_____		_____	<p>The Idaho Employers Council</p>
_____	Interesting Work	_____	Show-class average																														
_____	Job Security	_____																															
_____	Appreciation of work done	_____																															
_____	Promotion	_____																															
_____	Feel "in" on things	_____																															
_____	Help on personal problems	_____																															
_____	Tactful Discipline	_____																															
_____	Management Loyalty to workers	_____																															
_____	Good working conditions	_____																															
_____		_____																															
<p>Evaluation: These objectives will have been met when the students realize and appreciate the factors which are important to work.</p>																																	



I-C-1

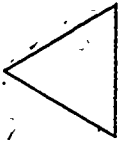
Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Why People Work  
 Topic: Social Reasons for Work

LESSON GUIDES:

LESSON TITLE: WHO AM I?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>List the basic needs of life.</li> <li>List qualities which make him unique.</li> <li>Write personal analysis.</li> <li>Identify behavior which exhibits social or physical needs of the individual.</li> </ul>	<p>Discussion of common basic needs: food, shelter, clothes, etc.; and how different people have different levels of needs.</p> <p>Discussion of each student as an individual: physical characteristics, abilities, and interests.</p> <p>Each student will write a simple biographical sketch on "WHO AM I?" including only basic information from birth. (Could show a biographical sketch of well-known person from encyclopedia or develop your own personal sketch with the students)</p> <p>Have students write a paper on how they think others accept or reject them. (Confidential)</p>	<p>Psychology books for discussion of needs.</p> <p>Encyclopedia</p>

Evaluation: These objectives will have been met when the students are able to make a list of the social needs for work.



II-A-1

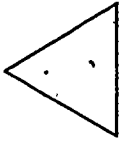
Career Development  
Component:  $\Delta$  Self Understanding  
Unit: General Personality Traits  
Topic: Attitudes

LESSON GUIDES:  
LESSON TITLE: UNKNOWN OBSERVER

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List personality traits other than their own as important to work or society.</p>	<p>Ask each student to keep a record of the personality traits that they admire in those people that they associate with most for a week's time. Ask them to also keep a record of those traits possessed by those individuals that they seldom associate with. Record the information supplied by the students and make this available to all students. If a pattern evolves, make sure that it is pointed out to the student.</p>	

Evaluation: These objectives will have been met when the students begin to realize how admirable traits are appreciated by others.

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Attitudes



II-A-2

LESSON GUIDES:

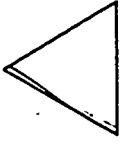
LESSON TITLE: DESIRABLE PERSONALITY TRAITS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List desirable work characteristics which can be developed.</p>	<p>Put several proverbs or sayings on cards and as each is shown, discuss the traits that are referred to by the author. Encourage the students to recall incidents where possession or lack of these traits created a desirable or undesirable situation in their own lives. Let students suggest other sayings or traits to which they refer.</p> <p>EXAMPLES:</p> <ol style="list-style-type: none"> <li>1. Do unto others as you would have others do unto you. (courtesy, friendliness, honesty, loyalty, dependability)</li> <li>2. Laugh and the world laughs with you. (sense of humor, friendliness)</li> <li>3. The early bird gets the worm. (ambition, industry, enthusiasm, initiative, punctuality)</li> <li>4. A chain is only as strong as its weakest link. (loyalty, cooperation, dependability)</li> <li>5. Like a bull in a china shop. (tact, self-control)</li> <li>6. A rolling stone gathers no moss. (ambition, industry, initiative)</li> <li>7. Success is 10% inspiration and 90% perspiration. (ambition, industry, willingness to work)</li> </ol>	<p>Filmstrips and cassettes.        "Think of Others First"        Guidance Associates,        Pleasantville, New York.</p>

LESSON TITLE: DESIRABLE PERSONALITY TRAITS  
(Con't).

8. A task well planned is a task half done.  
(foresight, initiative, neatness)

Evaluation: These objectives will have been met when the student is able to describe how to use these traits to improve himself.



II-A-3

Career Development  
Component:  $\Delta$  Self Understanding  
Unit: General Personality Traits  
Topic: Attitudes

LESSON GUIDES:

LESSON TITLE: WHAT ATTITUDES AND HABITS DO I NEED TO BE SUCCESSFUL?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss attitudes, behavior, and appearance which are needed to be successful in life.</p> <p>Evaluate themselves regarding their attitudes and habits.</p> <p>Implement a plan for self-improvement of one self-recognized poor habit or trait.</p>	<p>Have class select successful people in various fields at the national, state, and local levels. Have each student give a brief report on one, listing his achievements and what the student believes is his outstanding trait.</p> <p>Have students make lists of the qualities they most admire in others. Also have them make up a list of those traits which are most irritating to others.</p> <p>Have each student decide on one habit or trait for self-improvement and develop a plan to overcome this. The teacher should check their progress regularly. Have each student take a self-evaluation quiz on his habits, traits, and attitudes which will effect his success in life. Base this on the lists made by students.</p>	<p><u>Succeeding in the World of Work</u> Grady Kimbrell &amp; Ben S. Vineyard (May be borrowed from the Vocational Division of Lewis-Clark State College)</p> <p>Quiz is taken from <u>Succeeding in the World of Work</u> Kimbrell and Vineyard, pp. 149-150.</p>

Evaluation: These objectives will have been met when the students are able to implement their self-improvement plan and make it work.



PERSONAL-EVALUATION QUIZ

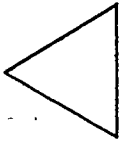
Suggested Personal-Evaluation Quiz for Predicting Your Future Success.  
(From Succeeding in the World of Work, Kimbrell and Vineyard, pp. 149-150).

You now should have a pretty good idea as to what is required from you to become successful. Will you succeed? The more "yes" answers you have to the following questions, the better your chances--but be honest!!

1. Will you dress neatly, wearing clothes appropriate for the job?
2. Have you worn appropriate school clothes while attending high school?
3. Will you plan to be a few minutes early for work so that small emergencies will not make you late?
4. Do you always arrive at school in time for your first class?
5. Will you, on the job, take criticism without resentment and learn from it?
6. Have you taken well and learned from the constructive criticism given by your teachers and parents?
7. Will you do the best job you can wherever you work?
8. Are you putting forth your best efforts while in school?
9. Will you be on the job every day unless you are really too ill to go?
10. Have you attended school regularly--being absent only when you are too ill?
11. Will you do your work on the job in a neat and orderly manner?
12. Have you done your work in this class completely and neatly?
13. Will you do any task asked of you even though you were hired to do something else?
14. While in school or on a part-time job, have you been willing to do whatever tasks were asked of you?
15. If you finish your own work early, will you help a co-worker?
16. Around your own household or on a part-time job, have you been willing to help others with their tasks?
17. On the job, will you be considerate of other's feelings?
18. Are you considerate of the feelings of your friends, parents, and even those whom you do not consider friends?

19. Will you stick to a difficult task until it is completed?
20. In your schoolwork, have you usually completed whatever work has been assigned you?

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Attitudes



II-A-4

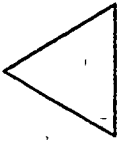
LESSON GUIDES:

LESSON TITLE: ATTITUDE EVALUATION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify their own attitudes about people, things, self.</p> <p>List attitudes needed in the world of work.</p> <p>Develop plan for change in attitude.</p>	<p>Students will identify some of their attitudes about:</p> <ol style="list-style-type: none"> <li>1. Types of work (Use jobs from DOT. Rate on scale from 1-5 on value to society).</li> <li>2. Other people</li> <li>3. Other things</li> <li>4. Oneself</li> </ol> <p>Discuss reasons for the ratings indicated. Compare results with list of attitudes for success.</p> <p>Discuss the list of attitudes needed for success in work.</p> <p>Discuss which attitudes could be changed by more information.</p>	<p>List of attitudes for success in work. Book: <u>Our Attitudes are Changing</u>, E. N. Chapman.</p> <p>Filmstrip: "Liking Your Job and Your Work"; Guidance Associates.</p>

Evaluation: These objectives will have been met when students will be able to list their present attitudes and which attitudes need to be changed.

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Attitudes



II-A-5

LESSON GUIDES:

LESSON TITLE: HOW I WOULD BE RATED FOR CHARACTER REFERENCES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List his characteristics.</p> <p>Find information on the fields of work.</p>	<p>Make the student aware of his good and bad points. Some are hard to accept. Check those personality traits that apply to you on the enclosed handout.</p> <p>Find sources of information on jobs that each personally knows about. Encourage students to observe the jobs that people around them are doing. Find out information on all sorts of jobs. Don't just limit it to a few.</p>	<p>Dictionary of Occupational Titles</p> <p>Occupational Awareness Mini-brief</p> <p>Box 5098</p> <p>Los Angeles, California 90055</p>

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2

Evaluation: These objectives will have been met when the students survey different occupations and try to relate them to their own lives.

PERSONAL TRAITS CHECK LIST

The following is from Career Development Service by Palmer Publications, Inc., Easton, Pennsylvania. Copyright 1969.

MY PERSONAL TRAITS

Check which applies to you.

- |  |     |       |    |       |   |       |
|--|-----|-------|----|-------|---|-------|
| 1. I am friendly.                      | Yes | _____ | No | _____ | ? | _____ |
| 2. I like to be with people.           | Yes | _____ | No | _____ | ? | _____ |
| 3. I get along with people well.       | Yes | _____ | No | _____ | ? | _____ |
| 4. I get upset very easily.            | Yes | _____ | No | _____ | ? | _____ |
| 5. I am usually pleasant.              | Yes | _____ | No | _____ | ? | _____ |
| 6. I have a quick temper.              | Yes | _____ | No | _____ | ? | _____ |
| 7. I worry a lot.                      | Yes | _____ | No | _____ | ? | _____ |
| 8. I have a lot of patience.           | Yes | _____ | No | _____ | ? | _____ |
| 9. I am usually considerate of others. | Yes | _____ | No | _____ | ? | _____ |
| 10. I like to plan school activities.  | Yes | _____ | No | _____ | ? | _____ |
| 11. I lack confidence in myself.       | Yes | _____ | No | _____ | ? | _____ |
| 12. I like school.                     | Yes | _____ | No | _____ | ? | _____ |
| 13. I like to read.                    | Yes | _____ | No | _____ | ? | _____ |
| 14. I like to speak before groups.     | Yes | _____ | No | _____ | ? | _____ |
| 15. I am kind.                         | Yes | _____ | No | _____ | ? | _____ |
| 16. I am honest.                       | Yes | _____ | No | _____ | ? | _____ |
| 17. I can keep a secret.               | Yes | _____ | No | _____ | ? | _____ |
| 18. I am dependable.                   | Yes | _____ | No | _____ | ? | _____ |
| 19. I am prejudiced toward others.     | Yes | _____ | No | _____ | ? | _____ |
| 20. I have a sense of humor.           | Yes | _____ | No | _____ | ? | _____ |

MY ABILITIES

- |  |     |       |    |       |   |       |
|--|-----|-------|----|-------|---|-------|
| 1. I learn quite quickly.  | Yes | _____ | No | _____ | ? | _____ |
| 2. I can read quite well.  | Yes | _____ | No | _____ | ? | _____ |
| 3. My grades are average or better.  | Yes | _____ | No | _____ | ? | _____ |
| 4. I have a good memory.   | Yes | _____ | No | _____ | ? | _____ |
| 5. My mental ability is average or better.   | Yes | _____ | No | _____ | ? | _____ |
| 6. I possess average or better of one or more of the following (check applicable ones) | Yes | _____ | No | _____ | ? | _____ |

(Write-ins)

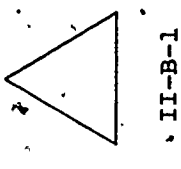
- |                    |                  |
|--------------------|------------------|
| _____ Athletic     | _____ Scientific |
| _____ Artistic     | _____ Dramatic   |
| _____ Mechanical   | _____ Speaking   |
| _____ Musical      | _____ Selling    |
| _____ Mathematical | _____ Dancing    |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



II-B-1

Career Development  
 Component:  $\Delta$  Self Understanding Traits  
 Unit: General Personality Traits  
 Topic: Personal Appearance

LESSON GUIDES:

LESSON TITLE: DO I COME ON STRONG?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Relate the importance of personal grooming and speech.</p> <p>Evaluate themselves according to appearance and sound.</p> <p>Identify whether they have introvert, extrovert, or ambivert tendencies and determine how this affects the impression they give.</p> <p>Make a feasible self-improvement plan.</p> <p>Evaluation: These objectives will have been met when a student can look at himself and find the areas in which he needs improvement.</p>	<p>Teacher and selected trained students will present a skit comparing the difference between a well-groomed, well-spoken, and well-mannered applicant and one that is not.</p> <p>Discuss the difference and have students analyze personal characteristics of each person from their 5 minute-observation.</p> <p>Complete a "How Do You Sound" inventory; then have the students draw numbers to complete an anonymous set of these inventory sheets on a student. Complete a "How Do You Look" check sheet and have the students and peers again evaluate themselves and others.</p> <p>Complete an inventory on temperament and self-grade. Conduct a discussion on how temperament affects impressions of people.</p> <p>Analyze self and complete a plan for self-improvement.</p>	<p>Handout: "How Do You Sound"</p> <p>Handout: Temperament inventory</p>

HOW DO YOU SOUND?

Write the letter (A or B) of the correct usage in the blanks at the right.

- | (A)                                | (B)                             |           |
|------------------------------------|---------------------------------|-----------|
| 1. Between you and I               | Between you and me              | 1. _____  |
| 2. It's I                          | It's me                         | 2. _____  |
| 3. We had a swell time             | We had a good or fine time      | 3. _____  |
| 4. I feel bad about it             | I feel badly about it           | 4. _____  |
| 5. Could have, would have          | Could of, would of              | 5. _____  |
| 6. It is real nice                 | It is very nice                 | 6. _____  |
| 7. Don't blame me for it           | Don't blame it on (onto) me     | 7. _____  |
| 8. Lookit                          | Look                            | 8. _____  |
| 9. It didn't do no good            | It didn't do any good           | 9. _____  |
| 10. A bunch of us went             | Several of us went              | 10. _____ |
| 11. A friend and I                 | Myself and a friend             | 11. _____ |
| 12. The reason is because          | The reason is that              | 12. _____ |
| 13. It happened due to             | It happened because             | 13. _____ |
| 14. To whom do you refer?          | Who do you refer to?            | 14. _____ |
| 15. We couldn't hardly             | We could hardly                 | 15. _____ |
| 16. In regard to the matter        | In regards to the matter        | 16. _____ |
| 17. He divided it among us three   | He divided it between us three  | 17. _____ |
| 18. Are you implying that          | Are you referring that          | 18. _____ |
| 19. He gave it to we girls         | He gave it to us girls          | 19. _____ |
| 20. I'm not very hungry            | I'm not too hungry              | 20. _____ |
| 21. What sort of a (or kind of a)  | What sort of (kind of)          | 21. _____ |
| 22. Leave him go                   | Let him go                      | 22. _____ |
| 23. He don't believe it            | He doesn't believe it           | 23. _____ |
| 24. Take this out to the secretary | Bring this out to the secretary | 24. _____ |
| 25. It is quite unique             | It is unique                    | 25. _____ |

"HOW DO YOU SOUND"  
Answer Sheet

1. B
2. B
3. B
4. B
5. A
6. B
7. B
8. B
9. B
10. B
11. A
12. B
13. B
14. A
15. B
16. A
17. A
18. A
19. B
20. A
21. A
22. B
23. B
24. A
25. B



RATING PROCEDURE

Questions 1 - 27                    2 points for every yes  
 Questions 28 - 50                2 points for every no  
 Questions 1 - 50                1 point for every S

<u>Total points</u>	<u>Personality Type</u>
0 - 36	Extrovert *
37 - 63	Ambivert *
64 - 100	Introvert *

- \* EXTROVERT - one whose attention and interests are directed wholly and predominantly toward what is outside the self.
- \* AMBIVERT - a person having both characteristics of extrovert and introvert.
- \* INTROVERT - one who turns inward upon himself; one who is wholly concerned in himself.

7

Rating \_\_\_\_\_

Age \_\_\_\_\_

A TEMPERAMENT CHECK LIST

This check list will indicate certain of your temperament qualities and how they effect your adjustment to your associates and activities, both business and social. There is no such thing as a good or bad mark on this form. A mark of 70% is no better than 30% -- it simply means the individuals differ in terms of human qualities.

INSTRUCTIONS: If your answer is "Yes", encircle "Yes"; if "No", encircle "No"; if "Sometimes", encircle "S".

1. Would you rather stay home and read a good book than go out with a group of friends? YES S NO
2. Do you like to do jobs carefully and thoroughly, even when a less perfect job would be all right? YES S NO
3. When you are going to buy something fairly expensive, do you look around carefully before buying? YES S NO
4. Do you like to do arithmetic problems? YES S NO
5. Have you lost out in something you wanted to do by not making up your mind quickly enough? YES S NO
6. Do your friends think you are particular about some things? YES S NO
7. Would you like to have things more settled and safe in your life with nothing to worry about as you look ahead? YES S NO
8. Do you like to make minor repairs or adjustments on autos, appliances, or about the house? YES S NO
9. Does your mind frequently dwell on things you would like to see, do, and have? YES S NO
10. Are you in the clouds one day while "down in the depths" another day? YES S NO
11. Do you tend to blush easily? YES S NO
12. Are you careful not to lend money to acquaintances unless you are sure of their honesty? YES S NO
13. Do you allow people to crowd ahead of you in line? YES S NO
14. Have you ever been afraid of losing a job because your work went badly? YES S NO

15. Does it annoy you to have someone watch you at work? YES S NO
16. Can you keep on doing tiresome, routine work over a long period of time? YES S NO
17. Are you inclined to keep quiet when out with people you do not know well? YES S NO
18. Does it annoy you to have people talk about you? YES S NO
19. Do you like to read serious books and attend lectures? YES S NO
20. Do you have strong religious or political convictions? YES S NO
21. Do you have a strong desire to feel more certain of yourself and to be more self-confident? YES S NO
22. Do you question the wisdom of your decisions after you have made them? YES S NO
23. Do you like to take care of the details of your work? YES S NO
24. Do you come right to the point with what you have to say regardless of the consequences? YES S NO
25. Do you find people so opinionated that it is hard to reason with them? YES S NO
26. In the organizations to which you belong, are you usually satisfied to be a member rather than one of the leaders? YES S NO
27. Do even the most dramatic of your experiences generally leave your personality much the same? YES S NO
28. Can you express yourself orally more easily than in writing? YES S NO
29. Do you remember people well? YES S NO
30. Are you inclined to exaggerate about your experiences or about what you can do? YES S NO
31. Are you usually late for an appointment? YES S NO
32. Is it easy for you to change an opinion or belief? YES S NO
33. Do you like to be busy with several things at the same time? YES S NO
34. Do you find it easy to get started with new projects? YES S NO
35. Are most people willing to cooperate with you and your plans? YES S NO

- 36. Do you accept people's mistakes and little annoying actions good naturedly? \_\_\_\_\_ YES S NO
- 37. When you are out with two or three friends, are you usually the one who decides where to go and what to do? \_\_\_\_\_ YES S NO
- 38. Do you like to have power or influence over people so you can make them do as you wish? \_\_\_\_\_ YES S NO
- 39. Are you quick to say what you feel like saying as compared to other people? \_\_\_\_\_ YES S NO
- 40. Are you inclined to go ahead and do things without thinking much about the outcome? \_\_\_\_\_ YES S NO
- 41. After you have done the big and difficult parts of a job, do you dislike finishing up the odds and ends? \_\_\_\_\_ YES S NO
- 42. Have other people told you that you are a proud, stuck up, or egotistical person? \_\_\_\_\_ YES S NO
- 43. Do you laugh readily? \_\_\_\_\_ YES S NO
- 44. Do you care what other people think about you? \_\_\_\_\_ YES S NO
- 45. Do you like to gamble? \_\_\_\_\_ YES S NO
- 46. Do you feel at ease upon entering a room where there are several strange people? \_\_\_\_\_ YES S NO
- 47. Do people say you are a person who will have his own way? \_\_\_\_\_ YES S NO
- 48. Do you prefer jobs where you work with other people? \_\_\_\_\_ YES S NO
- 49. Do you speak to people first on meeting them? \_\_\_\_\_ YES S NO
- 50. Are you answering these questions quickly, without much thought or deliberation? \_\_\_\_\_ YES S NO

\*  
 Have you worked in the public? \_\_\_\_\_  
 If so, what did you do? \_\_\_\_\_

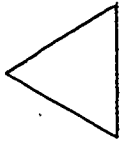
What type of personality (extroverts, ambiverts, introverts) do you like to associate with? \_\_\_\_\_

Of the three personality types what do you consider your parents to be?  
 (extroverts, ambiverts, introverts)  
 Mother \_\_\_\_\_  
 Father \_\_\_\_\_

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Personal Appearance

LESSON GUIDES:

LESSON TITLE: HOW DO I SEE MYSELF IN 1984?

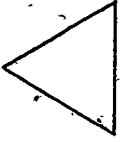


II-B-2

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Write his long range goals and aspirations.</p>	<p>Individually write a short essay on "How do I see Myself in 1984?"</p> <p>Look into preparations necessary to reach the goals the students expressed in their essays.</p>	<p>Film: "Mirror-Mirror"          Idaho Dept. of Health          Boise, Idaho</p> <p><u>Occupational Exploration Kit</u>  <u>Job Briefs</u>          Science Research Associates          259 East Erie Street          Chicago, Illinois 60611</p> <p><u>Occupational Outlook Handbook</u></p>

Evaluation: These objectives will have been met when the students are able to set reasonable tentative goals.

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Interests



IT-C-1

LESSON GUIDES:

LESSON TITLE: WHAT ON EARTH AM I DOING NOW?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Realize that he must make his own career decision.</p> <p>List his activities and achievements, his weaknesses and his strengths.</p>	<p>Circulate the <u>handout</u> on <u>YOU</u>.</p> <p>List the following topics on the board and encourage a personal survey:</p> <ol style="list-style-type: none"> <li>Scholastic effort--have each student refer to his academic record and see if he's doing his best.</li> <li>Academic interests--ask himself what areas he excels in; what is his favorite subject?</li> <li>Faithfulness--is he dependable; does he enjoy school and attend regularly?</li> <li>Interests--what extra curricular activities does he take part in? Enjoy?</li> <li>Work experience--does he work or shirk?</li> <li>Community life--does he contribute anything to the community? What does he gain from the community?</li> <li>Leadership--is there leadership ability? Is it being used?</li> <li>Ambitions, dreams, goals--is there an ideal goal in mind? A keen desire to be in a certain position?</li> </ol>	<p>Handout adapted from <u>Your Career if You're Not Going to College</u> by Splaver, pp. 20-22.</p> <p>Filmstrip and cassette "If You're Not Going to College" Guidance Associates.</p>

LESSON TITLE: WHAT ON EARTH AM I DOING NOW?  
(Con't)

Develop a plan to encourage  
the student toward improve-  
ment.

Study the conclusions you came up with and strive to  
improve your weak points.

Evaluation: These objectives will have been met when the students are able to list their strong and weak points.

## KNOW THYSELF

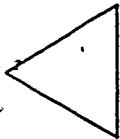
Socrates, the great philosopher, said, "Know thyself." It's easy for us to view others but more difficult to get to know ourselves. But for career planning, it is important to examine your mental abilities, your special abilities, your interests, your personality, your school records, and your work experience.

YOU are most important in determining your future vocation. Deciding upon the kind of work for which you may be best suited and in which you show the greatest promise for success is not an easy task. It calls for serious thought and planning. The first step in this process of career planning is getting to know YOU. The more you know about yourself, the better your chances are for choosing a career successfully.

What about YOU? What are you like and what do you like? What are the characteristics which distinguish you from your friends and schoolmates? What makes YOU distinctly YOU?

Adapted from Your Career if  
You're not Going  
to College.  
pp. 20-22.  
by Splaver.





II-C-2

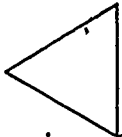
Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: General Interests (people, data, things)

LESSON GUIDES:

LESSON TITLE: PERSONALITY ASSESSMENT

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Evaluate what would be an acceptable job for him.</p> <p>Consider personal likes, dislikes, prejudices, interests, etc. in relation to jobs.</p> <p>Determine those things which most interest him, and the things he does well.</p>	<p>Discussion of "What is an acceptable job?"</p> <p>Show film <u>Your Personality: The You Other People Know</u>. (Guidance Associates) Discuss film.</p> <p>Give out short aptitude test.                      Have students make a list of ten positive items he would expect from a job and ten items that would make a job unacceptable. Compare and discuss lists.</p>	<p>Two filmstrips and two cassettes. (allow 30 minutes)</p> <p>Short aptitude test.</p>

Evaluation: These objectives will have been met when the student is able to judge job acceptability from present interests in relation to one job in each of the DOT categories.



Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Interests

II-C-3

LESSON GUIDES:

LESSON TITLE: HOW MY INTERESTS RELATE TO MANY OCCUPATIONS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Evaluate their interests and abilities.</p> <p>Tentatively select several jobs he feels he would like to do as his life's work.</p> <p>Identify if he has to work with people, data or things.</p>	<p>Show film: <u>Aptitudes and Occupations</u>; Coronet Films; 65 East South Water Street, Chicago, Illinois. (B. &amp; W. -\$97.50 Color-\$195)</p> <p>Check jobs on the chart according to their interests. Use the Dictionary of Occupational Titles to broaden each area checked. Use briefs from the SRA Kit to inform students about the jobs they may be interested in.</p>	<p>Film can be rented from Washington State University for \$4.90.</p> <p>Science Research Associates Widening Occupational Roles Kit, 259 Erie Street, Chicago, Illinois 60611        (List price \$211.35        Net price \$158.50)</p> <p>Dictionary of Occupational Titles, Vol. II, U.S. Government Printing Office, Washington, D. C. 20402.</p>

Evaluation: These objectives will have been met when the students can identify a few tentative job likes and has read material on them.

V

JOB INTEREST GROUPS

Choose the groups of jobs that fit your interest of interests. Check the jobs in each group you think would be interesting. Check as many as you like, then use the Dictionary of Occupational Titles to add more jobs to your area of interests.

- A. Jobs that show a preference for working with words and ideas as well as with people.

Accountant	Physician
Counselor	Psychologist
Computer Programmer	Social Worker
Dietitian	Teacher
Lawyer	Technician - Medical
Librarian	- Dental
Nurse	Veterinarian

- B. Jobs that are clerical in nature, indicating an interest in office work and business procedures.

Bank Teller	Payroll Clerk
Bookkeeper	Receptionist
Cashier	Secretary
Computer Operator	Stenographer
File Clerk	Telephone Operator
Office Machine Operator	Typist

- C. Jobs that show a preference for working with people in selling.

Demonstrator	Sales Clerk
Insurance Sales	Stock and Bond Sales
Real Estate Sales	

- D. Jobs that show a preference for working with your hands creatively.

Commercial Display Designer	Interior Decorator
Electrician	Upholsterer
Floral Designer	

- E. Jobs that show you like to work with your hands using tools and machinery.

Assembler	Drycleaning Worker
Dressmaker	Painter
Garment Worker	School Bus Driver
Laundry Worker	Taxi Driver

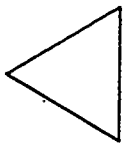
- F. Jobs that show a preference for working with people in their homes.

Baby Sitter	Housekeeper
Cleaning Woman	Maid
Homemaker's Aide	

- G. Jobs that show a preference for working with people - the service occupations.

Beautician	Policewoman
Elevator Operator	Practical Nurse
Hospital Attendant	Stewardess
Kitchen Worker	Waitress
Model	

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Hobbies



II-D-1

LESSON GUIDES:

LESSON TITLE: A PICTURE OF ME IN HOBBIES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Analyze the skills, developed and applied, in his own hobbies and interests.</p> <p>Relate how these skills may be useful in various vocational areas.</p>	<p>Take an inventory of likes and dislikes in the hobby and recreational areas.</p> <ol style="list-style-type: none"> <li>1. List the hobbies and leisure activities that you especially enjoy and the reasons you enjoy them.</li> <li>2. List the hobbies you think you would like and give reasons for your choices.</li> <li>3. List the extracurricular activities in which you participate.</li> <li>4. List others you would like to participate in and tell why.</li> </ol> <p>Have a class discussion of some of the skills and general aptitudes derived from these activities.</p>	<p></p>

Evaluation: These objectives will have been met when the student realizes that skills can be obtained even in extracurricular activities.

SELF INVENTORY

Name \_\_\_\_\_

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

Hobbies:

List the hobbies and leisure activities that you like.

Health:

List any physical limitations which may restrict your occupational choice.

Education:

List the school subjects you do best in.

List the school subjects you do least well in.

Extracurricular School Activities:

List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.

SELF INVENTORY

Name \_\_\_\_\_

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

Hobbies:

List the hobbies and leisure activities that you like.

Health:

List any physical limitations which may restrict your occupational choice.

Education:

List the school subjects you do best in.

List the school subjects you do least well in.

Extracurricular School Activities:

List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.

SELF INVENTORY

Name \_\_\_\_\_

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

Hobbies:

List the hobbies and leisure activities that you like.

Health:

List any physical limitations which may restrict your occupational choice.

Education:

List the school subjects you do best in.

List the school subjects you do least well in.

Extracurricular School Activities:

List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.

SELF INVENTORY

Name \_\_\_\_\_

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

Hobbies:

List the hobbies and leisure activities that you like.

Health:

List any physical limitations which may restrict your occupational choice.

Education:

List the school subjects you do best in.

List the school subjects you do least well in.

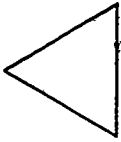
Extracurricular School Activities:

List the school activities you especially like to take part in.

List the activities that are not school connected that you especially like to take part in.



Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit:  $\cup$  General Personality Traits  
 Topic: Hobbies



II-D-2.

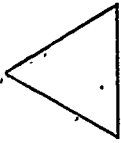
LESSON GUIDES:

LESSON TITLE: INTEREST INVENTORY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify their interests.</li> <li>Relate occupations to students' interests.</li> </ul>	<p>Have each student write down their hobbies, clubs they belong to, types of books they enjoy reading, and classes they like.</p> <p>Sort interests on the blackboard. Have students classify them into occupational areas.</p> <p>Have each student analyze his own interests from his list and relate them to an occupational area. Have each student make a list of eight jobs that may be of interest to him from the occupational areas.</p>	<p>Occupational areas may be obtained from the DOT. Vol. II. (Dictionary of Occupational Titles)  <u>Occupational Outlook Handbook</u></p>

Evaluation: These objectives will have been met when each student is able to list jobs that might be of interest to him.

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Extra Curricular



II-E-1

LESSON GUIDES:  
 LESSON TITLE: YOUR INTERESTS AND ABILITIES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Evaluate their interests, aptitudes, and abilities.</p> <p>Inventory interests and abilities.</p>	<p>Discuss the difference between forced interests and real interests. Stress the importance of developing new interests. Discuss differences between interests, aptitudes and skills.</p> <p>Handout sheet: <u>Things I Do Well</u>  <u>Mental Abilities Chart</u>            (Science Research Associates)</p> <p>Handout list of activities to show occupational relationships in various study areas that concern interests.</p>	<p><u>If You're Not Going to College</u>  <u>by Charles Spiegler and</u>  <u>Martin Hamburger.</u>            Science Research Associates            Reorder No. 5-1253, 1959.            Chapter II</p> <p><u>Succeeding in the World of Work</u>  <u>by Grady Kimbrell and Ben S.</u>  <u>Vineyard.</u>            McKnight &amp; McKnight Publishing            Co., 1970.            Chapter VI</p>

Evaluation: These objectives will have been met when students are able to associate their extracurricular activities with their jobs.

THINGS I DO WELL

△ II-E-1a

	SPECIFIC EXAMPLES (name activity)	SOME PROOF I'M GOOD (grades, prizes, honors, rewards, club offices, etc.)	WHAT OTHERS THINK (things others have said or done about your skill)	COMPARED WITH... (name some one skill in this field and state how you compare)
AT HOME (chores, family activities)				
HOBBIES				
SPORTS				
SCHOOL SUBJECTS				
OTHER SCHOOL ACTIVITIES (clubs, extra-curricular projects)				
SPECIAL SKILLS (talents not included elsewhere on this sheet)				
SOCIAL RELATIONS (in groups, as an individual)				

## HOW TO RELATE SCHOOL SUBJECTS TO OCCUPATIONS

Suggested activities which might be carried out to show occupational relationships in various study areas that concern personal interests.

1. ART Study life of an artist and show how this early interest determined his career.
2. BUSINESS Bring to class interesting advertisements. Vote on one that holds the greatest sales appeal. Do some original commercials on the video tape.
3. ENGLISH Explain why Alice in Wonderland continues to arouse popular interest.
4. HEALTH What professional sport holds the greatest interest in your community? Why?
5. HOME ECONOMICS What have some persons in this area done to make wheat more interesting to eat?
6. LANGUAGE What is more interesting - French song sung in French or the same song translated into English? Why?
7. MATHEMATICS Create an interest in arithmetic by learning a number of short cuts for multiplying numbers in your head.
8. MUSIC Explain the interest in so-called "modern" music as apposed to traditional classical music.
9. OCCUPATIONS Select one occupation. Tell why it holds a high interest for you.
10. SCIENCE Demonstrate and explain some simple scientific "trick" that might be used for entertainment on the stage.
11. SHOP WORK Why does shop work interest students more than academic work?
12. SOCIAL STUDIES Make a poll of teachers. Find out what their interests were during their school days. Is there a relationship between such interests and the subject field in which they teach?

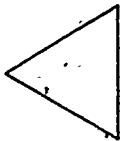
AREAS OF INTEREST

Reading	Commercial Work	Agriculture
Writing	Competition	Mechanical Work
Numbers	Domestic Duties	Fine Work
Art, Design, Music, Drama, Dancing		Gigantic Task

RELATIONSHIP OF INTERESTS TO OCCUPATIONAL FIELDS

Academic (schoolwork and study)	Professional
Literary (reading and writing)	Professional
Scientific (laboratory work and discovering new information)	Professional
Computational (math and numbers)	Professional
Aesthetic (art, design, music, rhythm, dancing)	Professional
Social Sciences (helping people solve problems)	Professional
Commercial (business enterprises)	Clerical and Sales
Clerical (office work, filing, keeping records)	Clerical and Sales
Domestic Services	Service
Services, except domestic (waiting on customers and carrying out orders)	Service
Agriculture	Agriculture, Forestry, Fishing
Outdoor Interests	Agriculture, Forestry, Fishing
Mechanical (work with hands using tools and machines)	Skilled
Creative	Skilled
Mechanical	Semi-skilled
Manual (work with hands at heavy or light jobs)	Semi-skilled

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: General Personality Traits  
 Topic: Reputation



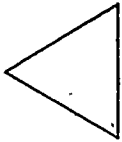
II-F-1

LESSON GUIDES:

LESSON TITLE: BUILD A REPUTATION FOR RELIABILITY AND HONESTY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Recognize that what they do during school does make a difference in their future.</p> <p>List information that employers ask from schools.</p>	<p>Explain and discuss the need for keeping good attendance and grades as these factors are in the school's permanent records.</p> <p>Have different forms available for students to read that are actually used by the school to send this information to employers.</p>	<p>Get a sample student folder through the school office.</p> <p>Get a sample of the form used by your school to send information to employers.</p> <p>Filmstrip          "How to Succeed in School By Trying". Guidance Associates Pleasantville, New York.</p>

Evaluation: These objectives will have been met when students are able to list the factors that are important in reference to their personal school records.



III-A-1

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Life Styles (Geographic Location)  
 Topic: Geographic Location

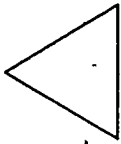
LESSON GUIDES:

LESSON TITLE: OCCUPATION OPPORTUNITIES IN OUR NATION VS. WORLD

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES.
<p>Students will be able to:</p> <p>Compare and evaluate the likenesses and differences of occupational opportunities in our nation with those in other parts of the world.</p>	<p>Have students check the want ads in the newspaper for occupations overseas.</p> <p>Assign the writing of letters to employment services in other nations.</p> <p>Compare the living costs in our nation and other countries.</p> <p>Compare and evaluate salaries, taxes in our nation and abroad.</p> <p>Compare and evaluate cultural and educational differences.</p>	<p>Local Newspaper</p> <p>Book: <u>Jobs Abroad</u>                      Career Guidance Series, \$1.95;                      Arco, 219 Park Avenue South                      New York, New York 10003.</p> <p>Try to get a speaker who has been employed overseas.</p>

Evaluation: These objectives will have been met when the students are able to see the differences in the cultures from country to country.

Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Life Styles  
 Topic: Family Patterns



III-B-1

LESSON GUIDES:

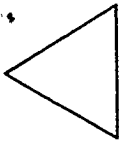
LESSON TITLE: MY LIFE STYLE

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify various life styles.</p> <p>Show the relationship between ones job and the geographical location.</p> <p>Show relationship between ones job and his life style.</p>	<p>Discuss the various life styles in the United States.</p> <p>Relate jobs to various geographical locations and living conditions. Give examples.</p> <p>Discuss the relationship between ones job and ones social life.</p> <p>Prepare individual papers on "My Life Style" and describe how you would like to live.</p> <ol style="list-style-type: none"> <li>a. Location (approximate)</li> <li>b. Family</li> <li>c. Social Life</li> <li>d. Recreation including vacations, etc.</li> <li>e. House, car, luxuries</li> </ol> <p>Conclude paper with the approximate amount of income needed to live the life style chosen.</p>	<p>Occupational Outlook Handbook          Science Research Associates          Briefs.</p>

Evaluation: These objectives will have been met when the students become aware of several different ways of living.



Career Development  
 Component:  $\Delta$  Self Understanding  
 Unit: Life Styles  
 Topic: Recreation



III-C-1

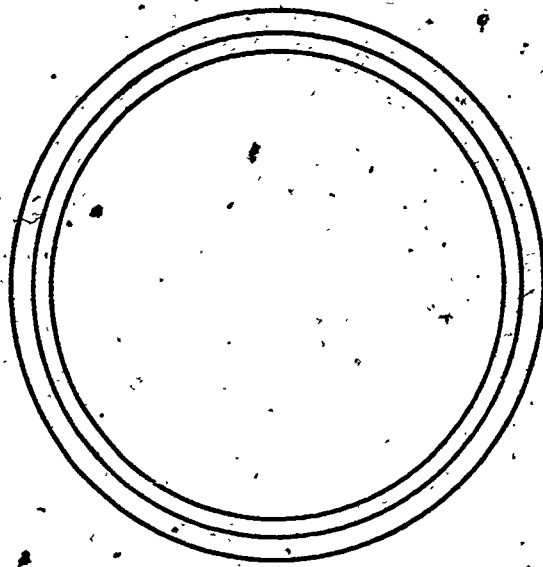
LESSON GUIDES:

LESSON TITLE: RECREATION, VOCATION, AND GOOD HEALTH

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Recognize need to have a balance among emotional, physical, and intellectual energy used on the job and during recreational activities to promote good health.</p>	<p>Ask students when they enjoy active sports most. Restful and mental activity most.</p> <p>Have students define what "good health" means to them.</p> <p>Divide the class in half. Have one side compile a list of jobs requiring various physical, mental, and intellectual strain. Have the other side compile a list of recreations requiring various physical, mental, and intellectual strain.</p> <p>Have the students match the jobs and recreations have a balance among physical, mental, and emotional activity which would lead to good health.</p>	<p><u>Dictionary of Occupational Titles, Vol. II.</u></p> <p><u>Occupational Outlook Handbook</u></p>

Evaluation: These objectives will have been met when the students can set up a good program for keeping their health.

# OCCUPATIONAL INFORMATION



## CAREER DEVELOPMENT

A COURSE OF STUDY  
RECOMMENDED FOR NINTH GRADE

**IDAHO STATE BOARD FOR VOCATIONAL EDUCATION**

518 Front Street, Boise, Idaho 83702

*In Cooperation with* Lewis-Clark State College, Lewiston, Idaho 83501

OCCUPATIONAL INFORMATION COMPONENT

Occupational Information Outline

I. Who Works?

A. Broad Occupational Fields

The DOT What Is It?	I-A-1
Using the DOT	I-A-2
Self-Evaluation for Career Information	I-A-2a
Lesson On DOT Code Understanding	I-A-2b
Self-Evaluation of Career Vocabulary for People	I-A-2c
Self-Evaluation	I-A-2d
Career Awareness Circle Graph	I-A-2e
Do You Know the DOT Major Categories?	I-A-3
DOT Code Cross References for Career or Occupational Clusters Designated by U.S. Office of Education	I-A-3a
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Occupations in the U. S. (Con't)	I-A-4a
(Graph). Industries Providing Services	I-A-4b
(Graph). Employment in Major Occupational Groups	I-A-4c
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Banking Services	I-A-6
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Careers in Hotel, Motel, and Restaurant Industry	I-A-9
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II. Where Do People Work?

A. Resource Personnel

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B. Distribution of Workers

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Occupation Mother (Con't)	II-B-5a
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A. Interest Related Work

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IV. Job Requirements

- A. Education Development
  - What My High School Record Tells About Me . . . . . IV-A-1
  - Will You Be There . . . . . IV-A-2
  - Will You Be There (Con't) . . . . . IV-A-2a
  - Distributive Education . . . . . IV-A-3
  - Business Education . . . . . IV-A-4
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- B. Aptitudes
  - Personnel Competition Within the World of Work . . . . . IV-B-1
- C. Physical Demands
  - Are Hazardous Working Conditions for Me? . . . . . IV-C-1
- D. Conditions of Work
  - What Information Do I Need to Know About Occupations . . . . . IV-D-1
  - Occupation Information Questionnaire . . . . . IV-D-1a
- E. Interests
  - What Jobs are Available that Will Fit My Interests? . . . . . IV-E-1
  - Job Insecurities . . . . . IV-E-2

V. In-Depth Study of the Job

- A. Computational
  - An Accountant--Me? . . . . . V-A-1
- B. Service
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  - Job Survey . . . . . V-B-1a
- C. Technical
  - What Is An Engineer? . . . . . V-C-1
  - Who Will Be Technicians of Tomorrow? . . . . . V-C-2
  - Who Is A Potential Technician? . . . . . V-C-2a
- D. Agriculture
  - Grain Industry . . . . . V-D-1
  - Ranching and Livestock Industry . . . . . V-D-2
  - Ranching and Livestock Industry (Con't) . . . . . V-D-2a
- E. Logging
  - Logging Industry . . . . . V-E-1
- F. Transportation
  - Truck and Trailor Driving . . . . . V-F-1

VI. Field Trips

- A. Types of Work
  - Plant Tours . . . . . VI-A-1

VII. Resource Personnel Contacts

- A. Procedures
  - Resource Personnel Utilization . . . . . VII-A-1

VIII. Day On The Job

A. Work Experience

Work Experience . . . . . VIII-A-1

IX. Career Days

A. Preparations

Career Days . . . . . IX-A-1

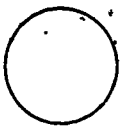
X. Job Constraints

A. Legal Records

How's My Background . . . . . X-A-1

What Occupations Will Today's Problems Create? . . . . . X-A-2

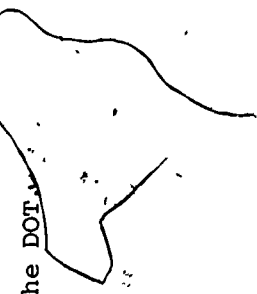

Career Development  
 Component:  Occupational Information  
 Unit:  Who Works?  
 Topic:  Broad Occupational Fields



I-A-I

LESSON GUIDES:

LESSON TITLE: THE D. O. T. - WHAT IS IT?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Use the DOT.</p> 	<p>Introduce the concept of grouping and the need for it.</p> <p>Discuss occupational divisions and groups. Classify a variety of jobs under the major categories. Discuss other ways of grouping jobs.</p>	<p>Research information in the <u>Dictionary of Occupational Titles</u>. Vol. II.</p> <p>Circle graph of categories will be included.</p> 

Evaluation: These objectives will have been met when the students can efficiently use the Dictionary of Occupational Titles.

Career Development  
 Component:  Occupational Information  
 Unit:  Who Works?  
 Topic:  Broad Occupational Categories

I-A-2

LESSON GUIDES:

LESSON TITLE: USING THE DICTIONARY OF OCCUPATIONAL TITLES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Find areas of interest in the DOT.</p> <p>Understand some of the many categories and variations within a given field of work.</p>	<p>Assign each student to find three jobs of specific interest to themselves in the Dictionary of Occupational Titles.</p> <p>Each student is to write the descriptions of the jobs as found in the Dictionary of Occupational Titles. List the major field of each job and three related jobs for each.</p>	<p>Dictionary of Occupational Titles</p> <p>Handout: DOT Code Vocabulary</p>

Evaluation: These objectives will have been met when the students are able to efficiently use the Dictionary of Occupational Titles.

Lesson on DOT Code Understanding

"Rate Yourself"

Vocabulary Words for Data-----Relating to Occupational Words

1 Digit-----a single numeral, separate or in a group

2 Data-----Information

(Code # for these words in the DOT data category)

		Rate Yourself		
		Excellent	Average	Poor
0	Synthesizing-----Interpretation			
1	Coordinating-----Determining operations			
2	Analyzing-----Examine and evaluate several alternate actions			
3	Compiling-----Gathering, collecting information			
4	Computing-----Arithmetic operations, reporting or doing action prescribed			
5	Copying-----Transcribing or posting data			
6	Comparing-----Judging observable, functional, structural or compositional characteristics for similarities or differences of data, people, or things			



Self Evaluation of Career Vocabulary for People

DOT Code digit position for career information about people. (see DOT Code Graph)

Code designation for the 5th digit meaning

		Rate Yourself		
		Excellent	Average	Poor
d	Mentoring-----Advising or counseling			
1	Negotiating-----Exchange ideas, formulate joint policies and decisions			
2	Instructing-----Teaching, explaining			
3	Supervising-----Directing or over-seeing			
4	Diverting-----Amusing others			
5	Persuading-----Influence others in favor of a product, serving or point of view			
6	Speaking-signaling-----Exchange information, give directions to convey command, warning			
7	Serving-----Attending to the needs or requests of the people or animals where immediate response is involved			

Look in your dictionary for more detailed definition of these words.

SELF EVALUATION

Career information uses words to help us understand certain aspects of different jobs and our own potentials.

Define these vocabulary words--

(The capital letter before each word is the code letter used for that word)

G--Intelligence

Underline Yes if you think you can

- Yes No Follow 2 step instructions.
- Yes. No Read, count, record numbers.
- Yes No Add, subtract, multiply, divide by arithmetical methods.
- Yes No Use fractions, decimals, percentages.
- Yes No Follow diagrams.
- Yes No Use data for surveys.
- Yes No Interpret schedules, do algebra, geometry.
- Yes No Interpret a variety of instructions oral or written.

Rate Yourself		
Excellent	Average	Poor

- V--Verbal
- N--Numerical
- S--Spatial
- P--Form perception
- Q--Clerical
- K--Motor coordination
- F--Finger dexterity
- M--Manual dexterity
- E--Eye, foot, hand coordination
- C--Color discrimination
- Apt--Aptitudes

--	--	--

Which of the above aptitudes of your own can you identify as excellent or average or poor?

## Self Evaluation of Career Information

Words dealing with things

(Find where things are shown on your circle DOT Code graph)

DOT (6) digit code for relationship of jobs to things

		How well you work with		
		Excellent	Average	Poor
1	Inanimate objects-----Things			
2	Tangible-----That can be touched or felt by touch			
3	Distinguished-----Celebrated, famous			
4	Substances -----The physical matter of which a thing consists, materials			
0	Setting up-----Adjusting tools			
1	Precision working-----Responsibility for certain standards, tool adjustment, and judgment			
2	Operating-controlling----Start-stop control machines, fabricate process. Observe dials, gauges, valves, and reactions of materials			
3	Driving operating-----Estimating speeds, distances, trucks, crane conveyor systems, tractors, paved road- lines, etc.			
4	Manipulate-----Use tools with precision.			
5	Tending-----Starting, stopping by flipping switches in response to lights			
6	Feeding off-bearing-----Placing or removing equip- ment or material from machines			
7	Handling-----Use hand tools, to move or convey, little judgment involved			

CAREER AWARENESS CIRCLE GRAPH

Circle Graph shows clues to job functions.

Develop your own personal Career Survey Organizer in the blank Circle Graph.

Use DOT Code (Dictionary of Occupational Titles), used by U.S. Department of Labor and State Department of Employment classification system for identifying job titles.

Center Ring: Broad areas of Careers, 0-9, one digit identification.

- Know important functions
  - (See DOT Code circle graph)
  - (Relationship to data in first digit)
- 0. Professional
  - 1. Managerial technical
  - 2. Clerical - Sales
  - 3. Service
  - 4. Farming, Fishery, Forestry
  - 5. Processing
  - 6. Machine Trades
  - 7. Bench Work
  - 8. Structural Work
  - 9. Miscellaneous

Second Ring: Jobs with at least two digit DOT Code.

List at least 3 in each broad area of careers.

Write in titles of three divisions of jobs.

Look up major requirements.

(Relationship to people in second digit)

Third Ring: Jobs with at least three digit DOT Code.

Write in title of each you learn about.

List and study job briefs of at least six different jobs in each area (at least two jobs for each division).

(Relationship to things in third digit)

Outside Ring: List job choices with job title number of goal jobs, entry jobs, interim jobs, pay of each, major activity or skill required.

Amount of training required

Where training offered (and cost)

Advantages

Disadvantages

Career Development  
Component:  Occupational Information  
Unit: Who Works?  
Topic: Broad Occupational Fields

I-A-3

LESSON GUIDES:

LESSON TITLE: DO YOU KNOW THE DOT MAJOR CATEGORIES?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify and describe the 10 major categories of the Dictionary of Occupational Titles.</p>	<p>Through the use of the Dictionary of Occupational Titles the students can locate and state the 10 major categories.</p> <p>Class discussion on what is included in each category.</p> <p>Each student will fill out the major category sections of the Career Awareness Circle Graph.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p>Career Awareness Circle Graphs can be copied for each student</p>

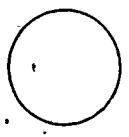
Evaluation: These objectives will have been met when the students are able to list and describe the ten major categories used in the Dictionary of Occupational Titles.

DOT Code Cross References for  
Career or Occupational Clusters.  
Designated by the U.S. Office of Education

Related Categories  
of the  
Dictionary of Occupational Titles

1. Business and Office Occupations	1, 2
2. Marketing and Distribution Occupations	1, 2, 9
3. Communications and Media Occupations	0, 1, 7, 9
4. Construction Occupations	7, 8, 3
5. Manufacturing Occupations	5, 6, 7, 8
6. Transportation Occupations	1, 2, 9
7. Agricultural Business and Natural Resources Occupations	1, 2, 4
8. Marine Science Occupations	0, 4
9. Environmental Control Occupations	8, 9
10. Public Services Occupations	3
11. Health Occupations	0, 3
12. Hospitality and Recreation Occupations	1, 2, 3, 9
13. Personal Services Occupations	3
14. Fine Arts and Humanities Occupations	1, 9
15. Consumer and Homemaking Related Occupations	0, 3

Career Development  
 Component:  Occupational Information  
 Unit:  Who Works?  
 Topic:  Broad Occupational Fields



I-A-4

LESSON GUIDES:

LESSON TITLE: OCCUPATIONS IN THE UNITED STATES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the broad categories of occupations in the United States.</p> <p>Select one or more jobs that may appeal to them.</p>	<p>List the nine occupational categories as found in the Dictionary of Occupational Titles. Under each category give a brief description of each occupation. List several jobs under each major category.</p> <p>Choose one job title that appeals to you and under it describe:</p> <ol style="list-style-type: none"> <li>Work performed on the job</li> <li>Worked requirements</li> <li>Training required</li> </ol> <p>The nine occupational categories are:</p> <ol style="list-style-type: none"> <li>Professional, technical, and managerial occupations</li> <li>Clerical and sales occupations</li> <li>Service occupations</li> <li>Farming, fishery, forestry, and related occupations</li> <li>Processing occupations</li> <li>Machines trades occupations</li> <li>Bench work occupations</li> </ol>	<p>Dictionary of Occupational Titles, Vol. II.          U.S. Government Printing Office          Washington, D.C.</p> <p>Occupational Outlook Handbook</p> <p>Guidance Associates          Films and Cassettes          "Choosing Your Career"          Harcourt, Brace &amp; World          Pleasantville, New York 10570</p>

LESSON TITLE: OCCUPATIONS IN THE UNITED STATES  
(Con't)

- 8 Structural work occupations
- 9 Miscellaneous occupations

(Note: If (0) and (1) are counted separately, there are 10 categories.)

Evaluation: These objectives will have been met when the students are able to acquaint themselves with some of the qualifications required for certain jobs.



Career Development  
 Component:  Occupational Information  
 Unit: Who Works?  
 Topic: Broad Occupational Fields

LESSON GUIDES:

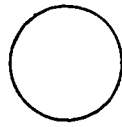
LESSON TITLE: THE SEMI-SKILLED OCCUPATIONS

I-A-5

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify the nature of semi-skilled workers and list some jobs so identified.</p>	<p>Have students use the Dictionary of Occupational Titles to find the jobs that are semi-skilled. Have them locate their code numbers so they become familiar with the use of them.</p> <p>List the semi-skilled occupations according to the Dictionary of Occupational Titles. Include the nature of work involved. Also the preparation needed.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Occupational Outlook Handbook</u></p> <p><u>Dictionary of Occupational Titles</u></p> <p>Science Research Associates        Career Information Kit</p> <p><u>Occupations and Careers by</u>        Walter J. Greenleaf        McGraw-Hill Book Company</p> <p>World of Work Series I        McGraw-Hill Filmstrips        619249 (1967)</p> <p>(a) TV Repairman        (b) Gas Station Attendant        (c) Vending Machine Routeman        (d) Office Worker        (e) Hairdresser</p>

Evaluation: These objectives will have been met when the students are able to identify some areas of work which are semi-skilled and the qualifications for them.

Career Development  
 Component:  Occupational Information  
 Unit:  Who Works?  
 Topic: Broad Occupational Fields



I-A-6

LESSON GUIDES:

LESSON TITLE: BANKING SERVICES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>List the many services banks perform. List the different types of banks.</li> <li>List financial functions of banks.</li> <li>List cash substitutes.</li> <li>Demonstrate the workings of a bank.</li> </ul>	<p>Discuss state and national banks. Film: "Fred Meets a Bank"; Coronet Films 65 East South Water Street, Chicago. (Black &amp; White--\$81.25; Color---\$162.50).</p> <p>Discuss services, such as--savings, safety deposit boxes, loans, checking accounts, etc.</p> <p>Film: "Story of a Check"; Washington State University, Pullman, Washington 99163 (\$4.60).</p> <p>Take a field trip to a local bank.</p>	<p>Film: "Fred Meets a Bank"</p> <p>Eyegate Filmstrip        "How to Use Your Checkbook"        Eyegate Filmstrips, Inc.        Jamaica, New York 11435</p> <p>Film: "Story of a Check"        - Sample copies of check blanks.</p> <p>Filmstrip: "New Accounts Clerk"; Bowmar Films, 622 Rodier Drive, Glendale, California 91201.</p>

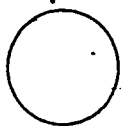
Evaluation: These objectives will have been met when the students recognize the usefulness of banks. Also the many job opportunities involved with a bank.

Career Development  
 Component:  Occupational Information  
 Unit: Who Works?  
 Topic: Broad Occupational Fields

LESSON GUIDES:

LESSON TITLE: CONSTRUCTION

I-A-7



AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss duties and requirements of several construction workers.</p>	<p>Consider some of the different job titles included: carpenter, electrician, plumber, and bricklayer. Consider the wide variety of jobs available in each field.</p> <p>Take up the general duties and specific responsibilities for becoming each of the above. Discuss salary scales and working conditions.</p>	<p><u>Dictionary of Occupational Titles, Vol. II.</u></p> <p>Get some brochures on these "jobs" and let students read them. They may be obtained from the local employment office.</p> <p>Film: "Construction" Doubleday Multimedia (9 minutes color) 1371 Reynolds Avenue Santa Anna, California.</p> <p>Filmstrips: "The Nations Builders", "Heavy Equipment Operator", "Carpenter, and Electrician. Bowmar Films, 622 Rodier Drive, Glendale, California 91201. (35 minute filmstrips with cassettes)</p>

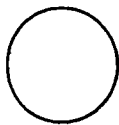
Evaluation: These objectives will have been met when the students are able to list some of the jobs included in this field and some of the general requirements of each.

Career Development

Component:  Occupational Information

Unit: Who Works?

Topic: Broad Occupational Fields



LESSON GUIDES:

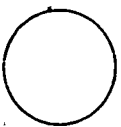
I-A-8

LESSON TITLE: CAREERS IN INDUSTRY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Explain some of the general skills needed for industrial work.</p>	<p>Consider some different branches of this field, such as: printing, air conditioning, aviation, mechanics, manufacturing, and the garment industry.</p> <p>Explore the work-study program available in these fields. Describe typical apprenticeship requirements.</p>	<p><u>Dictionary of Occupation Titles.</u></p> <p>Get some brochures from the local employment office.</p> <p>Science Research Associates Kit containing briefs.</p> <p>35 minute filmstrip with cassettes; Bowmar Films: "Air Frame Mechanic" and "Electro Mechanical Assembler" Bowmar Films, 622 Rodier Drive, Glendale, California 91201.</p>

Evaluation: These objectives will have been met when the students become familiar with some of the many branches this field encompasses.

Career Development  
 Component:  Occupational Information  
 Unit:  Who Works?  
 Topic:  Broad Occupational Fields



I-A-9

LESSON GUIDES:

LESSON TITLE: CAREERS IN THE HOTEL AND RESTAURANT INDUSTRY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify some of the specific job titles and requirements in the hotel and restaurant industry.</p>	<p>Consider the many jobs this area includes. Get a guest speaker who is a manager of a hotel or restaurant and have them inform the students of the responsibilities.</p> <p>Detail the usual hotel departments: housekeeping, reservations, and desk services; also laundry and business services. Break down different jobs in the food service line.</p>	<p>Arrange for a guest speaker.</p> <p><u>Dictionary of Occupational Titles.</u></p> <p>Film: "Cooks, Chefs, and Related Occupations"</p> <p>Sterling Educational Films          207 Calle Serena, San Clemente, California 92672.</p> <p>Pamphlets: "Scholarships in Hotel and Restaurant Schools"</p> <p>"Directory of Hotel and Restaurant Schools"</p> <p>Cornell University, Statler Hall, Ithaca, New York 14850.</p>

Evaluation: These objectives will have been met when the students are able to list five different job titles in each of these fields.

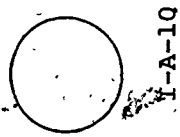
Career Development  
 Component:  Occupational Information  
 Unit:  Who Works?  
 Topic: Broad Occupational Fields

LESSON GUIDES:

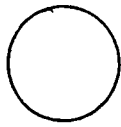
LESSON TITLE: CAREERS IN PUBLIC SERVICES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Explain some skills and responsibilities needed by workers in public services.</p>	<p>Describe the careers in public services. Some of them are: (1) police department (2) airline stewardesses (3) barbers (4) beauticians (5) postal workers.</p> <p>Explore the similarities among these fields in terms of interest in people, dedication to the field and a willingness to take independent responsibility.</p>	<p><u>Dictionary of Occupational Titles.</u></p> <p>Film: "General Services" Doubleday Multimedia 1371 Reynolds Avenue Santa Anna, California</p> <p>Imperial International Learning Tapes, Inland Audio-Visual Company, Spokane, Washington, 99205, "Airline Stewardess" and "Policeman".</p>

Evaluation: These objectives will have been met when the students are able to list some of the skills and qualities of those who go into public services.



Career Development  
 Component:  Occupational Information  
 Unit: Where do People Work?  
 Topic: Resource Personnel



II-A-1

LESSON GUIDES:

LESSON TITLE: SOURCES OF INFORMATION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Determine where information can be acquired about a number of diversified occupations.</p> <p>Write letters asking for current information.</p>	<p>Have an informal discussion on the sources of information available.</p> <p>Have the students write several letters to various companies requesting information. Compare the results when they have been answered.</p>	<p><u>Occupational Outlook Handbook</u>          U. S. Government Printing Office</p> <p><u>Dictionary of Occupational Titles</u>          U. S. Department of Labor          Bureau of Employment Security          U. S. Government Printing Office          Washington, D.C. 20402</p> <p><u>Occupational Briefs</u>          Science Research Associates, Inc.          259 East Erie Street          Chicago, Illinois 60611</p>

LESSON TITLE: SOURCES OF INFORMATION  
(Con't)

Explain how various companies promote themselves through different types of media that can give or loan occupational information.

Have a businessman come in and discuss some of the different ways they let the public know of their occupational possibilities.

Arrange for a speaker.

Evaluation: These objectives will have been met when students learn how and where to go for occupational information.



Career Development  
 Component: Occupational Information  
 Unit: Where Do People Work?  
 Topic: Resource Personnel

LESSON GUIDE:

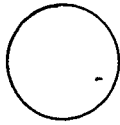
LESSON TITLE: COMMUNITY VOCATIONAL OPPORTUNITIES

II-A-2

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify local job opportunities.</p> <p>Observe work carried on in several local businesses and vocational schools.</p>	<p>Have the class list local vocational opportunities that do not require a college degree.</p> <p>Through a discussion, pool class information about local vocational opportunities. Point out what might be seen on a tour and what one should look for. Take the tour in groups of about 15 and observe the work first hand.</p>	<p>Pamphlets from Vocational Schools; newspapers.          Place all material in notebook.</p> <p>Make prior arrangements with the tour people and set up a time for the tour.</p> <p>SVE Educational Filmstrip          "What is a Job?"          1345 Diversey Parkway          Chicago, Illinois</p>

Evaluation: These objectives will have been met when the students have had the opportunity to visit some of the local businesses, and can list the different jobs in each.

Career Development  
 Component:  Occupational Information  
 Unit:  Where Do People Work?  
 Topic:  Distribution of Workers



II-B-1

LESSON GUIDES:

LESSON TITLE: AREA OCCUPATIONS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Determine what jobs are available in the community.</p> <p>Look for jobs.</p> <p>Evaluation: These objectives will have been met when the students are able to find jobs that are available in their immediate community.</p>	<p>Let each student choose one of the nine major occupational areas and make a collection of advertisements for that occupational area. These advertisements may come from:</p> <ol style="list-style-type: none"> <li>a. Newspapers</li> <li>b. Magazines</li> <li>c. Trade publications</li> <li>d. Employment agencies</li> </ol> <p>Summarize the advertisements according to title, salary, experience, and special requirements.</p> <p>Discuss the resources and trade of the community in relation to the advertisements to determine if these jobs will continue in the area.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Occupational Outlook Handbook</u></p> <p>Census Reports from the Department of Commerce.</p> <p>Newspapers circulated within the area.</p> <p>Magazines</p> <p>Trade Publications</p>

Career Development

Component:  Occupational Information

Unit: Where Do People Work?

Topic: Distribution of Workers in Idaho

II-B-2

LESSON GUIDES:

LESSON TITLE: DISTRIBUTION OF WORKERS IN IDAHO

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Evaluate job opportunities statewide.</p>	<p>Compare the industry groupings to the occupational groupings in the Dictionary of Occupational Titles Code. Discuss why they are different and how they overlap.</p> <p>Find an occupational brief for each industry on the following 1972 Idaho Economic Trends list.</p> <p>The number of retail jobs and jobs in services are increasing. All the rest are down or the same at this time. (Note: Current reports on the job market are available through the Department of Employment and should be used for this lesson.) Have them list where these SRA job briefs will fit on the industry list.</p>	<p>Occupational Outlook Handbook</p> <p>Have handout ready.</p> <p>Idaho Manpower Review Monthly</p> <p>State Department of Employment.</p> <p>Science Research Associates</p> <p>Briefs from Occupational Exploration Kits, Widening Occupational Roles Kit, or other kits with job briefs.</p> <p>Basic Economic Data for Idaho</p> <p>State Department of Idaho</p> <p>State House</p> <p>Boise, Idaho</p>

Evaluation: These objectives will have been met when the students are able to list a general distribution of workers in Idaho.

LABOR FORCE EMPLOYMENT TRENDS  
for  
IDAHO - JANUARY, 1972\*

Civilian Labor Force	307,800	- down	4,500
Unemployed	17,500	- up	2,800
Percent Unemployed	5%	- up	1%
Total Employed	290,200	- down	7,400
Agricultural	36,500	- down	6,500
Nonagricultural	253,700	- down	900
Self Employed & Domestic (Nonagricultural)	34,700	- down	200
Wage & Salary Workers (Nonagricultural)	219,000	- down	700
Total Manufacturing	42,000	- down	900
Durable Goods	21,200		
Lumber	13,400		
Stone, Clay, & Glass	1,000		
Primary Metal	1,300		
Fabricated Metal	900		
Machinery	700		
Transportation Equipment	2,500		
Other	1,400		
Nondurable Goods	21,400	- down	400
Food & Kindred Products	16,600	- down	400
Paper & Allied Products	1,100	- same	
Printing, Publishing & Allied Products	1,700	- same	
Chemical & Allied Products	1,400	- same	
Other Nondurable Goods	600	- same	
Total Manufacturing	176,400	- up	200
Mining	3,500	- same	
Construction	10,900	- down	1,200
Interstate Railroad	3,300	- same	
Transportation (Nonrailroad)	5,100	- down	100
Communications	3,300	- same	
Electricity, Gas, & Sanitary Service	2,600	- same	
Wholesale Trade	10,400	- same	
Retail Trade	42,800	- up	1,200
Finance & Real Estate	8,500	- same	
Service & Miscellaneous	34,700	- up	800
Federal Government Employment	9,100	- down	100
Government, State, Local Education	23,700	- same	
Government, State, Local Administra- tive	18,400	- down	400
Agricultural Employment	15%	of Idaho Labor Market in 1971.	31%
Unpaid Family Workers	25,900		in 1951.
Hired Workers	10,600		

\* Idaho Manpower Review Monthly available then from the Department of Employment.

Career Development  
 Component:  Occupational Information  
 Unit:  Where Do People Work?  
 Topic: Distribution of Workers

II-B-3

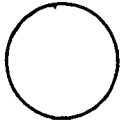
LESSON GUIDES:

LESSON TITLE: SELF-EMPLOYMENT

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify some of the advantages of self-employment.</li> <li>List the qualifications needed for self-employment.</li> </ul>	<p>Define self-employment and list some of the jobs that fit into that category.</p> <p>Find out some of the personality traits and educational requirements which are associated with success in different self-employment jobs.</p> <p>Interview people employed in these areas of occupational categories to find some of the advantages and disadvantages that aren't obvious. Report the findings to the class.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Occupational Outlook Handbook</u></p> <p>A local businessman who is self-employed may be a guest speaker.</p>

Evaluation: These objectives will have been met when the students are able to list some advantages and some disadvantages to being self-employed.

Career Development  
 Component:  Occupational Information  
 Unit: Where Do People Work?  
 Topic: Distribution of Workers



II-B-4

LESSON GUIDES:

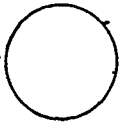
LESSON TITLE: JOB SURVEY OF WOMEN

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the occupations in their immediate area for women.</p>	<p>List each business in the local town or city that employs women. Under each business, list the job titles of the women employed and the approximate hours each week.</p> <p>Appoint class members to make a survey of some of the local businesses. After this is completed, a class discussion on the following subjects can be taken up:</p> <ol style="list-style-type: none"> <li>How many women are employed in the locale?</li> <li>How many of them are full-time employees?</li> <li>What is the most common type of job?</li> <li>Did any particular job appeal to you?</li> <li>What kind of job do you think you would like?</li> <li>Do you feel that you should be learning any particular skills while in high school that might help you later?</li> </ol>	<p>Local business people.          Wilson Educational Cassette          "Women in Work"          H. Wilson Corp.          555 West Taft Drive          South Holland, Illinois</p>

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Evaluation: These objectives will have been met when the students realize woman's place in local businesses, industries, and the professions.

Career Development  
 Component:  Occupational Information  
 Unit: Where Do People Work?  
 Topic: Distribution of Workers



II-B-5

LESSON GUIDES:

LESSON TITLE: OCCUPATION MOTHER.

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Recognize the role of the woman who cares for a family full-time by choice.</p> <p>Consider other mothering roles, such as foster mothers, house mothers of institutions, etc.</p>	<p>Discussion with class of advantages of the family who has a full-time mother, as opposed to the family of a working mother. Care must be taken not to put down either, but consider each realistically. The following points might be solicited:</p> <ol style="list-style-type: none"> <li>At what age do children need full-time care most?</li> <li>Is there enough to keep a woman busy at home all day in this day and age?</li> <li>How much of the volunteer work of our society is done by women who are full-time mothers?</li> <li>Do children with working mothers fare worse than those with mothers who do not work?</li> <li>During what hours is it most important that children be supervised by an adult? Does it have to be their mother?</li> </ol> <p>Students should contribute to a chalkboard list of other "mother-type" activities which are recognized job titles. Discuss requirements and duties.</p>	<p>Information can be obtained from brochures from the local child's health clinic.</p> <p>Handbook on Women Workers        Government Printing Office        Washington, D. C.</p> <p>Filmstrip and LP record:        "Home Economics:        Child Care        Commercial Servicing        Food Preparations"        Instructional Materials        Laboratory.</p> <p>Occupational Outlook Handbook        U. S. Department of Labor        U. S. Printing Office        Washington, D. C.</p>

LESSON TITLE: OCCUPATION MOTHER (Con't)

Recognize that this occupation of mother requires training and competence similar to that of an independent businessman.

Discuss what things a person needs to know to be a mother and where such information can be obtained. Compare the occupation of mothers with salesmen or farmers who must be self-starters and who plan and are responsible for their own work. Discuss the rewards, monetary and personal, of mothering.

Evaluation: These objectives will have been met when the students recognize the different "mothering" occupations there are available.



Career Development  
 Component:  Occupational Information  
 Where Do People Work?  
 Unit:  
 Topic: Work Location

LESSON GUIDES:

II-B-6

LESSON TITLE: MODERN TECHNOLOGY AND CAREER SELECTION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p>	<p>Have students collect opinions from parents and friends about the influence of technology on their careers and in the world. Discuss the opinions and ask student to research these via the library in order to evaluate opinions as to fact or fiction.</p>	<p>Library books and magazines.          Wilson Educational Cassettes          "Scientific Interest Occupations"; H. Wilson Corporation, 555 West Taft Drive, South Holland, Illinois.</p>
<p>Evaluate the role technology plays in various careers in Idaho.</p>	<p>Ask each student to write a couple of paragraphs on his findings relative to the effect of modern technology on his career selections.</p>	<p>Filmstrip and cassette:          "The Nation's Builders"          Bowmar Films, 622 Rodier Drive, Glendale, California 91201.</p>

Evaluation: These objectives will have been met when the students are able to determine if technology has an affect on careers today.

Career Development

Component:  Occupational Information

Unit:  Classifying Jobs By Data, People and Things

Topic:  Interest Related Work

LESSON GUIDES:

III-A-1

LESSON TITLE: HEALTH SERVICES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List jobs in the health field.</p> <p>Identify jobs in a hospital.</p> <p>Summarize educational and health requirements for health workers.</p>	<p>A</p> <p>Have the students make a list of all the jobs they know of in this particular field. Discuss some of the requirements to be in these jobs.</p> <p>Arrange for some guest speakers to inform the students about the way of life for those who work in a hospital. Some suggestions for speakers are: doctors, nurses, dietitians, veterinarians, and dental technicians.</p> <p>Detail some of the knowledge needed by practical nurses, histological technicians, dental technicians, and animal caretakers.</p> <p>Arrange for a tour of State Hospital North or the nearest hospital.</p>	<p>SVE Educational Filmstrip "Hospital Workers"</p> <p>Arrange for a guest speaker from Health Service Occupations.</p> <p><u>Dictionary of Occupational Titles</u></p> <p>Make arrangements for the tour.</p> <p>Imperial International Learning Tapes Inland Audio-Visual Company Spokane, Washington 99205 "Nurse, Practical &amp; Registered", "Dental Technician", and "Medical Technician"</p>

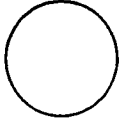
Evaluation: These objectives will have been met when the students are able to make a list of jobs included in this field.

Career Development

Component:  Occupational Information

Unit:  Classifying Jobs by People, Data, and Things.

Topic:  Interest Related Work



LESSON GUIDES:

III-A-2

LESSON TITLE: BUSINESS--GENERAL MERCHANDISING

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>View merchandising operations and list work tasks performed.</p>	<p>Students will meet in the classroom. With note pad and pencils, they will then go to two or three local merchandising establishments.</p> <p>Students will be allowed 20-minute interviews with each merchant allowing him to brief the students on the following:</p> <ol style="list-style-type: none"><li>1. Sales floor and its layout</li><li>2. Stocking shelves</li><li>3. Bookkeeping for charges and cash sales</li><li>4. Window display</li><li>5. Packing</li><li>6. Maintenance</li><li>7. Clean-up</li><li>8. Public relations</li></ol> <p>The following day will be spent in the discussion of the things learned from these merchants.</p>	<p>Wilson Educational Cassette "Persuasive Interest Occupation tion H. Wilson Corp. 555 West Taft Drive South Holland, Illinois</p> <p>"Cabbages to Kings and Various Things" Retailing Bowmar Filmstrips and Cassettes</p>

Evaluation: These objectives will have been met when the students are able to see what jobs are alike at all of the places visited.

Career Development

Component:  Occupational Information

Unit: Classifying Jobs by Data, People, and Things

Topic: Interest Related Work

LESSON GUIDES:

III-A-3

LESSON TITLE: JOBS RELATED TO THOSE INTERESTED IN SPORTS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify a variety of jobs related to sports.</li> <li>List the qualifications and abilities required in occupations related to sports and recreation.</li> </ul>	<p>Look up physical education in the Dictionary of Occupational Titles. List the occupations available and some qualifications and limitations of each.</p> <p>Have students choose specific job occupations and go into some research on them. Have students make reports to the class.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Occupational Outlook Handbook</u></p> <p>S.R.A. Career Information Kit Science Research Associated Chicago, Illinois</p> <p>"Eyegate Filmstrips "Are You Looking Ahead?" Kit. "Do You Like Sports?"</p>

Evaluation: These objectives will have been met when the students are able to list some of the abilities and qualifications necessary to be a physical education teacher or the like.

Career Development  
 Component:  Occupational Information  
 Unit: Classifying Jobs by Data, People, and Things  
 Topic: Interest Related Work

LESSON GUIDES:

LESSON TITLE: A GAME: WHAT'S MY LINE?

III-A-4

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Pinpoint a job title.</p> <p>Complete successfully in a career identification game.</p>	<p>A previous study of many fields and specific jobs described in the Dictionary of Occupational Titles should have been completed so the students are able to identify jobs through data, people, or things.</p> <p>Teacher should prepare a list of "lines" (job titles) to use in the game. Establish some rules so all are aware of what questions are useful and permitted.</p> <ol style="list-style-type: none"> <li>1. Teacher should assume the role of the contestant and write the job title on a desk pad out of view of the students.</li> <li>2. Students will ask questions such as, "Do you work inside?" "Does it take longer than six months to learn your job?" "Do you earn more than \$10,000 a year?" 50.</li> </ol>	<p>Prepare a list of job titles.</p> <p><u>Dictionary of Occupational Titles</u></p> <p><u>Occupational Outlook Handbook</u></p> <p><u>Job Briefs</u></p> <p><u>Widening Occupational Roles Kit</u></p> <p>Color coded job briefs for data, people, or things.</p> <p>Assign a scorekeeper.</p>

LESSON TITLE: A GAME: WHAT'S MY LINE?  
(Con't)

points for each YES answer and lose a turn for every NO answer.

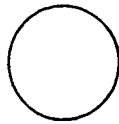
Evaluation: These objectives will have been met when the students are able to identify the job titles through data, people, or things.

Career Development

Component:  Occupational Information

Unit:  Job Requirements

Topic:  Educational Development



LESSON GUIDES:

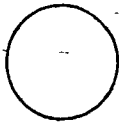
IV-A-1.

LESSON TITLE: WHAT MY HIGH SCHOOL RECORD TELLS ABOUT ME

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Acquaint themselves with the things that employers are looking for on their school records.</p> <p>Acquaint themselves with the things that teachers, administrators, and interested parties look for in their high school records.</p>	<p>Discuss a permanent record. Get a blank one from the office and demonstrate what information is recorded. Invite the principal or counselor to introduce the information. Explain what future employers ask for in their investigation of a student for employment.</p> <p>Talk about attitudes, good morals, hard work in developing a good record, and assuring a good recommendation.</p>	<p>Get a school record.</p> <p><u>Choosing a Career In A Changing World by Virginia Westervelt.</u></p> <p><u>Facing Life's Problems by Rand McNally Co.</u></p> <p><u>Psychology for Living by Herbert Sorenson and Marguerite Malm.</u></p> <p>Filmstrip and Cassette "How to Succeed in High School by Trying" Guidance Associates Harcourt, Brace and World Pleasantville, New York</p>

Evaluation: These objectives will have been met when the students realize the importance of maintaining a good school record.

Career Development  
 Component:  Occupational Information  
 Unit: Job Requirements  
 Topic: Educational Development



IV-A-2

LESSON GUIDES:

LESSON TITLE: WILL YOU BE THERE?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Understand how his attendance records will follow him even into the world of work.</p> <p>Recognize the importance of promptness and good attendance record while in school.</p> <p>Relate employee's promptness and good attendance on the job.</p> <p>Discuss potential employer's interest in grades and in attendance records.</p>	<p>Discuss the importance of school records in general, but zero in on the attendance aspect and its carry over to the job.</p> <p>Have some school official (counselor, principal) discuss the value of good attendance, and show how attendance and tardiness are recorded on permanent records.</p> <p>Have local employer (s) discuss their interest in a potential employee's school attendance record and how attendance and punctuality in school may carry over to the job.</p> <p>Assign a group of students to prepare a bulletin board which will display and emphasize the importance of punctuality and good attendance and their carry over to the job. Obtain for their use school permanent record folders and forms from employers requesting school records.</p>	<p>Filmstrip:          "Developing Study Skills"          Guidance Associates          Harcourt, Brace and World          Pleasantville, New York 10570</p>



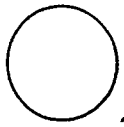
LESSON TITLE: WILL YOU BE THERE?  
(Con't)

Assign students for a panel discussion on the importance of punctuality and good attendance both in school and on the job.

Your Attitude is Changing  
Science Research Associates  
259 Erie Street  
Chicago, Illinois 60611

Evaluation: These objectives will have been met when the students realize the importance of good school attendance.

Career Development  
 Component:  Occupational Information  
 Job Requirements  
 Unit: Educational Development  
 Topic: Educational Development



IV-A-3

LESSON GUIDES:

LESSON TITLE: DISTRIBUTIVE EDUCATION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss how distributive education prepares for a variety of jobs.</p> <p>List requirements for entrance into a Distributive Education Program.</p>	<p>Arrange for a guest speaker who is in this field to come and speak to the class on the variety of jobs included in this area of work.</p> <p>Discuss the economic principles involved in production, wholesaling, retailing, and sales distribution. Describe the kinds of things distributive education students learn on the job.</p> <p>Make a list of the types of jobs available to distributive education students. Explain the background and organization of the Distributive Education Clubs of America (DECA).</p>	<p>Arrange for guest speaker.</p> <p>Get brochures from the nearest branch of DECA (local high school).</p> <p>Guidance Associates          Harcourt Brace Jonanovich, Inc.          Pleasantville, New York          "Preparing for the World of Work" Part II.</p>

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Evaluation: These objectives will have been met when the students know how they can become involved with this type of training program.

Career Development  
 Component:  Occupational Information  
 Unit:  Job Requirements  
 Topic:  Education

LESSON GUIDES:

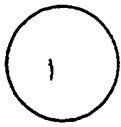
IV-A-4

LESSON TITLE: BUSINESS EDUCATION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Describe the role of a secretary.</p> <p>List the skills needed by a secretary or clerical worker.</p> <p>List the skills for office occupations which can be obtained in high school.</p>	<p>Arrange for a guest speaker who is a secretary to inform the students of some of the advantages and disadvantages.</p> <p>Describe the types of skills needed by secretaries.</p> <p>Suggest the school subjects that offer the best preparation for this type of work. Investigate the advantages of work-study program.</p>	<p>Arrange for guest speaker.</p> <p><u>Dictionary of Occupational Titles.</u></p> <p>Film: "Clerical" (9 minute color); Doubleday Multimedia.</p> <p>"How About Office Work?" Eyegate Filmstrip          Eyegate House, Inc., Jamaica, New York 11435.</p> <p>"Clerical Interest Occupations" Wilson Educational cassette          H. Wilson Corporation,          555 Taft Drive, South Holland, Illinois.</p>

Evaluation: These objectives will have been met when the students are able to see the life of the secretary more clearly.

Career Development  
 Component:  Occupational Information  
 Unit:  Job Requirements  
 Topic:  Educational Development



IV-A-5

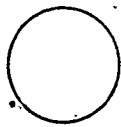
LESSON GUIDES:

LESSON TITLE: JOB OPPORTUNITIES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List different occupations which they may choose for work.</p> <p>Identify employer requirements and conditions affecting employment.</p>	<p>List the careers which the students might be interested in because of their geographical location and availability to the student's environment. List the fields that look especially promising for employment opportunities.</p> <p>Point out how competitive workers will affect the students chances in the fields of work they might choose. Explain the more qualified they become through training, the better prepared they will be. The better prepared persons will usually survive longer job lives.</p> <p>Hand out charts and graphs to show the following aspects of job opportunities:</p> <ol style="list-style-type: none"> <li>Necessary education and training for jobs.</li> <li>How job opportunities open as replacements are needed and growth of new jobs takes place.</li> <li>How school enrollment is on the increase.</li> <li>Unemployment rates</li> <li>How education increases expected lifetime earnings.</li> </ol>	<p>Use Science Research Associates File and student's suggestions.</p> <p>"What Good Is School?" (Singer); Society for Visual Education, Educational Filmstrip.</p> <p>Sources for charts and graphs: <u>Occupational Outlook Handbook</u> U. S. Department of Labor Bulletin No. 1650, pp. 12-19.</p>

Evaluation: These objectives will have been met when the students realize that a good education is necessary for a good job.

Career Development  
 Component:  Occupational Information  
 Job Requirements  
 Unit:  Aptitudes  
 Topic:



IV-B-1

LESSON GUIDES:

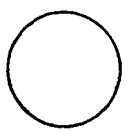
LESSON TITLE: PERSONAL COMPETITION WITHIN THE WORLD OF WORK

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Evaluate how important competition is affecting their employment.</p> <p>Observe a variety of careers and determine if competition is apparent in the role of the employee.</p>	<p>Have students play competitive games among themselves. (Teacher should observe.)</p> <ol style="list-style-type: none"> <li>Card Games; for example, rummy</li> <li>Crossword Puzzles</li> <li>Number Games</li> </ol> <p>Have students evaluate what they observed. Express whether they enjoyed such competition, both group and individual.</p> <p>View filmstrips indicating the role of various jobs. Ask students to identify what kinds of competition are involved on the part of the employees and employers. Present a handout relative to the films already seen.</p> <p>Have students list which jobs would most appeal to him from the films viewed, then have him compare those choices with his competitive nature.</p>	<p>Deck of cards and some crossword puzzle books.</p> <p>Filmstrips: "Sales Associate" or any of Bowmar's cassette films. Handout.</p>

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Evaluation: These objectives will have been met when the students have been able to identify the prominent place competition holds in our lives.

Career Development  
 Component:  Occupational Information  
 Unit: Job Requirements  
 Topic: Physical Demands



IV-C-1

LESSON GUIDES:

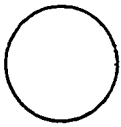
LESSON TITLE: ARE HAZARDOUS WORKING CONDITIONS FOR ME?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Cite unusual conditions involved in many jobs.</p> <p>Determine what he feels would be "hazardous" on several jobs.</p> <p>Compare hazards and safety factors of several occupations.</p>	<p>Discuss with the class occupations which they already know that involve high risks and hazards. Make a list of these occupations and the salary offered for each. Job to let the student see if he "feels the risk is worth it."</p> <p>Invite community speakers (firemen, policemen, loggers, miners) to speak to the class about their jobs giving opinions about the danger involved as well as their reasons for the choice of a job.</p> <p>Compare the advantages and disadvantages of working on a "hazardous" job. Have each student write an analysis from the information acquired stating whether he would work at one of these jobs and the reasons why.</p>	<p><u>Occupational Outlook Handbook</u></p> <p>Brochures can be obtained from The International Association of Fire Fighters, 905-16th St., Washington, D.C.</p>

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Evaluation: These objectives will have been met when the students can see advantages as well as disadvantages to working on a hazardous job.

Career Development  
 Component:  Occupational Information  
 Unit: Job Requirements  
 Topic: Conditions of Work



LESSON GUIDES:

IV-D-1

LESSON TITLE: WHAT INFORMATION DO I NEED TO KNOW ABOUT AN OCCUPATION?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the many factors he must know about an occupation before deciding to engage in it.</p> <p>Develop a thorough, comprehensive guide for all future occupational investigation.</p>	<p>Discuss what the students feel is necessary occupational information.</p> <p>Have teams of students compose a list of needed information: then exchange them until all lists have been read. Hand out teacher-made questionnaire for study; students can correct and modify it to their lists. Print a revised form. Questionnaires should be kept in Career Guidance Notebook for future reference.</p>	<p>Wilson Educational Cassettes "Introducing the World of Work"; H. Wilson, Corporation, 555 West Taft Drive, South Holland, Illinois.</p> <p>Handout: Occupational Information Questionnaire.</p>

Evaluation: These objectives will have been met when students become aware of the information they should have on an occupation before they decide to engage in it.

OCCUPATIONAL INFORMATION QUESTIONNAIRE

IV-D-1a

OCCUPATION \_\_\_\_\_

**I. CHARACTERISTICS**

	Yes	No
A. Cheerful, pleasant	_____	_____
B. Located in congested, polluted area	_____	_____
C. Generally deals with people	_____	_____
D. Generally deals with things	_____	_____
E. Limited to small area	_____	_____
F. Requires concentration frequently	_____	_____

**II. REQUIREMENTS**

A. Geographical relocation	_____	_____
B. Certificate or license	_____	_____
C. Security clearance	_____	_____
D. Secure bond	_____	_____
E. Union membership	_____	_____
F. Overtime	_____	_____
G. Obsolescence	_____	_____
H. Initial investment (If yes, cost? _____)	_____	_____
I. Equipment (If yes, cost? _____)	_____	_____
J. Seasonal work (If yes, which season? _____ What hours? _____)	_____	_____
K. High school required _____ College required _____ Post high school training _____	_____	_____
L. Hazardous working conditions (If yes, list: _____)	_____	_____
M. Unusual working hours (If yes, list: _____)	_____	_____

**III. REWARDS**

A. Financial--Salary per Mo. _____ Commission _____ Overtime _____	
B. Status--Fellow worker recognition _____ Community recognition _____	
C. Challenge    Excel _____ Aver _____ Poor _____	
D. Advancement    Excel _____ Aver _____ Poor _____	
E. Personal satisfaction    Excel _____ Aver _____ Poor _____	
F. Fringe benefits	Yes    No
Retirement paid by company	_____
Retirement partly paid	_____
Company stock paid	_____
Personal leave per year	_____ days
Sick leave per year	_____ days
Vacation days paid per year	_____ days

**IV. FUTURE TRENDS**

A. Is there a possibility of obsolescence of this job in the future? _____ If yes, in about how many years? _____
B. Will the job allow you to advance on to a similar one if it does become obsolete? _____ If yes, would you have to obtain some training for this position? _____ If yes, could you manage this both mentally and financially? _____

**V. MISCELLANEOUS INFORMATION**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

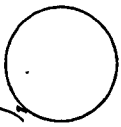
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Career Development  
 Component:  Occupational Information  
 Unit:  Job Requirements  
 Topic:  Interests



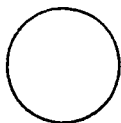
IV-E-1

LESSON TITLES: WHAT JOBS ARE AVAILABLE THAT WILL FIT MY INTERESTS AND NEEDS?  
 LESSON GUIDES:

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify occupations he might be interested in and capable of performing.</p> <p>List sources of occupational information and cite the uses of the sources.</p>	<p>Attempt to motivate students to seek occupational information emphasizing the necessity of having to work for a living. Increase interest and awareness by visiting various local businesses and job sites. All of the following are things to help familiarize the students with different branches of work:</p> <ol style="list-style-type: none"> <li>a. Field trips</li> <li>b. AV materials</li> <li>c. Films</li> <li>d. Guest speakers</li> </ol> <p>Use the Dictionary of Occupational Titles, the Employment Service, Occupational Briefs as sources of information and familiarize the students with the use of each.</p>	<p>"Preparing for the Jobs of the 70's"          Guidance Associates          Harcourt, Brace, Jonanovich, Inc.          Pleasantville, New York</p> <p><u>Dictionary of Occupational Titles</u>  <u>Occupational Briefs</u>          Speakers</p>

Evaluation: These objectives will have been met when the students are able to find information they desire by going to the reference material suggested.

Career Development  
 Component:  Occupational Information  
 Unit:  Job Requirements  
 Topic:  Interests.



IV-E-2

LESSON GUIDES:

LESSON TITLE: JOB INSECURITIES

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List advantages and disadvantages of seasonal jobs.</p>	<p>List uncommon job types like seasonal work, construction, etc. Discuss pay and how it affects people since it is good while you work, but you don't always work. Some jobs of this type don't have retirement benefits, hospital insurance benefits, or social security.</p> <p>Discuss things like different kinds of shifts and travel connected jobs, and how it affects the family life. Discuss the continually moving to the area where the work is available.</p> <p>If possible, have the students interview people in these jobs.</p>	<p><u>Dictionary of Occupational Titles, Vol. II.</u>          U.S. Government Printing Office          Washington, D.C.</p> <p>Science Research Associates          Career Information Kit</p> <p>Wilson Educational Cassette          "Mechanical Interest Occupations"          H. Wilson Corp.          555 West Taft Drive          South Holland, Illinois</p>

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Evaluation: These objectives will have been met when the students are able to pick out jobs that may not be secure because of seasonal reasons.

Career Development  
 Component:  Occupational Information  
 Unit:  In-Depth Study of One Job  
 Topic:  Computational

LESSON GUIDES:

LESSON TITLE: AN ACCOUNTANT--ME?

V-A-1

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Relate the possibilities of accounting in the area.</p> <p>Examine his potential relative to employment in the accounting field.</p>	<p>Distribute and discuss the handouts on accounting from the American Accounting Association.</p> <p>Have a Certified Public Accountant present the picture of accounting--its requirements, problems, advantages, and rewards.</p> <p>Summarize the experience needed, training needed, abilities and interests required, time demanded, job location, advancement opportunities, compensation, benefits, and rewards.</p>	<p>Handouts</p> <p>Arrange for a speaker.</p> <p>Wilson Educational Cassette "Computational Interest Occupations"</p> <p><u>Occupational Outlook Handbook</u></p> <p><u>Science Research Associates Brief</u></p>

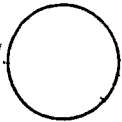
Evaluation: These objectives will have been met when the students are able to see some advantages to this type of work.

Career Development  
 Component:  Occupational Information  
 Unit:  In-Depth Study of Jobs  
 Topic:  Service

LESSON GUIDES:

LESSON TITLE: INTRODUCTION TO JOBS IN THE BUILDING AND GROUNDS MAINTENANCE FIELD

V-B-1



AIMS AND OBJECTIVES

Students will be able to:

List jobs in the building and grounds maintenance field.

1  
 2  
 3

Meet people who do maintenance work, and to enable students to visualize themselves in such a job.

Appreciate the worth and dignity to jobs essential to society.

Evaluation: These objectives will have been met when the students are able to identify with a person who has worked in this field.

PROCEDURES AND ACTIVITIES

Discuss jobs in the field as students believe them to be. Consider duties, salary, working conditions, status in the community, qualifications, advantages, and disadvantages. As a result of this discussion, have each student fill out the Job Survey form, answering questions as he now believes them to be. The form should be dated and kept by the teacher.

Each student will choose and interview one person in the building maintenance or groundkeeping business and note new data on the Job Survey form. Have the students report on variations they discovered from the first discussion.

A guest speaker might be invited to discuss the jobs in this field and tell in more detail the work involved in this line.

RESOURCES AND REFERENCES

Job Survey Form

Make up a list of persons to whom the students could see for interviews.

Speaker: Building and Maintenance Superintendent of the local school district.

JOB SURVEY

V-B-1a

This is a survey of your understanding of a particular occupation.

JOB TITLE \_\_\_\_\_

1. What is the supply and demand of the workers locally? Where in Idaho?
2. What are the employment opportunities locally? Where in Idaho?
3. What is the nature of the work?
4. Work Environment (Under what conditions is this work performed?)
5. What are the special physical demands?
6. Name any special aptitudes . . . Mental, Emotional, Special physical skills.
7. What are the special interests people in this occupation possess?
8. Are there any special tools and equipment required in this occupation?
9. Do you have to have a certificate or license to work in this occupation?
10. Are there union requirements?
11. Schooling required to prepare for this job.
12. Apprenticeship YES \_\_\_\_\_ NO \_\_\_\_\_
13. How do you get started in this occupation?
14. Are there advancement opportunities in this field?
15. What are the average earnings per week in this occupation?
16. Name any special benefits such as retirement, insurance, etc.
17. What are the hours per week?
18. Are there paid vacations?

Career Development  
 Component:  Occupational Information  
 Unit:  In-Depth Study of One Job  
 Topic:  Technical

V-C-1

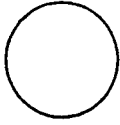
LESSON GUIDES:

LESSON TITLE: WHAT IS AN ENGINEER?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss the engineer and his role in this world of technology.</p>	<p>Discuss the opportunities in the field of engineering and the salary rates and qualifications.</p> <p>Read pages 19-22 titled "<u>World of Technology</u>" from <u>Career Opportunities</u>.</p> <p>Invite an engineer to attend your class and talk to the students on the field of engineering in regards to its growth and future rewards.</p> <p>Present a chart of the vast number of schools offering engineering technician programs.</p> <p>Show the film "Where the Action Is" which not only discusses the engineer but gives insight to other jobs.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Career Opportunities</u>, p. 313.</p> <p>Film: "Where the Action Is"          Idaho State University</p>

Evaluation: These objectives will have been met when the students are able to list some of the duties and rewards received from becoming an engineer.

Career Development  
 Component:  Occupational Information  
 Unit:  In-Depth Study of Jobs  
 Topic: Technical



LESSON GUIDES:  
 V-C-2

LESSON TITLE: WHO WILL BE THE TECHNICIANS OF TOMORROW?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss how technicians are utilized in industry.</p> <p>133</p> <p>Identify their potential for technical jobs.</p>	<p>Discuss what technicians are. Relate their place in today's world. Discuss personal traits which would cause a person to want to be a technician. Relate the educational requirements of this job.</p> <p>Point out the importance of the technician in development of luxuries we have in this modern life, and the challenges that go along with this kind of occupation. Handout: "Who Is a Potential Technician?"</p>	<p><u>Dictionary of Occupational Titles.</u></p> <p>Film: "Technicians"          Doubleday Multimedia          1371 Reynolds Avenue          Santa Anna, California</p> <p>Handout from <u>Career Opportunities Engineering Technicians</u>          Doubleday 1970          p. 27.</p>



Evaluation: These objectives will have been met when the students recognize the rewards of this particular job.

## WHO IS A POTENTIAL TECHNICIAN?

Young people who:

. . . .are attracted to the activities and sounds of construction projects, factories, airports, shipping terminals, and such places where men and machinery are working.

. . . .are attracted to laboratories or laboratory apparatus or scientific instruments. They notice and examine mechanical, electronic, radio, or photographic equipment when they see pictures of it in newspapers, comics, magazines, or on television.

. . . .like a science fiction or scientific exploration stories and pick out the television programs or magazines or books telling such stories.

. . . .see meaning in pictures of blueprints, factory production layouts, wiring diagrams, or water-flow charts.

. . . .like to do work on things, and answer the questions "What is it?" and "How does it work?"

. . . .are the handy men at home because they know how to use tools and like to adjust or fix things that are not working right.

from: Career Opportunities--  
Engineering Technicians  
Doubleday 1970  
p. 27.



Career Development

Component:  Occupational Information

Unit:  In-Depth Study of Jobs

Topic:  Agricultural

V-D-1

LESSON GUIDES:

LESSON TITLE: GRAIN INDUSTRY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Analyze self as to his worth in the grain industry.</p> <p>Identify what qualities are most desirable in a service job.</p>	<p>Discuss qualifications of this type of occupation. Give the student an opportunity to analyze his personal abilities in regard to this job and also the different varieties of jobs related with this industry.</p> <p>Discuss the qualities of service in which one has a positive reaction. List and evaluate undesirable traits in which one has a negative reaction. Elaborate on qualities to serve people.</p> <ol style="list-style-type: none"><li>Must be able to work with other people</li><li>Must be able to communicate</li><li>Must be able to analyze problems</li></ol>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Career Opportunities, 1969.</u> <u>Ferguson; Doubleday 79-920-22,</u> <u>page 303.</u></p>

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Evaluation: These objectives will have been met when the students are able to identify the abilities necessary for workers in the grain industry.

Career Development  
 Component:  Occupational Information  
 Unit:  In-Depth Study of One Job  
 Topic:  Agricultural Work

LESSON GUIDES:

LESSON TITLE: RANCHING AND LIVESTOCK INDUSTRY

V-D-2

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Analyze himself as to his interest in the ranching and livestock industry.</p>	<p>Discuss qualities in which one has a positive reaction to this type of work. List undesirable points in which one has a negative reaction.</p>	<p>Wilson Educational Cassette          "Outdoor Interest Occupations"          H. Wilson Corp.          555 West Taft Drive          South Holland, Illinois</p>
<p>List the necessary qualities he must possess in a self-employed industry such as the ranching and livestock industry.</p>	<p>Recognize traits necessary in order to do work of this kind.</p> <ol style="list-style-type: none"> <li>Must have knowledge of kind of work, hours, pay,</li> <li>Must be able to get along with others with whom he associates.</li> <li>Must be able to face reality and a certain amount of hardship.</li> <li>Must be able to cope with the elements of all seasons.</li> <li>Must be sure that this is the line for him.</li> <li>Must realize that time is not always his own. Sometimes, Sundays, long hours, and holidays are included as regular work days when it is necessary.</li> </ol>	



LESSON TITLE: RANCHING AND LIVESTOCK INDUSTRY  
(Con't)

Determine his interest in such an occupation.

Introduce a list of jobs within ranching and livestock. Clarify each job as a type of work. Consider the monetary part of it.

Dictionary of Occupational Titles

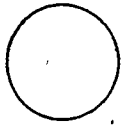
Evaluation: These objectives will have been met when the students can recognize the different types of work involved with ranching and livestock.

Career Development

Component:  Occupational Information

Unit:  In-Depth Study of One Job

Topic: Logging



V-E-1

LESSON GUIDES:

LESSON TITLE: THE LOGGING INDUSTRY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Identify the importance of conservation as related to the logging industry.</p>	<p>Discuss the conservation practices that are necessary to prevent over-taking one of our oldest and most valuable natural resources. Point out the danger of cutting too many trees.</p> <p>Arrange for a visit to a saw shop to investigate the cost of the initial investment of logging equipment.</p> <p>Hand out pamphlets with pictures of the logging industry from the beginning to the end of the finished product. PFI would be a good source for pamphlets.</p> <p>List any sub-divisions of the industry that give rise to job opportunities in other related occupations.</p> <p>Discuss the advantages of out-of-doors work in the woods and its healthful effect on the worker.</p>	<p>Get pamphlets on logging and conservation from Potlatch Forests, Inc., in Lewiston, Idaho.</p> <p>"The Potlatch Story" Potlatch Forests, Inc. Lewiston, Idaho 83501 (16 mm. 27 min)</p>

Evaluation: These objectives will have been met when the students can list some of the duties of the logging man.

Career Development

Component:  Occupational Information

Unit: In-Depth Study of One Job

Topic: Transportation

LESSON GUIDES:

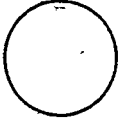
V-F-1

LESSON TITLE: TRUCK-TRAILOR DRIVING

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the procedures necessary in order to obtain a job as a trucker.</p> <p>Outline advantages and disadvantages of truck-trailor driving.</p>	<p>Discuss what is necessary so far as training is concerned--the benefit of a good attitude toward traffic safety. Explain licensing procedures. Point out the necessity of a good driving record.</p> <p>List all the skills that the driver must acquire in order to hold the job. Relate the aspects of salary and the opportunities for advancement in the field of work.</p> <p>Discuss good points as well as the bad ones for those who work as truck drivers--away from family for long periods of time, subjected to all kinds of weather conditions. See lots of country in travels and perform services for people.</p> <p>Visit a truck terminal and allow students to mingle and talk with the drivers as they prepare to leave on their trips. Perhaps arranging for more interested students to make a "run" with a driver.</p>	<p>Imperial International Learning Tapes, Inland Audio-Visual Company, Spokane, Washington 99205, "Truck Driver".</p>

Evaluation: These objectives will have been met when the student can see the advantages as well as the disadvantages to this field.

Career Development  
 Component:  Occupational Information  
 Field Trips  
 Unit:  
 Topic: Types of Work.



VI-A-1

LESSON GUIDES:

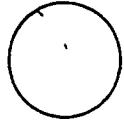
LESSON TITLE: PLANT TOURS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>See, hear, feel, and smell the environment in which they may work if they choose any of the occupations observed.</p> <p>Exhibit the behavior expected in a place of business.</p>	<p>Make arrangements with personnel of a local plant to have a tour conducted. Let him know the size of the group and the time, and what you wish to see. Teacher should make a preliminary visit and select important points to emphasize.</p> <p>Occupational Information on pages 231 and 232 give some good suggestions. Explain to students that they are to focus their attention on the workers not on the process. A discussion after the tour should be used to clear up any misunderstandings and initiate a discussion of abilities, aptitudes, interests, and job satisfaction.</p>	<p>Occupational Handbook by Robert Hoppock, McGraw-Hill Book Company.</p>

14  
14  
2

Evaluation: These objectives will have been met when the students have had the opportunity to see the workings of a business.

Career Development  
 Component:  Occupational Information  
 Unit:  Resource Personnel  
 Topic: Procedures



VII-A-1

LESSON GUIDES:

LESSON TITLE: RESOURCE PERSONNEL UTILIZATION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Listen to and question resource persons in a manner consistent with the objectives of the class.</p>	<p>Have students list possible resource people for occupational information.</p> <p>Have students list topics which interest them to enable the instructor to obtain some speakers.</p> <p>Role play some phoning exercises for making appointments before going to visit resource people.</p> <p>Practice proper contacting procedures.</p> <p>Seek workers for job information about conditions of work.</p> <p>Seek supervisors for job information about what workers need to do.</p>	<p>Contact local service and civil clubs, and the Chamber of Commerce.</p> <p>Local telephone book.</p> <p>Business and Industry Directory</p> <p><u>Occupational Outlook Handbook</u></p> <p>Science Research Associates Briefs</p> <p>Guidance material can be obtained from: Guidance Publications, 355 State Street Los Altos, California 94022</p>

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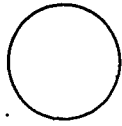
Evaluation: These objectives will have been met when the students can list appropriate questions and contact methods for obtaining job information from resource persons.

Career Development

Component:  Occupational Information

Unit: Day on the Job

Topic: Work Experiences



VIII-A-1

LESSON GUIDES:

LESSON TITLE: DAY ON THE JOB

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Observe a whole day of work with a worker.</p> <p>List job requirements, responsibilities, and activities.</p>	<p>Prearrange with parents and administrator for permission for students to be away from school for one whole day. Job observations could be selected by the students or assigned by the instructor.</p> <p>Have students suggest possible local jobs that would be possible to observe for a full day. Consult with resource committee for additional opportunities.</p> <p>Contact the employer or supervisor to obtain permission for one student to observe a job for one full day. Each student can write to one employer asking to observe a particular job for one day, and after returning, each student should write a thank-you note to the worker he observed and the employer of the worker.</p> <p>Students will write a summary in the format of a job brief of the job visited and report it to the class.</p>	<p>Community employers and workers.</p>

Evaluation: These objectives will have been met when the students are able to list the job requirements and types of activities that were observed.



Career Development  
 Component:  Occupational Information  
 Unit: Career Days  
 Topic: Preparation

IX-A-1

LESSON GUIDES:

LESSON TITLE: CAREER DAYS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the names of companies in the vicinity that employ workers.</p> <p>List employers expectations of workers.</p>	<p>Early preparation is necessary for Career Days. Correlate with the school administrator to choose responsible panel. Have students meet with an adult resource panel to expand their contacts with people in different occupations.</p> <p>Each panel member should have a student host. After Career Days, the student committee should send thank-you notes. Nicely written invitations would also be appropriate.</p> <p>Plan that jobs from each category should be discussed. Often employees or personnel managers can discuss requirements for several types of occupations they employ.</p> <p>Have students prepare questions to ask about job responsibilities, attitudes, and preparations required for employment.</p>	<p>Contact career speakers.</p>

Evaluation: These objectives will have been met when the students are able to list some of the responsibilities required in each occupation discussed. List names of companies that may employ them in the future.

Career Development  
 Component: Occupational Information  
 Unit: Constraints to Job Selection  
 Topic: Legal Records

X-A-1

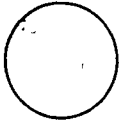
LESSON GUIDES

LESSON TITLE: HOW'S MY BACKGROUND? OR ANYONE FOR A FAMILY SKELETON?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Relate the importance of a good attendance, attitude, scholastic, extracurricular activity, work experience, citizenship, and reference record.</p> <p>Build such records satisfactorily in preparing for obtaining a job.</p>	<p>Discuss occupations where attendance is of vital importance. Arrange for a field trip through a local telephone company with a company representative informing students of the telephone company's policy of putting on probation employees missing more than three days per year.</p> <p>Discuss the value of work experience in securing future jobs. Have a local high school cooperative program director and Youth Employment Service employee speak on securing jobs. Have the speaker explain what personal characteristics a good scholastic and extracurricular activity participation indicates.</p> <p>Invite a local policeman to speak on the consequence of a police record on future jobs or military service.</p> <p>Emphasize that usually three references must be given in job applications. 1. Job experience, 2. Scholarship, and 3. Character.</p>	<p>Get a speaker from the Youth Employment Service.</p> <p>Get a speaker from the local police department.</p>

Evaluation: These objectives will have been met when the students realize the need for keeping a clean record.

Career Development  
 Component:  Occupational Information  
 Unit:  Job Constraints  
 Topic:  Legal Records



LESSON GUIDES:

X-A-2

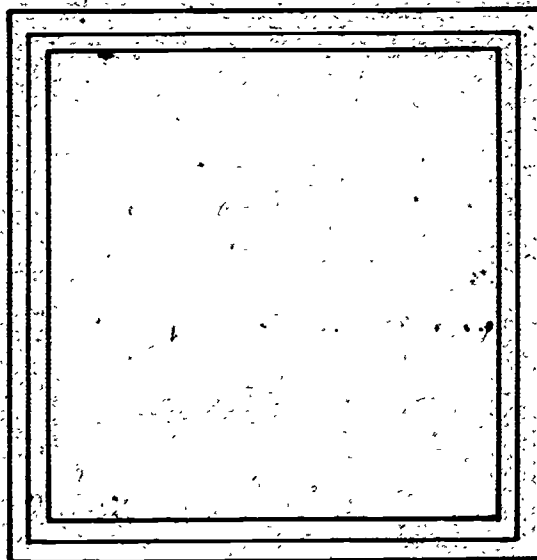
LESSON TITLE: WHAT OCCUPATIONS WILL TODAY'S PROBLEMS CREATE?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Discuss how occupations change and other jobs are created;</p> <p>Discuss that people change through world progress;</p> <p>Discuss that it is rewarding to have a vocation which helps meet other people's needs.</p>	<p>List some of the problems created by technology.          List vocations and jobs which these problems may create.</p> <p>List occupations of grandparents or ancestors.          List those jobs and occupations that are now extinct.</p> <p>Discuss personal values derived from jobs and occupations which help others.</p>	<p>Rowmar          "Jobs for the Now Generation"          Filmstrips and Cassettes</p>

14  
42  
7

Evaluation: These objectives will have been met when the students realize that more and more jobs are being created.

# IMPLEMENTING CAREER PLANS



## CAREER DEVELOPMENT

A COURSE OF STUDY  
RECOMMENDED FOR NINTH GRADE

**IDAHO STATE BOARD FOR VOCATIONAL EDUCATION**  
518 Front Street, Boise, Idaho 83702  
*In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501*

Implementing Career Plans Outline

I.	Selecting Broad Fields	
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	Selecting Broad Fields . . . . .	I-A-1
	Application of Interests and Abilities to Broad Fields . . . . .	I-A-2
II.	Selecting Representative Jobs	
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IV.	Planning Post High School Programs	
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Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Employment Service



V-A-1

LESSON GUIDES:

LESSON TITLE: WHAT CAN THE EMPLOYMENT OFFICE DO?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List services the employment office provides to aid the worker.</p> <p>List what process a person must do to obtain benefits of the employment service.</p> <p>Relate how the office obtains job openings and how they go about placing a person on a job.</p>	<p>A member of the staff of the local employment agency will come out and give a talk on the services of the employment office such as employment benefits, placement and training programs.</p> <p>A form that is filled out on an employed person will be explained and how the benefits work.</p> <p>Information and brochures from the employment office could give the material needed to find out how and where jobs are obtained by the office.</p>	<p>Arrange for a speaker.</p> <p>Supply forms for the class to use.</p> <p>Resource person Field trips</p>

10

Evaluation: These objectives will have been met when the students realize the help received from the employment office.

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Help Wanted Ads



V-B-1

LESSON GUIDES:

LESSON TITLE: HELP WANTED

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Use ads in various newspapers to find local opportunities.</p> <p>Interpret and read the ads.</p> <p>Prepare a letter in answer to a want ad.</p>	<p>Find out what jobs are open in your local community through the want ads. Discuss the sources of help wanted ads.</p> <ol style="list-style-type: none"> <li>Newspapers</li> <li>Magazines</li> <li>Posters</li> <li>Employment Office Notices</li> </ol> <p>Read and discuss several want ads. Have a large variety of interest to all the students. Have students review three ads and tell what employer means in the references</p> <p>Students write two letters of application.</p>	<p>"Extension, Evening Correspondence and Workshop Study" Wilson Educational Cassette.</p> <p>Newspapers and magazines.</p>

Evaluation: These objectives will have been met when students are able to list sources of help wanted ads and interpret their meaning.

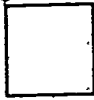


Career Development

Component:  Implementing Career Plans

Unit: Getting a Job

Topic: Job Interviews



V-C-1

LESSON GUIDES:

LESSON TITLE: THE JOB INTERVIEW

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Prepare for an interview.</p> <p>Use the proper procedure in simulated job interviews.</p>	<p>Define an interview and discuss the things the employer wants to find out about you. Discuss dress, manner, and attitude for the interview.</p> <p>Discuss the appropriate way to arrange for an interview by making an appointment. Inform students of the things they should have with them when they go for the interview. Role play video, or tape interview techniques.</p> <p>Divide the class. Appoint certain jobs to each group and have them write mock skits to portray various characters from case studies.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Succeeding in the World of Work</u></p> <p>International Learning Tapes</p> <p>"Your Job Interview"</p> <p>"The ABC's of Getting and Keeping a Job"</p> <p>"Applying for the Job You Want"</p>

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Evaluation: These objectives will have been met when the students are able to list the procedures for interviews.

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Preparing a Resume



V-D-1

LESSON GUIDES:

LESSON TITLE: THE BOSS NEEDS TO KNOW ABOUT YOU

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Prepare a personal data sheet.</p>	<p>Discuss information an employer should know about a prospective employee and ways an employer could obtain needed information.</p> <p>Display a collection of data sheets and discuss how to prepare one.</p> <p>Practice preparing data sheets, often called resumes.</p>	<p><u>Succeeding in the World of Work</u>          McKnight &amp; McKnight Publishing Company          Bloomington, Illinois.</p> <p><u>Secretarial Office Practice</u>          South-Western Publishing Company          Cincinnati, Ohio (\$3.60)</p>

Evaluation: These objectives will have been met when the students are able to fill out data sheets quickly, completely, and legibly.

Career Development.  
 Components:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Preparing a Resume



V-D-2

LESSON GUIDES:

LESSON TITLE: WHO IS A GOOD REFERENCE?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Write a reference request.</p> <p>Secure a list of personal references for use in applying for a job.</p>	<p>Explain the reasons for having a good recommendation, and the importance of a good reference in getting a job.</p> <p>Show a form that may be used for personal reference purposes. Invite an employer to attend class to discuss how much emphasis he may place on the recommendation--helping you stress the importance of a good reference.</p> <p>Students write letters securing permission to use selected persons as references.</p>	<p>"Your Personality and the You Others Know"          Guidance Associates          Harcourt, Brace, and World          Pleasantville, New York 10570          Film and Cassette</p>

Evaluation: These objectives will have been met when the students are able to make a list of persons whom they could use for reference if necessary.

Career Development  
Component:  Implementing Career Plans  
Unit: Getting a Job  
Topic: Preparing Application Letters



V-E-1

LESSON GUIDES:

LESSON TITLE: LETTER OF APPLICATION

AIMS AND OBJECTIVES

Students will be able to:  
Write application letters.

PROCEDURES AND ACTIVITIES

Discuss when the letters should be written and why they should be written.

Five phases in construction of the letter:

- a. The approach
- b. Creating interest
- c. Arousing desire
- d. Instilling confidence
- e. The closing paragraph

Have each student write a letter of application along with a personal data sheet.

RESOURCES AND REFERENCES

Succeeding in the World of Work  
pp. 43-51.

Have handouts on the letter form and content of the letter and the data sheet.

Evaluation: These objectives will have been met when the students are able to write letters of application including all the important points necessary.

Career Development

Component:  Implementing Career Plans

Unit: Planning Post High School Program

Topic: Military



IV-C-1

LESSON GUIDES:

LESSON TITLE: IS TRAINING IN THE MILITARY FOR ME?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List the opportunities military training provides for career preparation.</p>	<p>Compare other financial aid available for technical study such as vocational training.</p> <p>Contact local recruiting office for publications of training available in the service or send for free job training course information to Army Opportunities, Department 200, Hampton, Virginia 23369.</p> <p>Outline the qualification requirements for service entry.</p> <p>Discuss how young people who wish to be in the service can plan to use their training opportunities for their future goals.</p> <p>Find out how people use military training in civilian life. Get information from former service people or local ROTC program.</p> <p>List advantages and disadvantages of service related training.</p> <p>Get the local military service recruiter to speak.</p>	<p>Pamphlets from recruiting office.</p> <p>"Careers in the Military Service" Wilson Educational Cassette</p>

Evaluation: These objectives will have been met when the students are able to list some of the advantages and some of the disadvantages of service training.

Career Development

Component:  Implementing Career Plans

Unit: Planning Post High School Program

Topic: Apprenticeships



IV-D-1

LESSON GUIDES:

LESSON TITLE: APPRENTICE PROGRAMS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List apprenticeship vocations.</p> <p>Secure information about apprenticeship opportunities in the local community.</p>	<p>Define the term "apprentice." List different classifications of jobs and programs available.</p> <p>Use available occupational information to research specifics needed in the category you chose.</p>	<p>"Apprenticeships and On-The-Job Training"</p> <p>Wilson Educational Cassette</p> <p>Information can be obtained from the State Apprentice Coordinator in Boise, Idaho.</p> <p>The unions of different branches of work also have coordinators with information available.</p> <p>"Job Attitudes - Liking Your Job and Your Life"</p> <p>Guidance Associates</p> <p>Harcourt, Brace, and World</p> <p>Pleasantville, New York</p> <p>Filmstrips and Records</p>

Evaluation: These objectives will have been met when the students become aware of the advantages of an apprentice program.

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Employment Service



V-A-1

LESSON GUIDES:

LESSON TITLE: WHAT CAN THE EMPLOYMENT OFFICE DO?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>List services the employment office provides to aid the worker.</p> <p>List what process a person must do to obtain benefits of the employment service.</p> <p>Relate how the office obtains job openings and how they go about placing a person on a job.</p>	<p>A member of the staff of the local employment agency will come out and give a talk on the services of the employment office such as employment benefits, placement and training programs.</p> <p>A form that is filled out on an employed person will be explained and how the benefits work.</p> <p>Information and brochures from the employment office could give the material needed to find out how and where jobs are obtained by the office.</p>	<p>Arrange for a speaker.</p> <p>Supply forms for the class to use.</p> <p>Resource person Field trips</p>

Evaluation: These objectives will have been met when the students realize the help received from the employment office.

Career Development

Component:  Implementing Career Plans

Unit: Broad Categories of Work

Topic: Employment Service



V-A-2

LESSON GUIDES:

LESSON TITLE: COMPANY, INDUSTRIAL, AND GOVERNMENTAL EMPLOYMENT OFFICES (BOTH STATE AND FEDERAL)

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Understand the importance of "organization" even in small concerns.</p> <p>Recognize the many different types of work in single organizations.</p>	<p>Discuss how each enterprise organizes different occupational skills.</p> <p>List on the chalkboard five organizations, businesses, or individuals who may be in need of employees. Discuss with students which occupations their abilities relate. Assign the students to review brochures and identify local jobs which are considered social services. Report on individual findings.</p>	<p>"Social Service Occupations" Wilson Educational Cassettes</p> <p>Brochures from the local post office.</p>

Evaluation: These objectives will have been met when the students understand that one organization is made up of many occupations.





V-B-1

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Help Wanted Ads

LESSON GUIDES:

LESSON TITLE: HELP WANTED

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Use ads in various newspapers to find local opportunities.</p> <p>Interpret and read the ads.</p> <p>Prepare a letter in answer to a want ad.</p>	<p>Find out what jobs are open in your local community through the want ads. Discuss the sources of help wanted ads.</p> <ol style="list-style-type: none"> <li>Newspapers</li> <li>Magazines</li> <li>Posters</li> <li>Employment Office Notices</li> </ol> <p>Read and discuss several want ads. Have a large variety of interest to all the students. Have students review three ads and tell what employer means in the references.</p> <p>Students write two letters of application.</p>	<p>"Extension, Evening Correspondence and Workshop Study"        Wilson Educational Cassette.</p> <p>Newspapers and magazines.</p>

Evaluation: These objectives will have been met when students are able to list sources of help wanted ads and interpret their meaning.

Career Development

Component:  Implementing Career Plans

Unit: Getting a Job

Topic: Job Interviews



V-C-1

LESSON GUIDES:

LESSON TITLE: THE JOB INTERVIEW

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Prepare for an interview.</p> <p>Use the proper procedure in simulated job interviews.</p>	<p>Define an interview and discuss the things the employer wants to find out about you. Discuss dress, manner, and attitude for the interview.</p> <p>Discuss the appropriate way to arrange for an interview by making an appointment. Inform students of the things they should have with them when they go for the interview. Role play video, or tape interview techniques.</p> <p>Divide the class. Appoint certain jobs to each group and have them write mock skits to portray various characters from case studies.</p>	<p><u>Dictionary of Occupational Titles</u></p> <p><u>Succeeding in the World of Work</u></p> <p>International Learning Tapes</p> <p>"Your Job Interview"</p> <p>"The ABC's of Getting and Keeping a Job"</p> <p>"Applying for the Job You Want"</p>

44  
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Evaluation: These objectives will have been met when the students are able to list the procedures for interviews.

Career Development

Component:  Implementing Career Plans

Unit:  Getting a Job

Topic:  Preparing a Resume

V-D-1

LESSON GUIDES:

LESSON TITLE: THE BOSS NEEDS TO KNOW ABOUT YOU

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to;</p> <p>Prepare a personal data sheet.</p>	<p>Discuss information an employer should know about a prospective employee and ways an employer could obtain needed information.</p> <p>Display a collection of data sheets and discuss how to prepare one.</p> <p>Practice preparing data sheets, often called resumes.</p>	<p><u>Succeeding in the World of Work</u> McKnight &amp; McKnight Publishing Company Bloomington, Illinois.</p> <p><u>Secretarial Office Practice</u> South-Western Publishing Company Cincinnati, Ohio (\$3.60).</p>

4  
C  
3

Evaluation: These objectives will have been met when the students are able to fill out data sheets quickly, completely, and legibly.

Career Development

Component:  Implementing Career Plans

Unit: Getting a Job

Topic: Preparing a Resume



V-D-21

LESSON GUIDES:

LESSON TITLE: WHO IS A GOOD REFERENCE?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Write a reference request.</p> <p>Secure a list of personal references for use in applying for a job.</p>	<p>Explain the reasons for having a good recommendation, and the importance of a good reference in getting a job.</p> <p>Show a form that may be used for personal reference purposes. Invite an employer to attend class to discuss how much emphasis he may place on the recommendation--helping you stress the importance of a good reference.</p> <p>Students write letters securing permission to use selected persons as references.</p>	<p>"Your Personality and the You Others Know" Guidance Associates Harcourt, Brace, and World Pleasantville, New York 10570 Film and Cassette</p>

Evaluation: These objectives will have been met when the students are able to make a list of persons whom they could use for reference if necessary.

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Preparing Application Letters



V-E-1

LESSON GUIDES:

LESSON TITLE: LETTER OF APPLICATION

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:            Write application letters.</p>	<p>Discuss when the letters should be written and why they should be written.            Five phases in construction of the letter:            a. The approach            b. Creating interest            c. Arousing desire            d. Instilling confidence            e. The closing paragraph</p>	<p>Succeeding in <del>the</del> World of Work            pp. 43-51.</p>
	<p>Have each student write a letter of application along with a personal data sheet.</p>	<p>Have handouts on the letter form and content of the letter and the data sheet.</p>

Evaluation: These objectives will have been met when the students are able to write letters of application including all the important points necessary.

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Application Forms



V-F-1

LESSON GUIDES:

LESSON TITLE: FILLING OUT AN APPLICATION FORM

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>1 2 3</p> <p>Follow directions accurately, precisely, and neatly in completing application forms.</p>	<p>Check over the application forms for any words or terms that are unfamiliar. Discuss each until the students have an understanding of these words and terms as they apply to the form. Review basic information contained on most application forms.</p> <p>Have students fill out an application blank keeping in mind all the time the need for legibility, neatness and accuracy.</p>	<p>Provide a variety of application forms; enough for each student. Samples attached.</p> <p>Succeeding in the World of Work        McKnight &amp; McKnight Publishing Company</p> <p>Idaho application sheet from Idaho Personnel Office, Boise, Idaho.</p> <p>International Film Bureau        Filmstrip and LP record Series 2        "Job Applications"</p>

Evaluation: These objectives will have been met when the students are able to fill out the forms accurately and correctly.

PERSONAL DATA SHEET

Personal Information

- 1. Name \_\_\_\_\_
- 2. Present address \_\_\_\_\_
- 3. Permanent address \_\_\_\_\_
- 4. Phone \_\_\_\_\_
- 5. Date of birth \_\_\_\_\_
- 6. Place of birth \_\_\_\_\_
- 7. Social security number \_\_\_\_\_
- 8. Height \_\_\_\_\_
- 9. Weight \_\_\_\_\_
- 10. Color eyes \_\_\_\_\_
- 11. Color hair \_\_\_\_\_
- 12. Blood type \_\_\_\_\_
- Distinguishing scars or marks \_\_\_\_\_

Educational History

Complete the educational history chart below, beginning with the ninth grade and continuing up to the present, or to the last school you attended.

FROM	TO	NAME AND LOCATION OF SCHOOL	GRADUATE	DEGREE IF ANY	GRADE POINT AVERAGE

High school major: \_\_\_\_\_

College major: \_\_\_\_\_



(Con't)

Extracurricular activities, including any offices held:

High school: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

College: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

All courses taken in your major field in college:

NAME OF COURSE	INSTRUCTOR	UNITS	GRADE

Employment History

Fill out the following chart, beginning with the first job you had and continuing to the present.

POSITION HELD	DUTIES	IMMEDIATE SUPERVISOR	EMPLOYER	ADDRESS	DATES	
					FROM	TO



(Con't)

Military History

1. Branch of service \_\_\_\_\_
2. Serial number \_\_\_\_\_
3. Dates of service: From \_\_\_\_\_ To \_\_\_\_\_
4. Rank or rate at time of discharge \_\_\_\_\_
5. Type of discharge \_\_\_\_\_
6. Present draft status \_\_\_\_\_
7. Location of draft board \_\_\_\_\_
8. List any security clearances granted, with dates granted  
\_\_\_\_\_

Residence History (List all residences from birth to present)

STREET, CITY, STATE	FROM	TO

Family History

Marital status \_\_\_\_\_

Maiden name of spouse \_\_\_\_\_

(Con't)

Children

NAME	SEX	BIRTHDATE	BIRTHPLACE

List below all parents, spouse, brothers and sister, even though deceased:

RELATION	FULL NAME	ADDRESS (Enter "Deceased" if not living)	BIRTHDATE	BIRTHPLACE

Travel History (Outside the United States)

COUNTRY	DATE LEFT U.S.	DATE RETURNED TO U.S.

Miscellaneous History

1. List languages spoken besides English: \_\_\_\_\_
2. List active hobbies: \_\_\_\_\_

(Con't)

- 3. List any special skills: \_\_\_\_\_
- 4. List any special honors or awards won: \_\_\_\_\_
- 5. List organizations to which you belong: \_\_\_\_\_
- 6. List any arrests, other than for minor traffic violations, with dates and charges: \_\_\_\_\_
- 7. List any convictions: \_\_\_\_\_

Personal References

NAME	ADDRESS	NUMBER OF YEARS KNOWN

Personal Documents

Attach photostatic copies of the following documents:

- 1. Birth certificate
- 2. Military discharge
- 3. High school diploma
- 4. College degree

HEALTH HISTORY

In case of illness or accident, notify:

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone number \_\_\_\_\_

The following information is required to assist the doctor in determining each prospective employee's condition of health. Answer questions carefully by placing an X in the YES or NO column.

(Con't)

Have you ever had or do you have any of the following?

	Yes	No		Yes	No
1. High blood pressure	___	___	18. Yellow jaundice	___	___
2. Heart trouble	___	___	19. Fainting spells	___	___
3. Rheumatic fever	___	___	20. Gall bladder trouble	___	___
4. Rheumatism or arthritis	___	___	21. Epilepsy	___	___
5. Kidney trouble	___	___	22. Dislocation of joints	___	___
6. Stomach or duodenal ulcer	___	___	23. Broken bones	___	___
7. Diabetes	___	___	24. Back pain	___	___
8. Tuberculosis	___	___	25. Back injury	___	___
9. Asthma	___	___	26. Knee injury	___	___
10. Hay fever	___	___	27. Head injury	___	___
11. Allergies	___	___	28. Varicose veins	___	___
12. Shortness of breath	___	___	29. Severe headaches	___	___
13. Rupture or hernia	___	___	30. Mental or nervous disorders	___	___
14. Cancer	___	___	31. Complications from childhood diseases	___	___
15. Tumor	___	___			
16. Skin conditions or chronic rash	___	___			
17. Anemia	___	___			
32. Have you ever had an injury which caused you to lose time from work	___	___			
33. Do you receive any pension for disability from the government?	___	___			
Are you at present under the doctor's care for any condition?	___	___			
35. Are you taking any medication at this time?	___	___			
36. Date of last chest x-ray _____					
37. Have you ever had any operations? _____ If yes, please list name and date of operation: _____					

FAMILY HISTORY

Have any members of your family had or do they now have any of the following conditions?

Condition	Yes	No	Relationship to You
			(That is, Mother, Father, Etc.)
Tuberculosis	___	___	_____
High blood pressure	___	___	_____
Diabetes	___	___	_____
Kidney disease	___	___	_____
Epilepsy	___	___	_____
Mental illness	___	___	_____

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Social Security



V-G-1

LESSON GUIDES:

LESSON TITLE: HOW ABOUT THE BENEFITS?

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>List possible benefits offered in various jobs.</li> <li>Describe what fringe benefits are and how they can be beneficial.</li> <li>Evaluate fringe benefits in relation to personal values.</li> </ul>	<p>Display several contracts which describe job benefits.</p> <p>Make a list of all the things the class identifies as being fringe benefits. Students research benefits as related to several job goals.</p> <p>In the classified section of the newspaper, have students study job ads which include job benefits.</p> <p>Present the class with several benefit "contracts" or plans and let them determine which has the most to offer. Debate values of the job benefits.</p>	<p>"Career Opportunities"          Walter M. Arnold          J. G. Ferguson Publishing Co.          Chicago, Illinois</p> <p>"Occupational Outlook Handbook"          Bulletin No. 1650          U.S. Department of Labor</p> <p>Obtain some sample contracts.</p>

Evaluation: These objectives will have been met when the students are able to recognize the fringe benefits of various jobs.

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Social Security



V-G-2

LESSON GUIDES:

LESSON TITLE: SOCIAL SECURITY BENEFITS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Determine social security to be deducted from pay checks.</li> <li>List various social security benefits.</li> </ul>	<p>Discuss various kinds of social security (unemployment compensation, old age insurance, survivors insurance, disability insurance, and health insurance).</p> <p>Discuss eligibility for benefits under each kind and where to apply for benefits. Also, discuss the importance of registering for a Social Security number and where to apply for your number. Discuss the importance of filing an application for benefits and occupations covered by Social Security laws.</p>	<p>Secure pamphlets from the Social Security Office which explains the laws and benefits.</p> <p>"What You Should Know Before You Go To Work"          Guidance Associates Sound Filmstrips</p>

Evaluation: These objectives will have been met when the students recognize the necessity of securing their social security number.

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Full Text Provided by ERIC

Career Development  
 Component:  Implementing Career Plans  
 Unit: Getting a Job  
 Topic: Social Security



V-G-3.

LESSON GUIDES:

LESSON TITLE: SOCIAL SECURITY FORMS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Obtain social security card.</p> <p>Discuss the W-4 form and its use.</p> <p>Discuss how the W-2 form - Wage and Tax Statement is used.</p>	<p>Show students your social security card and have students show their cards if they have one. Discuss how to obtain the card and why workers are required to have it for employment. Assist the students who do not have a social security card to obtain one.</p> <p>Give each student a blank copy of a W-4 form - Employee's Withholding Exemption Certificate. Discuss how, when, and why the form is completed.</p> <p>Give each student a blank copy of the W-2 form. Discuss how, when, and why the form is completed.</p>	<p>The local Social Security Office will provide you with booklets, speakers, and blank forms.</p> <p>"Saving for Security" (Functional Living Series) International Film Bureau 332 South Michigan Avenue Chicago, Illinois 60604</p>

Evaluation: These objectives will have been met when the students understand the use of the different tax forms.

Career Development

Component:  Implementing Career Plans

Unit: Holding a Job

Topic: Unions



VI-A-1

LESSON GUIDES:

LESSON TITLE: UNIONS

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Describe labor unions in regard to organization, membership, and functions of unions.</p> <p>List advantages and disadvantages of labor unions.</p>	<p>Present a handout from the American Federation of Labor which will give a concise definition of a union. Formulate questions from the handout in regards to membership, qualifications, etc.</p> <p>Invite a union official to discuss and answer questions that the students may have about the unions. Show the filmstrip on Labor Unions followed by a discussion period.</p>	<p><u>American Federation of Labor</u> George Meany 815-16th St. Washington, D. C.</p> <p>Filmstrip: "Labor Unions" Eyegate 7-5F No. 371.42</p>

Evaluation: These objectives will have been met when the students understand the need and use of unions.



Career Development

Component:  Implementing Career Plans

Unit: Holding a Job

Topic: Managing Money (Continuity of Employment)



VI-B-1

LESSON GUIDES:

LESSON TITLE: MANAGING MONEY

AIMS AND OBJECTIVES	PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
<p>Students will be able to:</p> <p>Develop a plan for money management.</p>	<p>Knowledge and careful planning are important in a budget. Financial responsibility to ones self, family, and community make money management a necessity.</p> <p>The advantages of planning and using a budget are:</p> <ol style="list-style-type: none"><li>1. Forces you to establish goals</li><li>2. Helps you live on money earned</li><li>3. Helps eliminate wasteful habits</li><li>4. Helps achieve long range goals</li><li>5. Gives valuable experience</li></ol> <p>Suggestions for keeping the plan working are:</p> <ol style="list-style-type: none"><li>1. Keep it simple</li><li>2. Be realistic</li><li>3. Make it adjustable</li><li>4. Develop a system</li><li>5. Have a certain place to keep records.</li></ol>	<p>Succeeding in the World of Work Kimbrell and Vineyard McKnight &amp; McKnight Publishing Company.</p> <p>Filmstrip: "Budgeting Your Money" Eyegate 7-5E Jamaica, New York.</p>

LESSON TITLE: MANAGING MONEY  
(Con't)

The budget should include the following:

1. Estimated income
2. Future fixed expenses
3. Future flexible expenses
4. Day-to-day living costs
5. Trial plan

Evaluation: These objectives will have been met when the student are able to set up a model budget which could be used if they were working.

Career Development

Component:  Implementing Career Plans

Unit: Holding a Job

Topic: Employee Obligations and Responsibilities.



VI-C-1

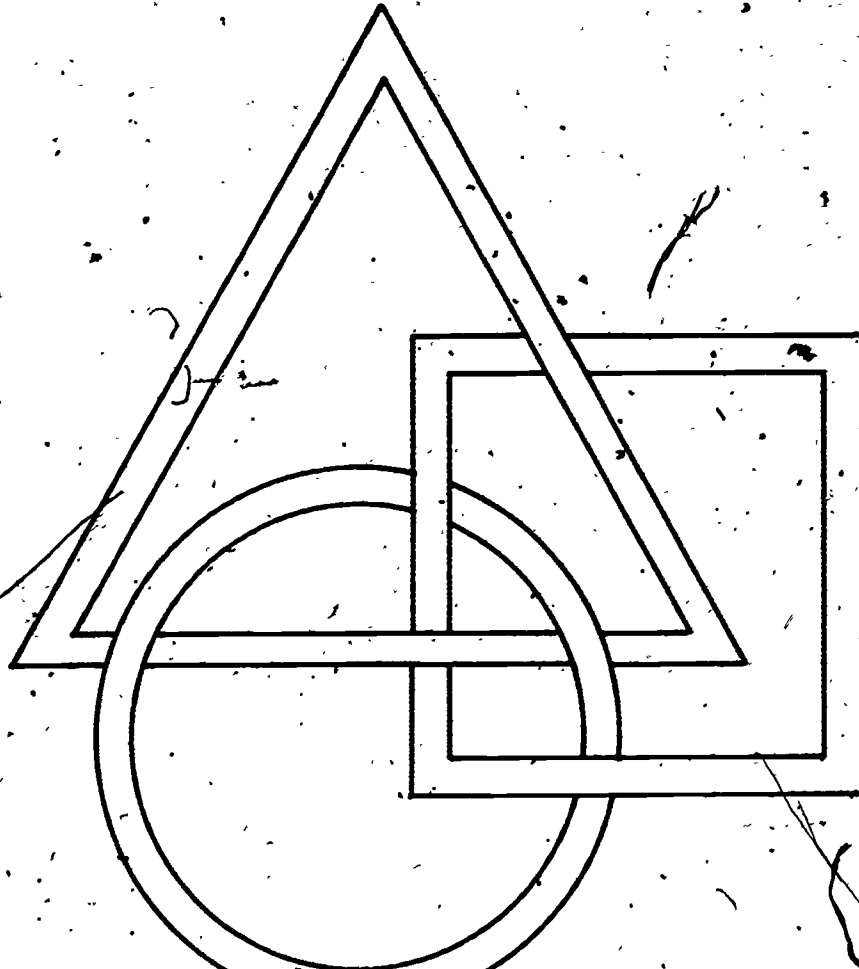
LESSON GUIDES:

LESSON TITLE: DON'TS FOR JOB SEEKERS

RESOURCES AND REFERENCES		PROCEDURES AND ACTIVITIES	RESOURCES AND REFERENCES
			<p>You and Your Job J. G. Ferguson Publishing Company Chicago, Illinois</p> <p>Occupational Outlook Handbook</p> <p>Film: "Getting and Keeping Your First Job" International Film Bureau Filmstrip and LP record "Do's and Don'ts During the Interview."</p>
<p>AIMS AND OBJECTIVES</p> <p>Students will be able to:</p> <p>List employees obligations and responsibilities.</p>		<p>Make a list of do's and don'ts in:</p> <ul style="list-style-type: none"> <li>Personal appearance</li> <li>Attitude</li> <li>Honesty</li> <li>Dependability</li> <li>Punctuality</li> </ul> <p>Discuss the importance of incorporating these qualities into their views now in preparation for the future.</p> <p>Students put on some mock interviews. One group will do it wrong and the other group will correct the mistakes. Stress importance of practicing and developing correct attitudes now.</p>	

Evaluation: These objectives will have been met when the students realize that the job seeker needs many impressive traits.

# APPENDIX



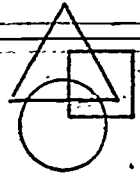
## CAREER DEVELOPMENT

A COURSE OF STUDY  
RECOMMENDED FOR NINTH GRADE.

**IDAHO STATE BOARD FOR VOCATIONAL EDUCATION**  
518 Front Street, Boise, Idaho 83702

*In Cooperation with Lewis-Clark State College, Lewiston, Idaho 83501*

CAREER DEVELOPMENT COURSE



Instructional Concepts to use for expanding this course should include these ingredients:

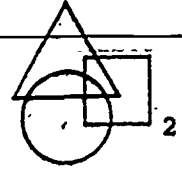
I. Vocational Planning

- A. Identifying Potential
- B. Exploring Clusters of Occupations
- C. Exploring Training

II. Vocational Preparation

- A. Employment Requirements
- B. Personal Skills
  - 1. Grooming
  - 2. Speech
  - 3. Reading ,
  - 4. Writing
- C. Job-Work Functions
  - 1. Measuring
  - 2. Time
  - 3. Money
  - 4. Job Tools
- D. Job Attitudes
  - 1. Cooperation
  - 2. Reliability
  - 3. Promptness
- E. Job Skills
  - 1. Writing Applications, Reports, and Orders
    - a. Legibility
    - b. Clarity
    - c. Spelling
  - 2. Summary

APPENDIX



The following Occupational Categories and two-digit divisions are found in the Dictionary of Occupational Titles, Volume II on pages 1 and 2.

OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

Occupational Categories

- 0) Professional, technical, and managerial occupations
- 1) Clerical and sales occupations
- 2 Service occupations
- 3 Farming, fishery, forestry, and related occupations
- 4 Processing occupations
- 5 Machines trades occupations
- 6 Bench work occupations
- 7 Structural work occupations
- 8 Miscellaneous occupations
- 9

TWO-DIGIT OCCUPATIONAL DIVISIONS

Professional, Technical, and Managerial Occupations

- 00) Occupations in architecture and engineering
- 01) Occupations in mathematics and physical sciences
- 02 Occupations in life sciences
- 04 Occupations in social sciences
- 05 Occupations in medicine and health
- 07 Occupations in education
- 09 Occupations in museum, library, and archival sciences
- 10 Occupations in law and jurisprudence
- 11 Occupations in religion and theology
- 12 Occupations in writing
- 13 Occupations in art
- 14 Occupations in entertainment and recreation
- 15 Occupations in administrative specializations
- 16 Managers and officials, n.e.c.
- 18 Miscellaneous professional, technical, and managerial occupations
- 19

Clerical and Sales Occupations

- 20 Stenography, typing, filing, and related occupations
- 21 Computing and account-recording occupations
- 22 Material and production recording occupations
- 23 Information and message distribution occupations
- 24 Miscellaneous clerical occupations
- 25 Salesmen, services

- 3
- 26 }  
27 } Salesmen and salespersons, commodities  
28 }  
29 } Merchandising occupations, except salesmen.

#### Service Occupations

30. Domestic service occupations  
31 Food and beverage preparation and service occupations  
32 Lodging and related service occupations  
33 Barbering, cosmetology, and related service occupations  
34 Amusement and recreation service occupations  
35 Miscellaneous personal service occupations  
36 Apparel and furnishings service occupations  
37 Protective service occupations  
38 Building and related service occupations

#### Farming, Fishery, Forestry, and Related Occupations


- 40 Plant farming occupations  
41 Animal farming occupations  
42 Miscellaneous farming and related occupations  
43 Fishery and related occupations  
44 Forestry occupations  
45 Hunting, trapping, and related occupations  
46 Agricultural service occupations

#### Processing Occupations

- 50 Occupations in processing of metal  
51 Ore refining and foundry occupations  
52 Occupations in processing of food, tobacco, and related products  
53 Occupations in processing of paper and related materials  
54 Occupations in processing of petroleum, coal, natural and  
manufactured gas, and related products  
55 Occupations in processing of chemicals, plastics, synthetics,  
rubber, paints, and related products  
56 Occupations in processing of wood and wood products  
57 Occupations in processing of stone, clay, glass, and related  
products  
58 Occupations in processing of leather, textiles, and related  
products  
59 Processing occupations, n.e.c.

#### Machine Trades Occupations

- 60 Metal machining occupations  
61 Metalworking occupations, n.e.c.  
62 } Mechanics and machinery repairmen  
63 }  
64 Paperworking occupations

- 
65. Printing occupations  
66. Wood machining occupations  
67. Occupations in machining stone, clay, glass, and related materials  
68. Textile occupations  
69. Machine trades occupations, n.e.c.

#### Bench Work Occupations

70. Occupations in fabrication, assembly, and repair of metal products, n.e.c.  
71. Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products  
72. Occupations in assembly and repair of electrical equipment  
73. Occupations in fabrication and repair of products made from assorted materials  
74. Painting, decorating, and related occupations  
75. Occupations in fabrication and repair of plastics, synthetics, rubber, and related products  
76. Occupations in fabrication and repair  
77. Occupations in fabrication and repair of sand, stone, clay, and glass products  
78. Occupations in fabrication and repair of textile, leather, and related products  
79. Bench work occupations, n.e.c.

#### Structural Work Occupations

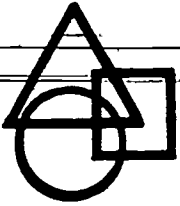
80. Occupations in metal fabricating, n.e.c.  
81. Welders, flame cutters, and related occupations  
82. Electrical assembling, installing, and repairing occupations  
84. Painting, plastering, waterproofing, cementing, and related occupations  
85. Excavating, grading, paving, and related occupations  
86. Construction occupations, n.e.c.  
89. Structural work occupations, n.e.c.

#### Miscellaneous Occupations

90. Motor freight occupations  
91. Transportation occupations, n.e.c.  
92. Packaging and materials handling occupations  
93. Occupations in extraction of minerals  
94. Occupations in logging  
95. Occupations in production and distribution of utilities  
96. Amusement, recreation, and motion picture occupations, n.e.c.  
97. Occupations in graphic art work

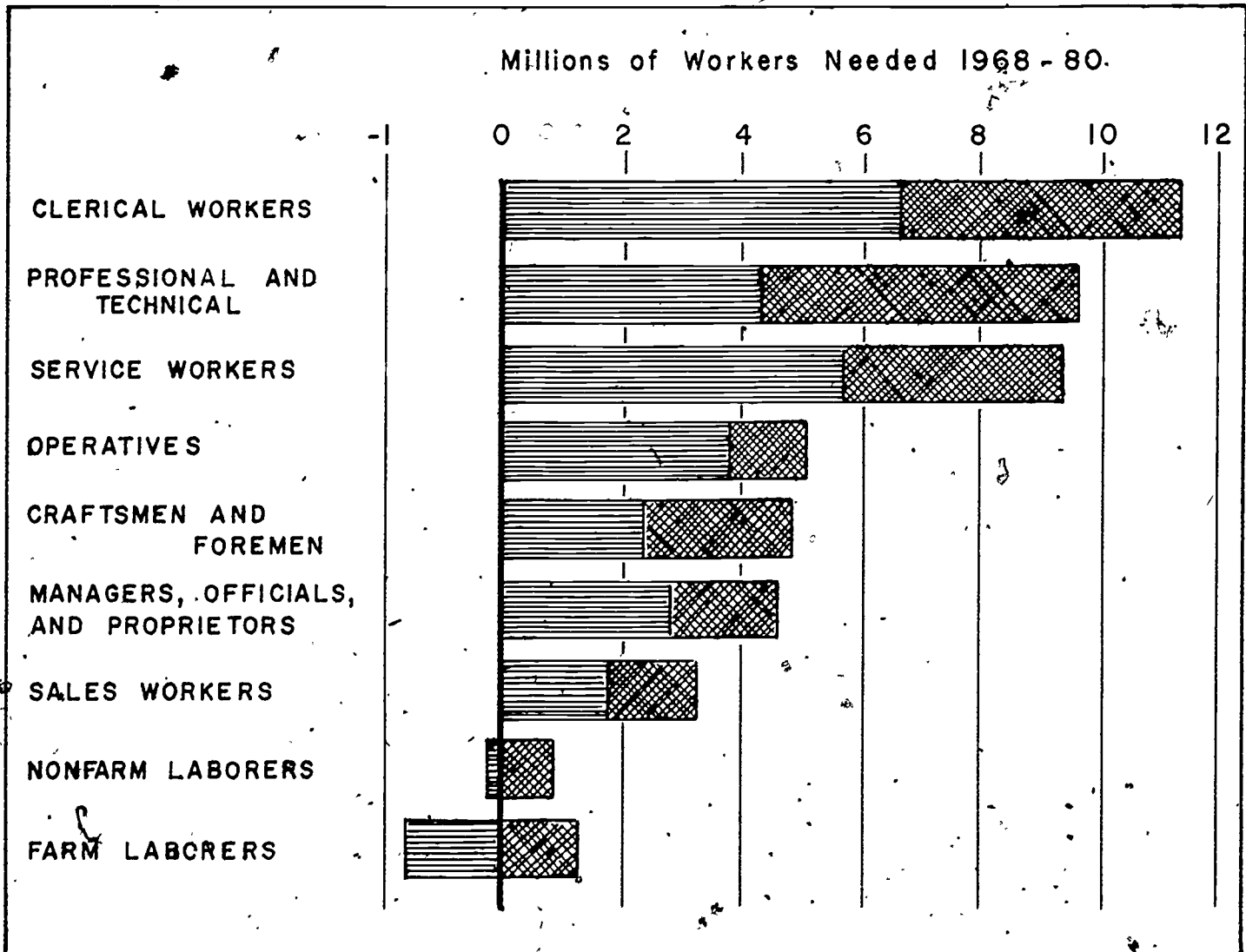
See Volume II for other divisions and groups, worker trait explanations, Industry Index, and other information about occupations.

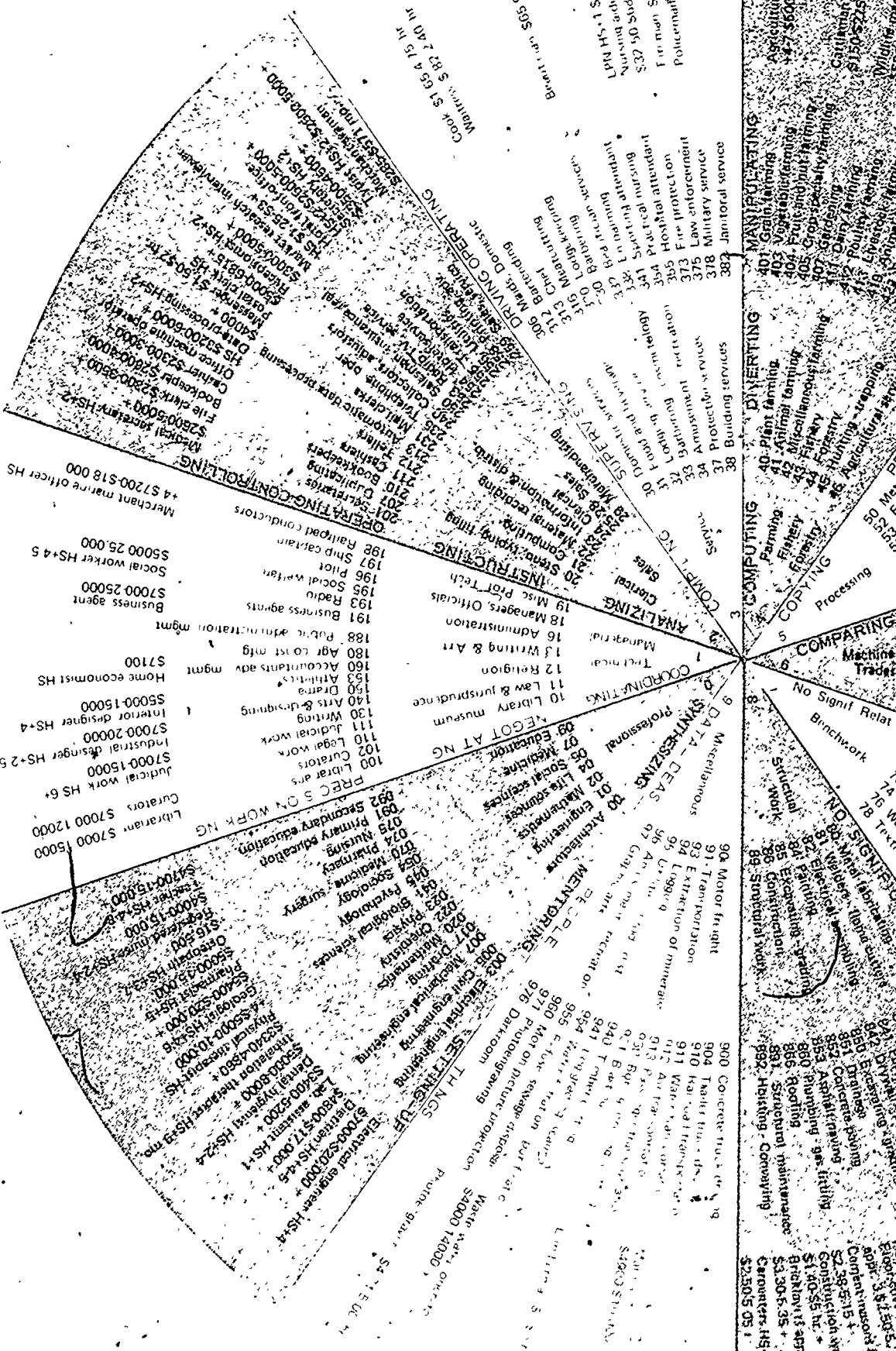


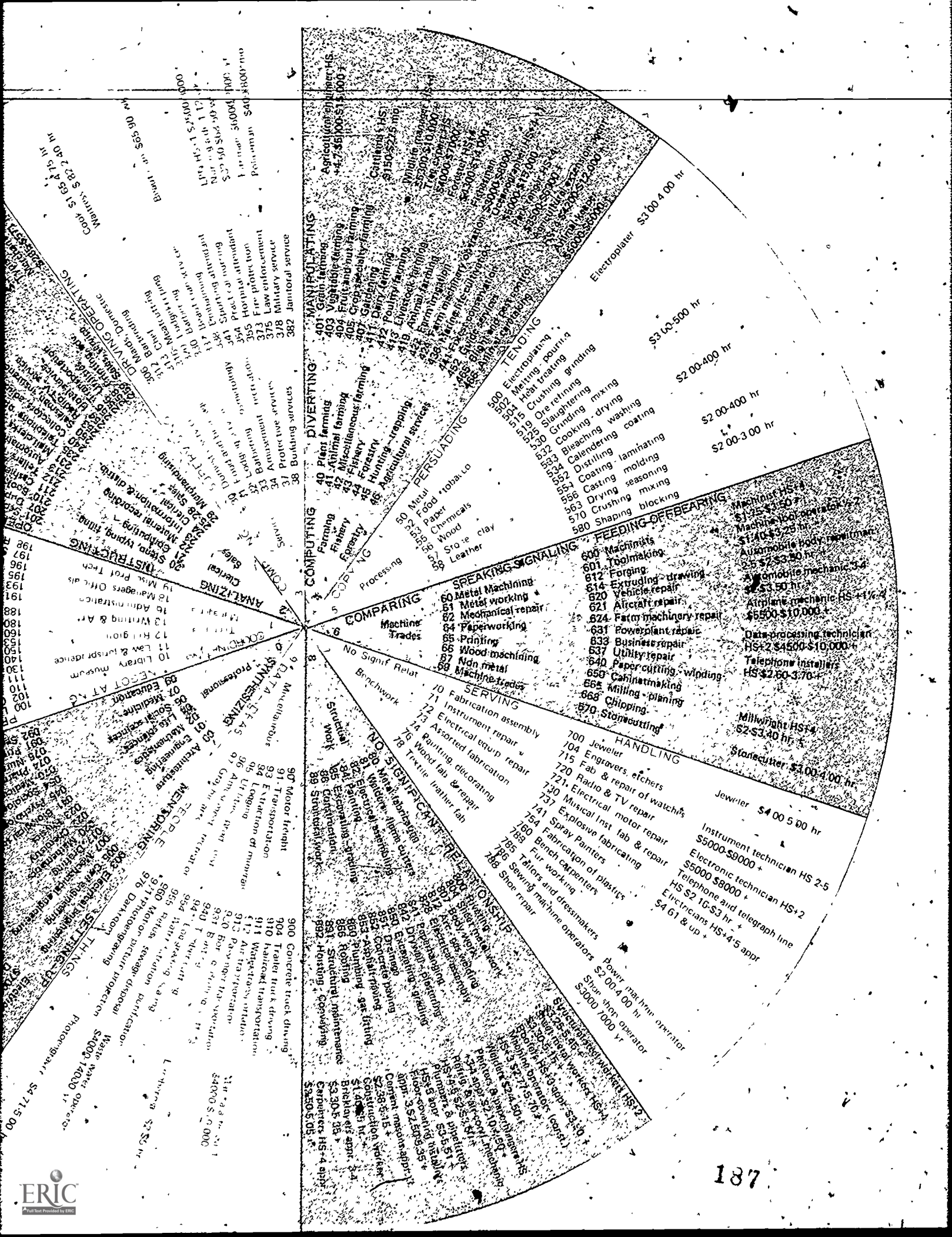


# Training Needs Are Determined By Replacement Plus Growth

(DEATHS AND RETIREMENTS)







**MANUFACTURING**

401 Grain farming  
 403 Vegetable farming  
 404 Fruit and nut farming  
 405 Crop and specialty farming  
 407 Gardening  
 412 Dairy farming  
 413 Livestock farming  
 423 Animal husbandry  
 424 Farm management  
 425 Farm machinery  
 426 Farm and home improvement  
 427 Farm and home maintenance  
 428 Farm and home safety  
 429 Farm and home security  
 430 Farm and home utility  
 431 Farm and home waste management  
 432 Farm and home water management  
 433 Farm and home energy management  
 434 Farm and home pest management  
 435 Farm and home fire management  
 436 Farm and home disaster management  
 437 Farm and home emergency management  
 438 Farm and home health management  
 439 Farm and home education management  
 440 Farm and home recreation management

**DIVERTING**

40 Plant farming  
 41 Animal husbandry  
 42 Miscellaneous farming  
 43 Forestry  
 44 Hunting and trapping  
 45 Agricultural services  
 50 Metal  
 51 Food  
 52 Paper  
 53 Chemicals  
 54 Wood  
 55 Stone  
 56 Clay  
 57 Leather

**COMPUTING**

40 Farming  
 41 Fishing  
 42 Forestry  
 43 Processing

**ANALYZING**

10 Library museum  
 11 Law & jurisprudence  
 12 Writing & art  
 13 Administration  
 14 Management  
 15 Business  
 16 Management  
 17 Management  
 18 Management  
 19 Management  
 20 Management

**COMPARING**

Machine Trades  
 60 Metal Machining  
 61 Metal working  
 62 Mechanical repair  
 64 Paperworking  
 65 Printing  
 66 Wood machining  
 67 Non metal  
 68 Machine trades

**SERVING**

70 Fabrication assembly  
 71 Instrument repair  
 72 Electrical repair  
 73 Assorted fabrication  
 74 Ruiting, decorating  
 75 Wood fab & repair  
 76 Textile leather fab

**HANDLING**

700 Jeweler  
 704 Engravers, etchers  
 715 Fab & repair of watch's  
 720 Radio & TV repair  
 721 Musical motor repair  
 730 Explosive inst. fab & repair  
 741 Spray painters  
 750 Fabrication of plastics  
 754 Bench carpenters  
 755 Fur working  
 756 Tailors and dressmakers  
 758 Sewing machine operators  
 760 Shoe repair

**FEEDING**

600 Machinists  
 601 Toolmaking  
 612 Forging  
 614 Extruding - drawing  
 620 Vehicle repair  
 621 Aircraft repair  
 624 Farm machinery repair  
 631 Powerplant repair  
 633 Business repair  
 637 Utility repair  
 640 Paper cutting - winding  
 650 Cabinetmaking  
 655 Milling - planing  
 668 Chipping  
 670 Stonecutting

**FEEDING OFF BEARING**

Machinist HS  
 \$125-\$150  
 Machine tool operator  
 \$140-\$225 hr  
 Automobile body repairman  
 \$2-\$2.50 hr  
 Automobile mechanic HS  
 \$2.50-\$3.50 hr  
 Aircraft mechanic HS  
 \$4.50-\$10.000  
 Data processing technician  
 HS-2 \$4500-\$10,000  
 Telephone installers  
 HS \$2.60-3.70  
 Millwright HS-4  
 \$2-\$3.40 hr  
 Stonecutter \$3.00-4.00 hr  
 Jeweler \$4.00-5.00 hr  
 Instrument technician HS-2-5  
 \$5000-\$8000  
 Electronic technician HS-2  
 \$5000-\$8000  
 Telephone and telegraph line  
 HS \$2.16-\$3 hr  
 Electricians HS-4-5 appr  
 \$4.61 & up

**TENDING**

500 Electroplating  
 502 Heat treating  
 519 Ore refining  
 519 Slaughtering  
 520 Grinding - drying  
 521 Bleaching - washing  
 522 Coating - laminating  
 523 Distilling - molding  
 524 Casting - seasoning  
 525 Drying - mixing  
 526 Crushing - blocking  
 570 Shaping

**PERSUADING**

50 Metal  
 51 Food  
 52 Paper  
 53 Chemicals  
 54 Wood  
 55 Stone  
 56 Clay  
 57 Leather

**SPEAKING**

60 Metal Machining  
 61 Metal working  
 62 Mechanical repair  
 64 Paperworking  
 65 Printing  
 66 Wood machining  
 67 Non metal  
 68 Machine trades

**NO SIGNIF RELAT**

800 Concrete truck driving  
 904 Trailer fuel drawing  
 910 Haulage transportation  
 911 Water-truck operation  
 912 Air transport operation  
 913 Passenger transport operation  
 920 Bar & driving  
 940 T-shirt printing  
 954 Laundry printing  
 955 Motor vehicle repair  
 960 Motor vehicle repair/disposal  
 971 Photocopying/printing  
 976 Darkroom  
 Waste water operators  
 \$4000-14000 yr  
 Photocopying  
 \$4.75-5.00

**NO SIGNIF RELAT**

900 Concrete truck driving  
 904 Trailer fuel drawing  
 910 Haulage transportation  
 911 Water-truck operation  
 912 Air transport operation  
 913 Passenger transport operation  
 920 Bar & driving  
 940 T-shirt printing  
 954 Laundry printing  
 955 Motor vehicle repair  
 960 Motor vehicle repair/disposal  
 971 Photocopying/printing  
 976 Darkroom  
 Waste water operators  
 \$4000-14000 yr  
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900 Concrete truck driving  
 904 Trailer fuel drawing  
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 954 Laundry printing  
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 971 Photocopying/printing  
 976 Darkroom  
 Waste water operators  
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 Photocopying  
 \$4.75-5.00

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900 Concrete truck driving  
 904 Trailer fuel drawing  
 910 Haulage transportation  
 911 Water-truck operation  
 912 Air transport operation  
 913 Passenger transport operation  
 920 Bar & driving  
 940 T-shirt printing  
 954 Laundry printing  
 955 Motor vehicle repair  
 960 Motor vehicle repair/disposal  
 971 Photocopying/printing  
 976 Darkroom  
 Waste water operators  
 \$4000-14000 yr  
 Photocopying  
 \$4.75-5.00



## CAREER AWARENESS CIRCLE GRAPH

Circle Graph shows clues to job functions.

Develop your own personal Career Survey Organizer in the blank Circle Graph.

Use DOT Code (Dictionary of Occupational Titles), used by U. S. Department of Labor and State Department of Employment classification system for identifying job titles.

Center Ring: Broad areas of Careers, 0-9, one digit identification.

Know important functions	0. Professional
(See DOT Code circle graph)	1. Managerial technical
(Relationship to data in first digit)	2. Clerical - Sales
	3. Service
	4. Farming, Fishery, Forestry
	5. Processing
	6. Machine Trades
	7. Bench Work
	8. Structural Work
	9. Miscellaneous

Second Ring: Jobs with at least two digit DOT Code.

List at least 3 in each broad area of careers.

Write in titles of three divisions of jobs.

Look up major requirements.

(Relationship to <sup>things</sup> ~~people~~ in second digit)

Third Ring: Jobs with at least three digit DOT Code.

Write in title of each you learn about.

List and study job briefs of at least six different jobs in each area (at least two jobs for each division).

(Relationship to people in third digit)

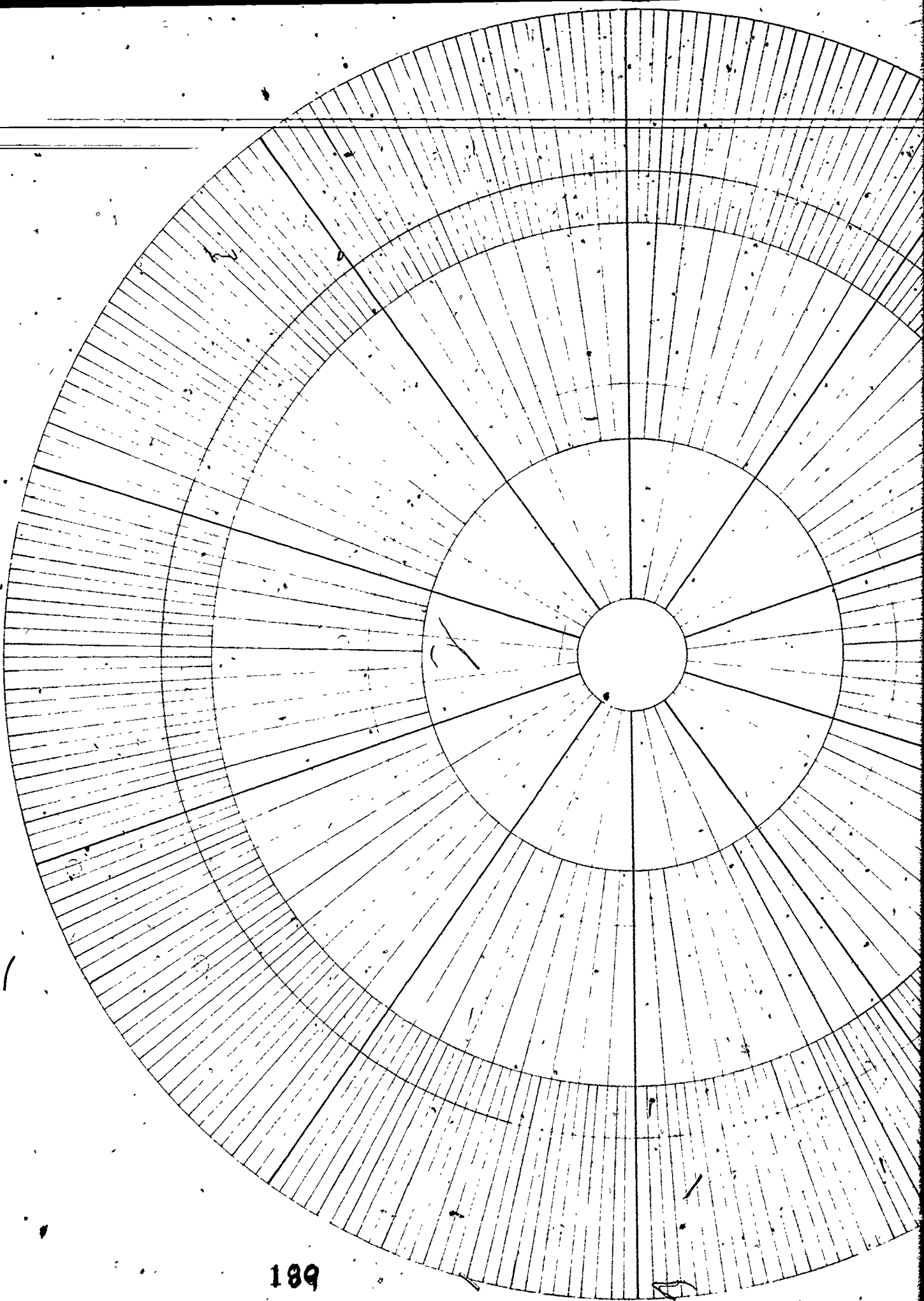
Outside Ring: List job choices with job title number of goal jobs, entry jobs, interim jobs, pay of each, major activity or skill required.

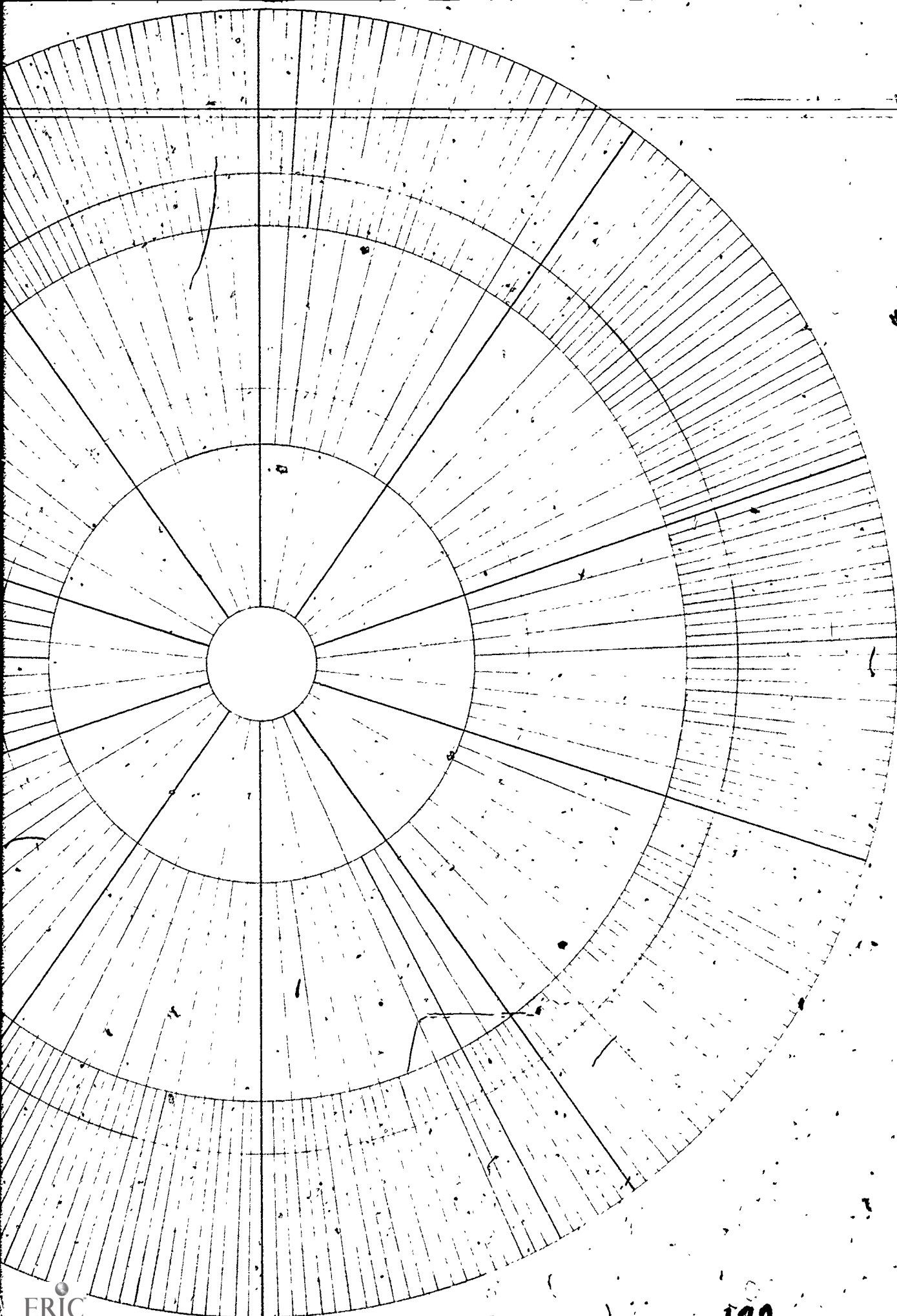
Amount of training required

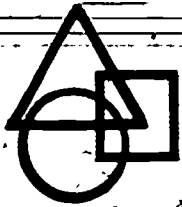
Where training offered (and cost)

Advantages

Disadvantages





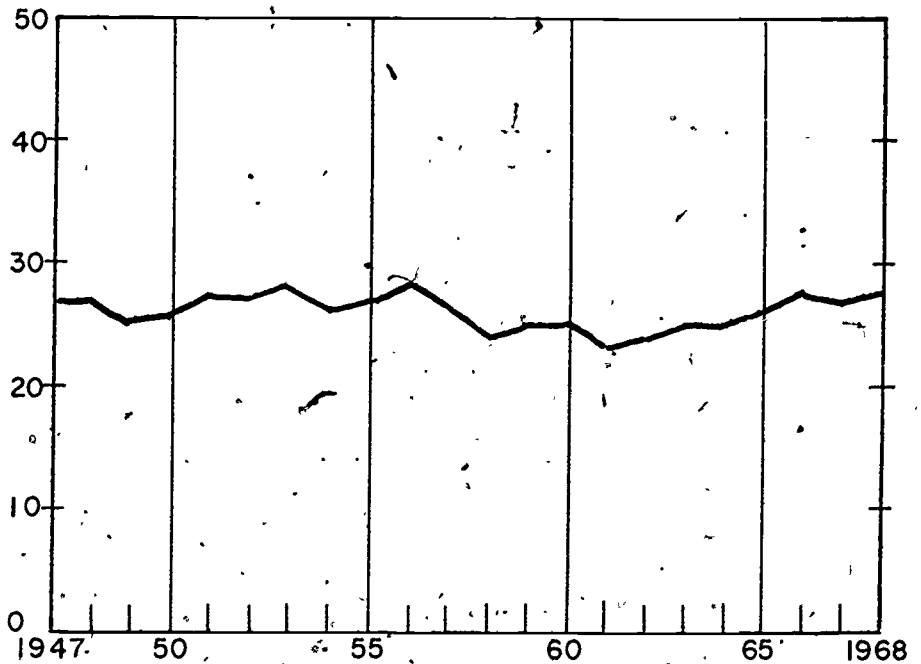


# INDUSTRIES PROVIDING SERVICES OFFER MORE JOBS THAN THOSE PROVIDING GOODS

MILLION WORKERS

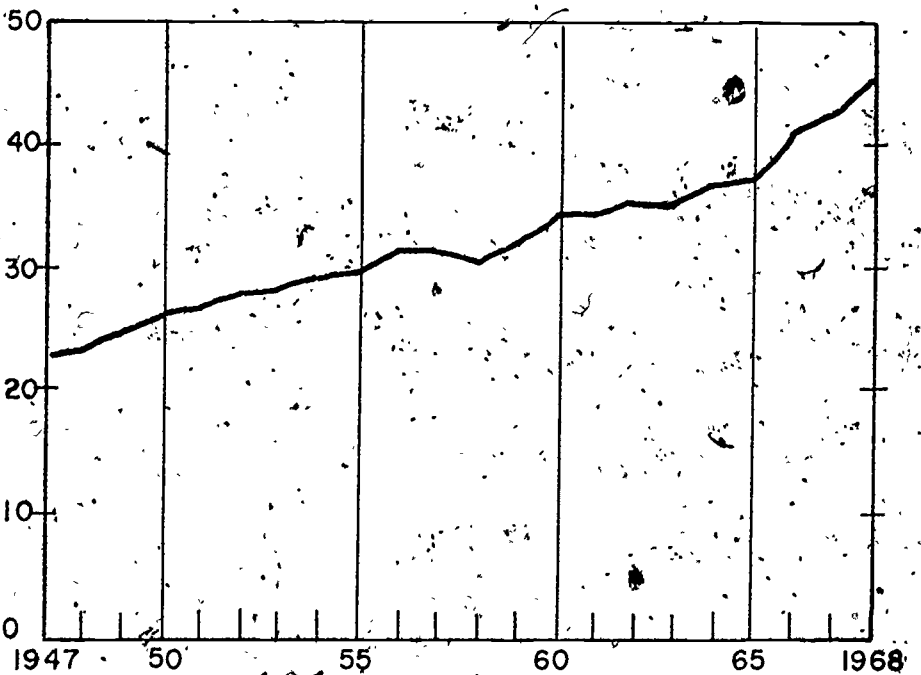
## GOODS PRODUCING

Manufacturing  
Contract Construction  
Mining  
Agriculture



## SERVICE PRODUCING

Transportation and public utilities  
Trade  
Finance, insurance, and real estate  
Services  
Government



# INDUSTRIES DIFFER IN THE KINDS OF WORKERS THAT ARE EMPLOYED

FINANCE, INSURANCE, AND REAL ESTATE

TRADE

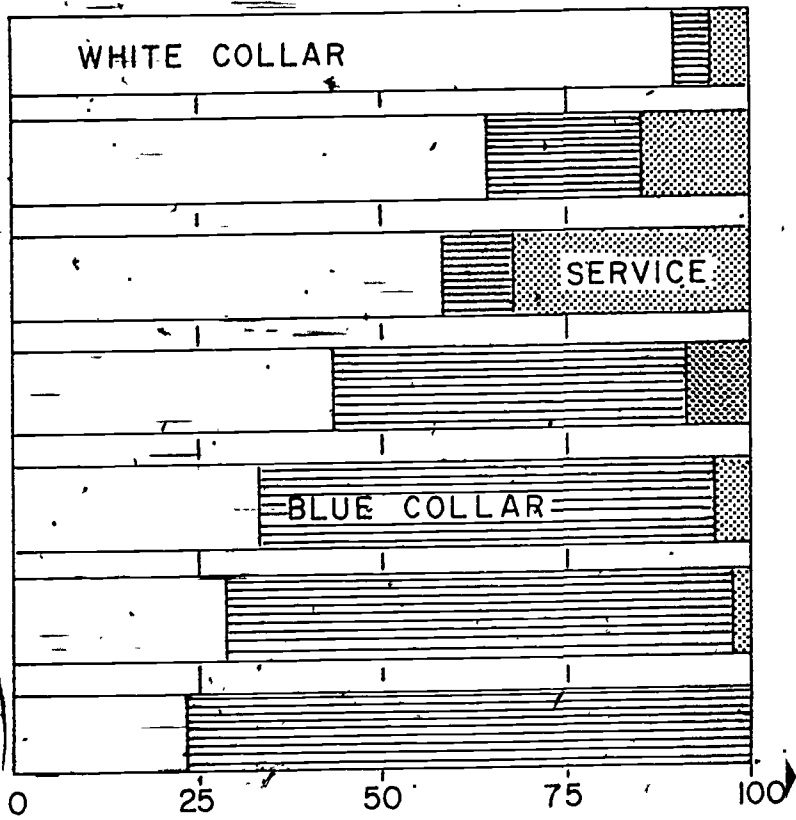
SERVICES

TRANSPORTATION AND PUBLIC UTILITIES

MANUFACTURING

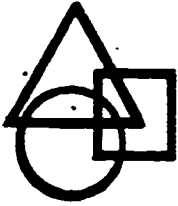
MINING

CONTRACT CONSTRUCTION

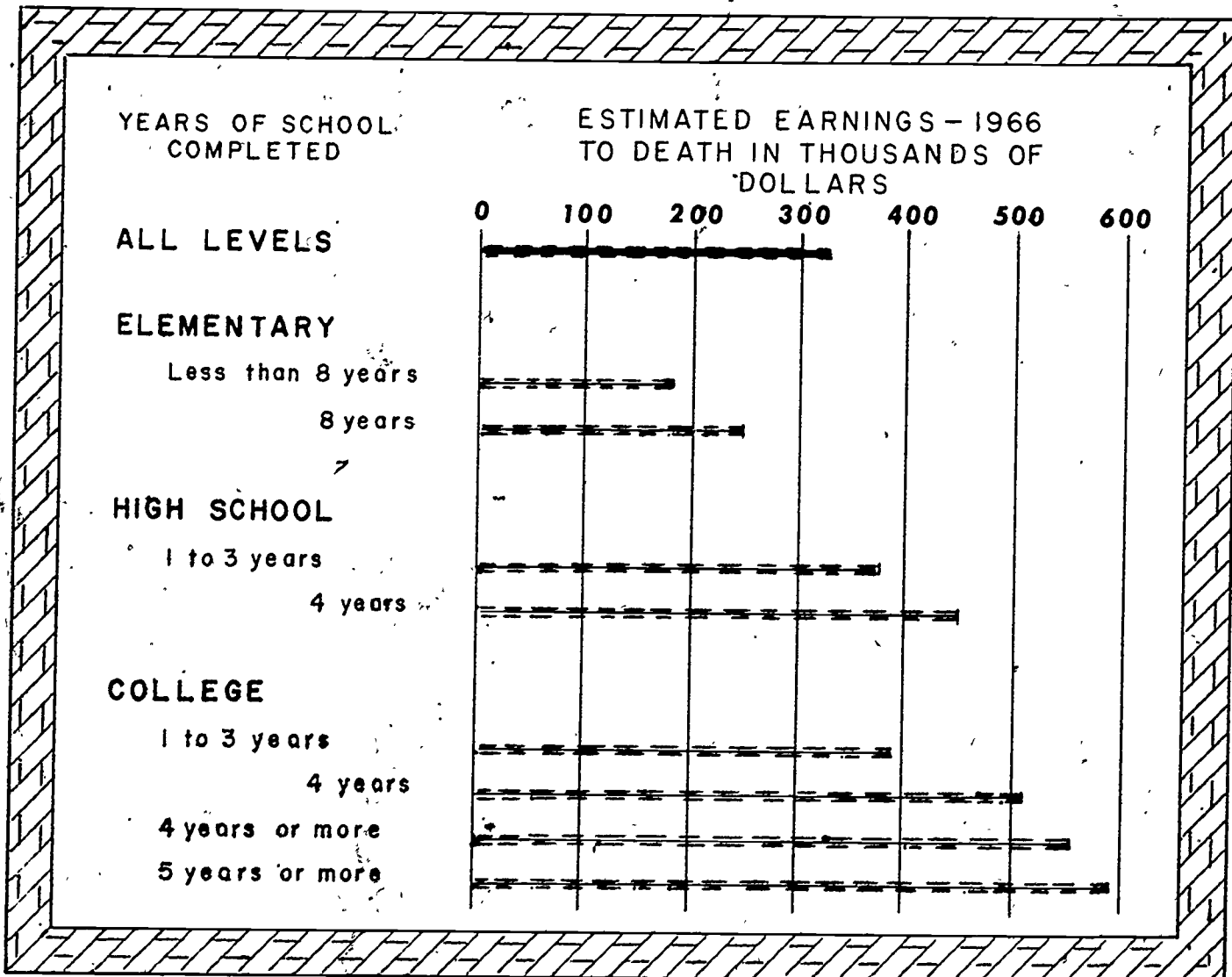


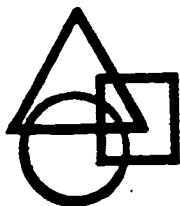
(%) 0 25 50 75 100



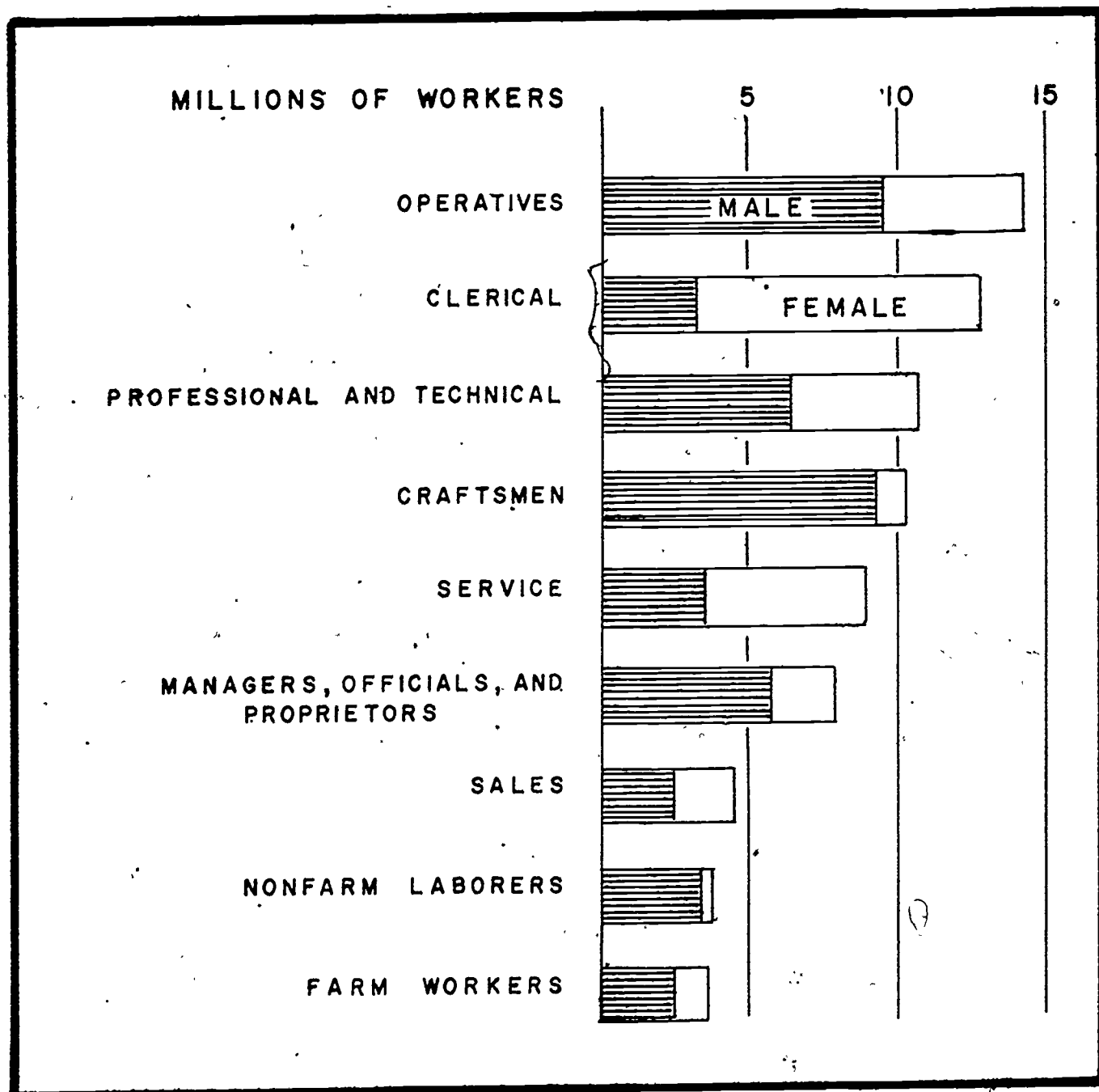


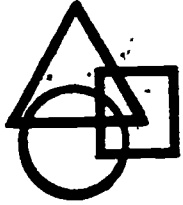
## Estimated Lifetime Earnings for Men are Higher for Those With Higher Education.



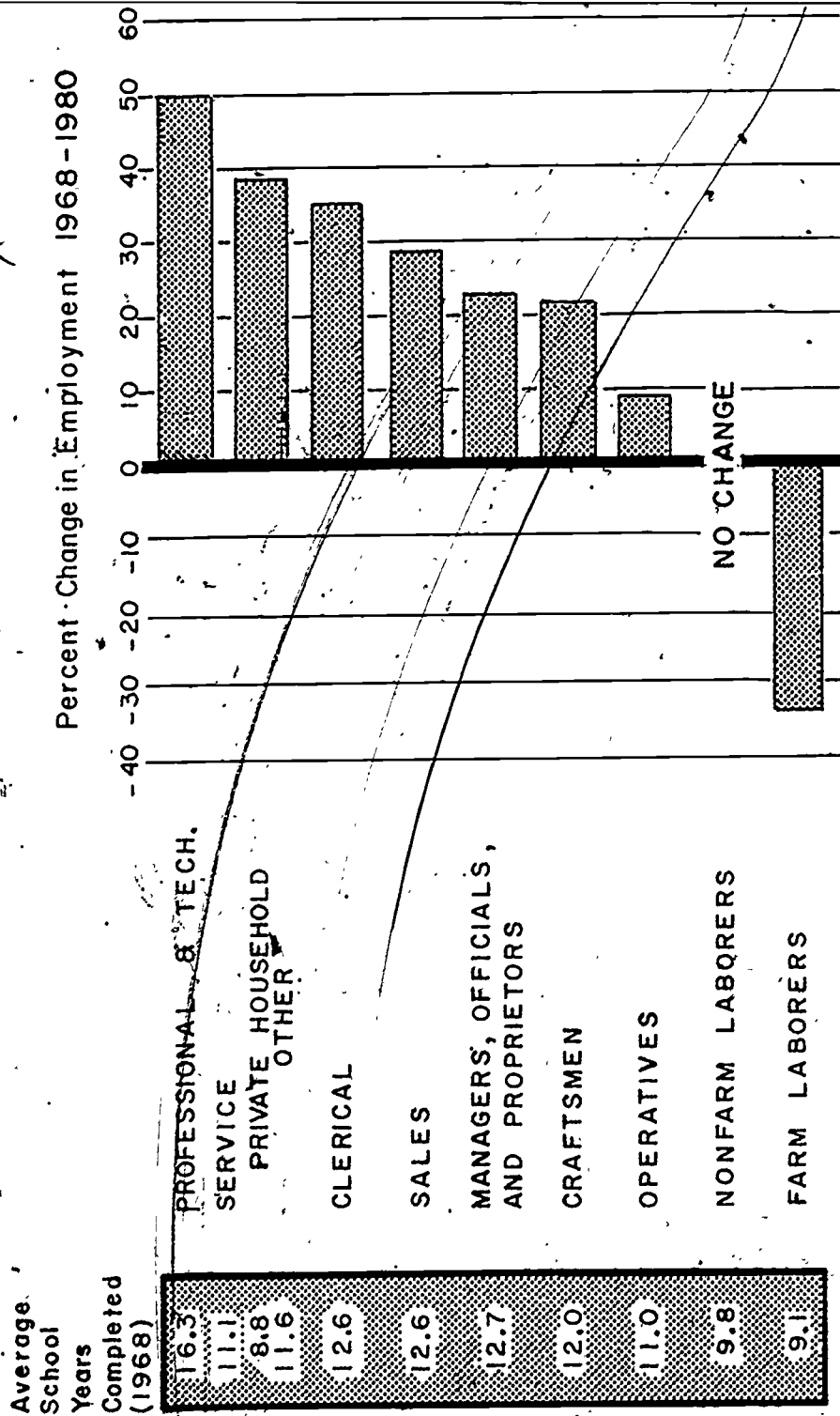


## EMPLOYMENT IN MAJOR OCCUPATIONAL GROUPS, BY SEX





## More Jobs Will Require Extensive Education and Training





# Where People Work

MILLIONS OF WORKERS

INDUSTRY

5

10

15

20

MANUFACTURING

durable

non-durable

TRADE

retail

wholesale

GOVERNMENT

state & local

federal

SERVICES

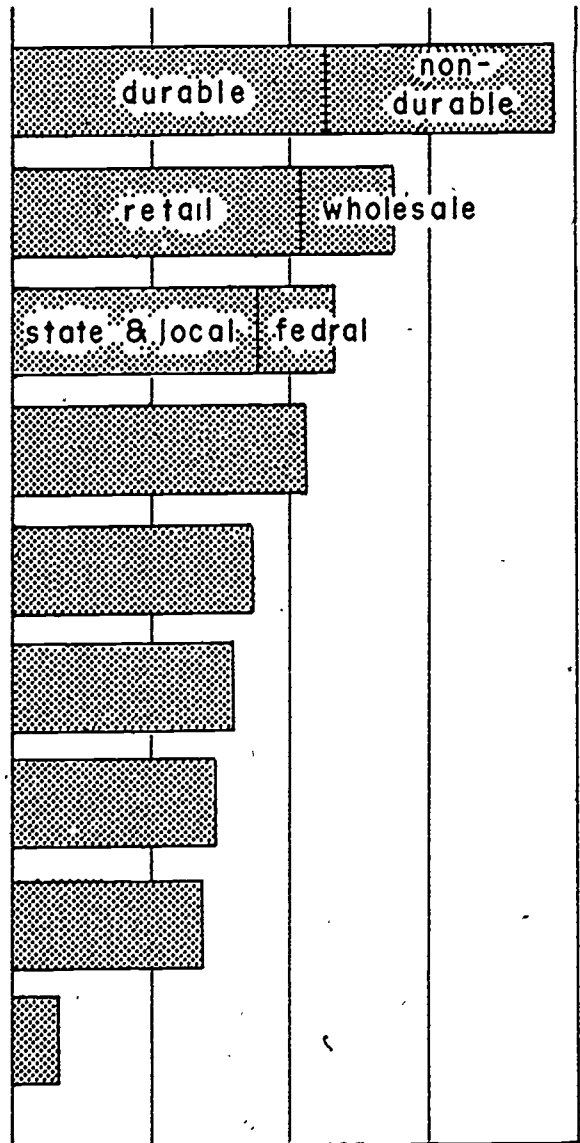
TRANSPORTATION & PUBLIC UTILITIES

AGRICULTURE

FINANCE, INS., & REAL ESTATE

CONTRACT CONSTRUCTION

MINING



BOOKS



12

American Medical Association  
Program Services Department  
535 North Dearborn  
Chicago, Illinois 60610

A Medical Careers Handbook  
Horizons Unlimited (1970)

-----  
Arco Career Guidance Series (\$1.95 each - paperback)  
219 Park Avenue South  
New York, New York 10003

Your Future In: Accounting  
Air Conditioning and Refrigeration  
Automotive Service  
Bakery Industry  
Baking  
Beauty Business  
Beauty Culture  
Your Own Business  
Computer Programming  
Dental Assisting  
Dentistry  
Dietitian  
Electronic Computer Field  
Electronic Technician  
Elementary School Teacher  
Fashion Design  
Government (Federal)  
Forestry  
High Fidelity Industry  
Home Economist  
Hospital Worker  
Hotel Management  
Insurance  
Interior Design  
Jobs Abroad  
Law Enforcement  
Medical Assisting  
Medical Technology  
NASA  
Nuclear Energy Fields  
Oceanography  
Optometry  
Pilot  
Pharmacy  
Photography  
Physician  
Real Estate



Restaurants and Food Service  
Secretary  
Welding

Arco Professional Career Examination Series (\$5.00 each - paperback)

-----  
Bantam Publishing Company  
National General Company  
666 - 5th Avenue  
New York, New York 10019

Future Shock  
Alvin Toffler - Author

-----  
Cornell University  
Statler Hall  
Ithaca, New York

Directory of Hotel and Restaurant Schools  
Scholarships on Hotel and Restaurant Schools

-----  
Education Progress Service  
Randolph, Wisconsin

Educator's Guide to Free Films - revised annually  
Educator's Guide to Free Filmstrips - revised annually  
Educator's Guide to Free Tapes - revised annually

-----  
J. G. Ferguson Publishing Company (Doubleday)  
6 North Michigan Avenue  
Chicago, Illinois 60602

Career Opportunities (\$35.00 per set)

Career Opportunities: Engineering Technicians  
Career Opportunities: Agricultural, Forestry and Oceanographic Technicians  
Career Opportunities: Health Veterinarians  
Career Opportunities: Marketing, Business, and Office Specialists  
Career Opportunities: Community Service and Related Specialists

Encyclopedia of Careers and Vocational Guidance (2 volumes - \$21.95 per set)



Interstate Printers and Publishers  
Danville, Illinois 61832

Careers and Career Preparation  
W. J. Schull and H. E. Nichols (1970)

-----  
McGraw-Hill Book Company  
330 West 42nd Street  
New York, New York 10036

Occupational Handbook  
Occupations and Careers  
Walter J. Greenleaf

-----  
McKnight and McKnight Publishing Company  
Bloomington, Illinois 61701

Succeeding in the World of Work  
Grady Kimbrell and Ben Vineyard

-----  
Rand McNally Publishing Company  
Box 7600  
Chicago, Illinois 60680

• Facing Life's Problems

-----  
Research Press  
Champaign, Illinois

Careers: What Are They and How to Find Out About Them  
Robert Larsen and Ralph Stenstrom

-----  
Science Research Associates  
259 Erie Street  
Chicago, Illinois 60611

• Your Attitude is Changing - Chapman  
• Your Attitude is Showing - Chapman



Simon and Schuster, Inc.  
New York, New York

Lovejoy Scholarship Guide - Clarence E. Lovejoy  
Lovejoy College Guide - Clarence E. Lovejoy  
Lovejoy Vocational School Guide - Clarence E. Lovejoy

-----  
South-Western Publishing Co.  
Cincinnati, Ohio

Secretarial Office Practice

-----  
Superintendent of Documents  
United States Government Printing Office  
Washington, D.C.

Dictionary of Occupational Titles - 2 volumes and supplements  
Handbook on Women Workers  
Manpower Report of the President  
Occupational Outlook Handbook  
Job Guide for Young Workers

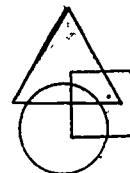
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Vocational Guidance Associates  
Washington, D.C.

Career Decisions (1969)  
Delmont K. Gyron



CAREER DEVELOPMENT

Equipment Needed



16

The following equipment will be needed to use the suggested audio-visual aides during the course:

Cassette sound tape player for sound tape cassettes of worker interviews (78) and other career information (24).

Cassette sound tape recorder-player for classroom practice and local worker interviews.

35 mm filmstrip projector for 105 filmstrips with cassettes. Automated sound advance for filmstrips combined with cassette player. Also, similar projector with L.P. record player.

35 mm filmstrip projector, 12 filmstrips without sound.

35 mm filmstrip viewer with cassette player (optional for small groups).

16 mm movie film projector.

Movie film projector for Super 8 mm cartridge (12-15 minutes) to use the 13 Doubleday Multimedia Career Movie Films (1971) These films are also available on 16 mm movie film at higher cost.

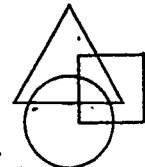
Optional:

Television viewer in classroom for occupational films scheduled on the Idaho State Educational Television.

Microfilm reader for microfiche or aperture cards if needed for research or use of View decks. The View decks are being developed with local information and job DOT code for various areas in California, Washington, and other states.

(Vocational Information for Education and Work, Seeley Business Systems, Inc.)

FILMS AND FILM LOOPS



17

Audio-Visual Services  
Idaho State University  
Pocatello, Idaho

Sterling Career Educational Films  
207 Calle Serena  
San Clemente, California 92672

Where the Action Is  
(16 mm film)

-----

Coronet Films  
65 East South Water Street  
Chicago, Illinois

Aptitudes and Occupations  
(16 mm film)

Benefits of Looking Ahead

Careers in Building Trades

Choosing Your Occupation

Fred Meets a Bank  
(16 mm film)

The Secretary's Normal Day

Selling a Career

-----

Doubleday Multimedia  
1371 Reynolds Avenue  
Santa Anna, California

Vocational Guidance Series  
Careers in the Seventies

- Careers: Agri-Business
- Careers: Clerical
- Careers: Communications
- Careers: Construction
- Careers: Education
- Careers: Government Services
- Careers: Health Services
- Careers: Leisure Industries
- Careers: Making a Choice
- Careers: Mechanical
- Careers: Sales
- Careers: Services General
- Careers: Technicians

(Color film, approximately 12 min.)

1970: 16 mm - \$915.30 set

Super 8 mm loop - \$615.35 set

Applying for a Job

Cooks, Chefs and Related Occupations

Jobs in Cosmetology

Opportunities in the Machine Trades

Jobs in Sheet Metal Trades

Jobs in the Automotive Trades

Jobs in the Baking Industry

Opportunities in Clerical Work

Job Opportunities in Sales and Merchandising

Business Machine Operations

Job Opportunities in Hotels and Motels

Opportunities in Welding

Jobs in Health

Jobs in Drafting

Jobs in Small & Major Electric Appliance  
Repair

(Color 7 to 11 min. - \$90 to \$135 each)

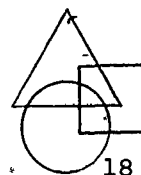
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Washington State University  
Pullman, Washington 99163

Story of a Check

(16 mm film, rental)

FILMSTRIPS



18

National Aerospace Education Council  
310 Shoreham Building  
806 - 15th Street N.W.  
Washington, D.C. 20005

Career Opportunities, 2 filmstrips

-----  
Eye Gate Filmstrips  
Jamaica, New York 11435

Are You Looking Ahead?  
Budgeting Your Money  
Do You Like Flowers?  
Do You Like Sports?  
Do You Love Animals?  
How About Being a Key Punch Operator?  
How About Being an Electronics Assembler?  
How About Office Work?  
Want to Work in a Laundry?  
Would You Like Hospital Work?  
Would You Like to Be a Cashier?  
Would You Like to Sell?

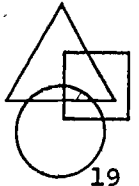
-----  
Guidance Associates  
Harcourt, Brace, and World  
Pleasantville, New York 10570

Choosing Your Career  
Developing Study Skills

-----  
Society for Visual Education (Singer)  
SVE Educational Filmstrips  
1345 Diversey Parkway  
Chicago, Illinois

School Skills for Today and Tomorrow  
Successful Student (The)  
Vocational Decision  
What Good is School?  
What is a Job?

FILMSTRIPS WITH RECORDS



Guidance Associates  
Harcourt, Brace, and World, Inc.  
Pleasantville, New York 10570

McGraw Hill Films  
330 West 42nd Street  
New York, New York 60604

Developing Your Study Skills,  
2 parts  
Our Credit Economy  
Vocational and Technical Education  
for a Changing World of Work  
Why Work at All?  
✓ Your Future through Technical Education

World of Work: Series I  
Gas Station Attendant  
Machine Vendor Routeman  
Office Worker  
T.V. Repairman

International Film Bureau  
332 South Michigan Avenue  
Chicago, Illinois 60604

Functional Living:  
Community Living  
Old Task, New Plan

Office Education: Series I  
Administration Assistant (The)  
Clerical Worker as a Career  
Secretary as a Career (The)  
So You Want to Be a Secretary

Office Education: Series II  
Do's and Don'ts During the Interview  
Job Application Letter and Resume  
Job Application Sources  
Preparing for the Interview

Personal Living:  
Age of Etiquette (The)  
Beautiful Day to Be Beautiful  
Easy Way Out (The)  
Five Basic Ways to Be Well-Dressed  
Image of Success

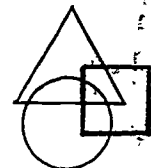
Closing the Education Gap  
Crystal Ball  
Right Road (The)  
Saving for Security  
Second Chance (A)

Idaho State Board of Vocational Education  
Boise, Idaho

Days of Decision

204

FILMSTRIPS WITH CASSETTES



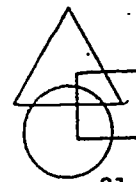
20.

Bowmar Films  
622 Rodier Drive  
Glendale, California 91201

7 sets with 6 filmstrips and 3 cassettes for each set.  
1 filmstrip and 1 side of cassette for each division of each set.  
All 7 sets for \$412.59, or \$65.49 per set.

- (1) Compassion for People:
  - Health Service Industry
  - Inhalation Therapy Technician
  - Licensed Practical Nurse
  - Mental Health Aide
  - Registered Orthodontist
  - Registered Professional Nurse
- (2) The Nation's Builders:
  - The Construction Industry
  - Architectural Draftsman
  - Carpenter
  - Civil Engineering Technician
  - Electrician
  - Heavy Equipment Operator
- (3) The Age of Electronics:
  - Electronics Manufacturing
  - Electro Mechanical Assembler
  - Electronics Technician
  - Environmental Test Technician
  - Machinist
  - Technical Writer
- (4) Man Has Wings:
  - The Civil Aviation Industry
  - Air Controller
  - Air Frame Mechanic
  - Aircraft Engine Mechanic
  - Passenger Service Agent
  - Pilot Flight Instructor
- (5) Cabbages and Kings:
  - Retailing
  - Credit Counselor
  - Display Man
  - Merchandising Management (TBA)
  - Sales Associate
  - Warehouse Man
- (6) The Money Tree:
  - Banking and Finance
  - Bank Teller
  - Decoder Machine Operator
  - Investment Counselor
  - New Accounts Clerk
  - Real Estate Appraiser
- (7) Jobs for the Now Generation:
  - Work-Study Opportunities
  - Electronic Engineering Technician Assistant
  - Equipment Rental Assistant
  - Food Service Assistant
  - Park and Recreation Assistant
  - Real Estate Management Trainee

FILMSTRIPS WITH CASSETTES  
(Con't)



21

Eye Gate Filmstrips  
Jamaica, New York

The ABC's of Getting and Keeping a Job  
(4 cassettes and 8 filmstrips)

ABC's of Getting and Keeping a Job  
Applying for the Job You Want  
Budgeting Your Money  
Health Rules to Follow  
Labor Unions  
On-The-Job  
Preparing for the Job You Want  
Quiz Strip

Occupational Education  
(5 cassettes and 9 filmstrips)

Fixing a Flat Tire  
Gas Station Attendant (The)  
How to Use Your Checkbook  
Job Interview (The)  
Nurses Aide (The)  
School Cafeteria Worker (The)  
Stocker in a Super Market  
Variety Store (The)  
Waitress (The)

Society for Visual Education (Singer)  
SVE Educational Filmstrips  
1345 Diversey Parkway  
Chicago, Illinois

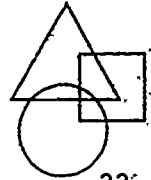
Opportunities:

(3 cassettes and 6 filmstrips)

Achieving  
Department Store  
Hospital  
Job Requirements  
Restaurant  
Super Market

Learning to Use a Sewing Machine  
(2 cassettes and 4 filmstrips)

FILMSTRIPS WITH CASSETTES  
(Con't)

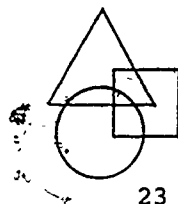


Guidance Associates  
Harcourt, Brace, and World, Inc.  
Pleasantville, New York

35 mm Filmstrips with Sound Cassettes

	<u>Order No.</u>	<u>Parts</u>	<u>Price</u>
Careers in Materials Engineering: Aerospace Age	M-100 568	1 part	\$39.00
Choosing Your Career	M-100 683	2 part	\$40.00
Dare to Be Different	M-100 956	2 part	\$39.00
Your Personality: The You Others Know	M-100 972	2 part	\$39.00
Dropping Out: Road to Nowhere	M-101 103	2 part	\$39.00
How to Succeed in School by Trying	M-101 905	2 part	\$39.00
I Wish I'd Known that Before I Went to College	M-102 150	2 part	\$39.00
If You're Not Going to College	M-102 200	2 part	\$39.00
New Horizon: Careers in School Food Service	M-103 307	1 part	\$18.00
Overview of Technical Education	M-103 604	2 part	\$39.00
Preparing for Jobs of the 70's	M-103 844	2 part	\$39.00
Somebody's Cheating	M-104 954	2 part	\$39.00
What You Should Know Before You Go to Work	M-106 102	2 part	\$39.00
You and Your College Entrance Exams	M-107 308	2 part	\$39.00
You're More Than a Score	M-107 357	2 part	\$39.00
Your Future in Elementary Education	M-107 456	1 part	\$19.00
Your Job Interview	M-107 654	2 part	\$39.00
Failure: A Step Towards Growth			
Job Attitudes: A Job That Goes Somewhere			
Job Attitudes: Liking Your Job and Your Work			
Job Attitudes: Trouble at Work			
Vocational-Technical Education for a Changing World			

KITS



Occupational Exploration Kit  
Science Research Associates  
259 East Erie  
Chicago, Illinois 60611

400 Occupational Briefs, 20 Job Family Booklets, and Student Occupational Interest Survey. (net \$107.50)

Widening Occupational Roles Kit  
Science Research Associates  
259 East Erie  
Chicago, Illinois 60611

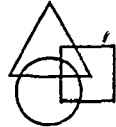
Jobs in Your Future  
Your Abilities  
All About You  
Make Your Study Hours Count  
Getting Along in School

Contains 400 Junior Job Briefs, 5 filmstrips, 20 Job Family Booklets, and 5 Junior Guidance Booklets. (net \$158.50)

Job Experience Kit  
Science Research Associates  
259 East Erie  
Chicago, Illinois 60611

Appliance Service Manager  
Carpenter  
Draftsman  
Plumber  
Accountant  
Automobile Mechanic  
Beautician  
Designer  
Electronic Technician  
Elementary School Teacher  
Lawyer  
Librarian  
Medical Technologist  
Motel Manager  
Police Officer  
Sales Person  
Secretary  
Truck Driver  
Veterinarian  
X-Ray Technician  
(includes packets for practice)  
(net \$130.00)





Semi-Skilled Career Kit  
Careers, Incorporated  
P. O. Box 135  
Largo, Florida

150 Career Briefs and summarizes semi- and unskilled jobs.

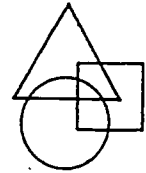
(CIK) Career Information Kit  
Science Research Associates  
259 East Erie  
Chicago, Illinois 60611

File folders of 600 pieces occupational materials with 2 drawer metal cabinet for \$380.00 or \$266.00 without cabinet.

Careers for Women  
Science Research Associates  
259 East Erie  
Chicago, Illinois 60611

Includes 85 Junior Occupational Briefs, 5 Job Family Booklets, and a Guidance Series Booklet.

Briefs and Career Guidance Information  
Chronicle Guidance Publications  
Moravia, New York 13118



## BOOKLETS AND PAMPHLETS

Many career oriented booklets and pamphlets are available through your local businesses, service organizations, product manufacturers, local, state, and federal agency offices. Trade and professional organization addresses to write to for more information are listed with related occupations in the Occupational Outlook Handbook, United States Government Printing Office, Washington, D.C. 20402.

Accounting Careers Council  
National District Center  
P.O. Box 650  
Radio City Station  
New York, New York, 10010

Pamphlets  
Sterling Film

-----  
American Bankers Association

ABA Film Guide  
Personal Money Management

-----  
American Forest Institute  
1835 K Street NW  
Washington, D.C. 20006

Pamphlets

-----  
American Federation of Labor and Congress of Industrial Organizations  
Department of Education  
815-16th Street NW  
Washington, D.C.

Brochures  
16mm Films for Labor

-----  
American Personnel and Guidance Association  
1605 New Hampshire Avenue NW  
Washington, D.C.



## BOOKLETS AND PAMPHLETS (Con't)

American Trucking Association  
1616 P Street NW  
Washington, D.C. 20036

## Films and Pamphlets

-----  
Association of General Contractors of America  
1957 E Street NW  
Washington, D.C. 20006

## Pamphlets and Film

-----  
Automotive Service Industry Association  
168 N Michigan Avenue  
Chicago, Illinois 60601

## Pamphlets

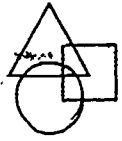
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Cuna International  
P.O. Box 431  
Madison, Wisconsin 53701

Teachers Guide to Credit Unions  
Using Credit

-----  
ERIC Clearing House  
Center of Vocational Technical Education  
Ohio State University  
1900 Kenny Road  
Columbus, Ohio 43210

ERIC microfiche copies of education research are available free through:  
Idaho State Department of Education  
Mrs. Ruth Seydel  
Education Media Services  
State Office Building  
Boise, Idaho 83707

Abstracts of Research and Related Materials in Vocational and Technical  
Education  
Annual Index: Abstracts of Instructional Materials in Vocational and  
Technical Education (1970-71)



## BOOKLETS AND PAMPHLETS (Con't)

General Motors Corporation  
Educational Relations Section  
Wareen, Michigan

Pamphlets Film  
Your Opportunities as a Skilled Craftsman

-----  
Idaho State Department of Employment

Merchandising Your Talents  
Job Interviews  
(and others)

-----  
Interagency Board of U.S. Civil Service Examiners  
1900 E. Street NW  
Washington, D.C. 20415

For specific information about Federal Government careers

-----  
J. G. Ferguson Publishing Company  
Chicago, Illinois

You and Your Job (Manual \$2.95, 5 booklets at \$3.00 a set)

-----  
National Association of Broadcasters  
1771 N Street NW  
Washington, D.C. 20036

Careers in Television (1970)  
Careers in Radio

-----  
National Association of Manufacturing

Your Opportunities in Industry as a Technician



## BOOKLETS AND PAMPHLETS (Con't)

National Consumer Finance Association  
Educational Service Division  
100-16th Street NW  
Washington, D.C. 20036

Careers in Consumer Finance

-----  
National Institute of Life Insurance  
Educational Division  
277 Park Avenue  
New York, New York 10017

A Career in a Life Insurance Company  
Catalogue of Teaching Aides

-----  
Potlatch forest Inc.  
Lewiston, Idaho 83501

The Potlatch Story  
Pamphlets and Film

-----  
Occupational Awareness Mini-Briefs  
Box 5098  
Los Angeles, California 90055

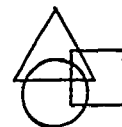
Occupational Awareness Mini-Brief

-----  
Science Research Associates  
259 East Erie Street  
Chicago, Illinois 60611

Occupational Information

Job Family Series Booklets (Set of 20 for \$28.00 list-price; \$1.74 each)

Jobs in: Agriculture  
Arts  
Building Construction Trades  
Clerical Work  
Education  
Electronic Data Processing  
Engineering  
Health  
Mathematics



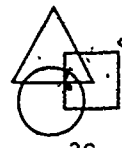
BOOKLETS AND PAMPHLETS (Con't)

- Mechanical Work
- Outdoor Work
- Performing Arts
- Professional Home Economics
- Psychology
- Publishing
- Science
- Selling
- Social Work
- Technical Work
- Unusual Occupations

Vocational Guidance Booklets:

- Charting Your Job Future - Lambert L. Gilles (1968)
- How to Get the Job - Mitchell Dreese (1971)
- Understanding Yourself - William Menninger (1966)
- What to Do After High School - Charles speeler, William Reiner (1971)
- Handbook of Job Facts - Norma Thieman (1968)

<u>Code No.</u>	
5-156	<u>Choosing Your Career</u> J. Anthony Humphreys
5-1188	<u>College, Careers, and You</u> Robert Plummer, Clyde De Blocker
5-154	<u>Discovering Your Real Interests</u> (1971) Blanche B. Paulson, G. Frederic Kuder
5-1177	<u>Do Your Dreams Match Your Talents</u> Vance Packard
5-1184	<u>Finding Part-Time Jobs</u> (1971) S. Norman Feingold, Harold List
5-26	<u>How to Get the Job</u> (1971) Mitchell Dreese
5-449	<u>Our World of Work</u> Seymour Wolfbein, Harold Bodlstein (revised 1970)
5-1180	<u>School Subjects and Jobs</u> (1971) John Brochard
5-1181	<u>Should You Go to College?</u> Robert Havighurst, Esther E. Diamond
5-514	<u>What Employers Want</u> (1971) James C. Worthy



BOOKLETS AND PAMPHLETS. (Con't)

- 5-1178 Your Personality and Your Job (1971)  
Daniel Sinick
- 5-1079 The Job in Your Future  
SRA Guidance Staff
- 5-1084 Your Abilities (1970)  
Virginia Bailard
- 5-731 All About You  
William Menniger, M.D.
- 5-1058 Make Your Study Hours Count  
Ida Gerken, Alice Kemp
- 5-1173 What Good is Math  
Willa Norris, Wallace Manhiener
- 5-868 Making the Most of Your Intelligence (1969)  
Lyle M. Spencer, Ruth Dunlar
- 5-157 Streamline Your Reading  
Paul Witty
- 5-053 Let's Talk About Honesty  
Thaddeus B. Clark
- 5-1051 Getting Along With Others  
Bernice L. Neugarten

-----

U.S. Department of Commerce  
Bureau of Census  
Washington, D.C.

200 Million Americans  
Selection of Films and Brochures

-----

U.S. Department of Commerce  
Business and Defense Services Administration  
Washington, D.C.

U.S. Industrial Outlook (current edition)





BOOKLETS AND PAMPHLETS (Con't)

U.S. Department of Agriculture

Filmstrip Pamphlets on:

Civil Service Careers in USDA

Agricultural Commodity Grader

Consumer Marketing Service

(and others)

U.S. Government Printing Office  
Washington, D.C. 20402

Student Financial Aid in Higher Education

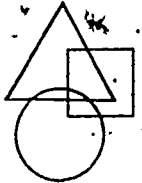
PS5-2J3-5306

A Guide to Budgeting for the Family

A1-77-103



TAPE CASSETTES



32

Careers Unlimited:  
Classroom World Productions, Inc.  
P.O. Box 2090  
Raleigh, North Carolina 27602

Wilson Educational Cassettes  
H. Wilson Corporation  
555 West Taft Raft Drive  
South Holland, Illinois

Advertising  
Agriculture  
Air Conditioning and  
Refrigeration  
Architecture  
Beauty Culture  
Broadcasting  
Computers  
Education  
Engineering  
Food Production  
Health Careers  
Hotel-Motel  
Landscaping and Nursery Business  
Law  
Oceanography  
Photography  
Printing and Engraving  
Repair Service  
Restaurant Business  
Scientific Research  
Secretarial Careers  
Selling  
Social Work  
Transportation

2 sets of 6 tape cassettes (12 titles) per set.

Exploring the World of Work and  
Planning Beyond High School

Apprenticeships and On-The-Job  
Training

Careers in Military Service  
Clerical Interest Occupations  
Community and Junior Colleges  
Computational Interest Occupations  
Education: A Continuing Process  
Extension, Evening, Correspondence  
and Workshop Study  
Getting a Job Now  
Introducing the World of Work  
Mechanical Interest Occupations  
Need for Planning (The)  
Outdoor Interest Occupations  
Persuasive Interest Occupations  
Scientific Interest Occupations  
Social Service Occupations  
Technical Schools  
Vocational Education  
Women in Work

-----  
Imperial International Learning Tapes  
Inland Audio-Visual Company  
Spokane, Washington 99205

ABC's of Getting a Job  
Airline Stewardess  
Applying for the Job You Want  
Your Job Interview

TAPE CASSETTES



33

Tape Cassettes, approximately 20 minutes per side of tape.

H. Wilson Corporation = (Kuder Interest Areas) Set with 6 tapes each.

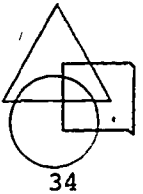
Exploring the World of Work, Set #G-1, Guidance Series

- #1 a. Introducing the World of Work, 40,000 Occupations  
b. Planning Approach to Studying Occupations
- #2 a. Outdoor Interest Occupations  
b. Mechanical Interest Occupations
- #3 a. Computational Interest Occupations  
b. Scientific Interest Occupations
- #4 a. Persuasive Interest Occupations  
b. Artistic Interest Occupations
- #5 a. Literary and Music Interest Occupations  
b. Social Science Interest Occupations
- #6 a. Clerical Interest Occupations  
b. Women in the World of Work

Planning Beyond High School, Set #G-2, Guidance Series

- #1 a. Education as a Continuing Process  
b. The Need for Planning
- #2 a. Getting a Job Now  
b. Apprenticeships and On-The-Job Training
- #3 a. Careers in Military Service  
b. Vocational Education
- #4 a. Technical Schools  
b. The Community and Junior Colleges
- #5 a. About Colleges and Universities  
b. The State College or University
- #6 a. The Private College or University  
b. Extension, Evening Correspondence, and Workshop Study

IMPERIAL INTERNATIONAL LEARNING TAPES  
Inland Audio-Visual Company  
Spokane, Washington 99205



34

Interviews with Workers: Cassettes

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| VG 701 - Advertising              | VG 726 - Public Relations          |
| VG 702 - Appliance Salesman       | VG 727 - Real Estate Broker        |
| VG 703 - Assembler                | VG 728 - Commercial Artist         |
| VG 704 - Biologist                | VG 729 - Retail Saleswomen         |
| VG 705 - Chemist                  | VG 730 - Social Worker             |
| VG 706 - Commercial Photographer  | VG 731 - Stewardess, Airline       |
| VG 707 - Cosmetologist            | VG 732 - Switchboard Operator      |
| VG 708 - Counselor                | VG 733 - Technical Writer          |
| VG 709 - Draftsman                | VG 734 - T.V. and Radio Serviceman |
| VG 710 - Electrician              | VG 735 - Dental Technician         |
| VG 711 - Programmer               | VG 736 - Secretary                 |
| VG 712 - Insurance Broker         | VG 737 - Local Truck Driver        |
| VG 713 - Lawyer                   | VG 738 - Heavy Machine Operator    |
| VG 714 - Librarian                | VG 739 - Grocery Store Clerk       |
| VG 715 - Medical Technician       | VG 740 - Secondary Teacher         |
| VG 716 - Machinist                | VG 741 - Architect                 |
| VG 717 - Medical X-Ray Technician | VG 742 - Accountant                |
| VG 718 - Musician                 | VG 743 - Dental Hygienist          |
| VG 719 - Nurse, Practical         | VG 744 - Carpenter                 |
| VG 720 - Nurse, Registered        | VG 745 - Electronics Technician    |
| VG 721 - Physician                | VG 746 - Elementary Teacher        |
| VG 722 - Pilot, Co-Pilot          | VG 747 - Auto Mechanic             |
| VG 723 - Plumber, Pipefitter      | VG 748 - Laundry Routeman          |
| VG 724 - Policeman                | VG 749 - Stationary Engineer       |
| VG 725 - Printer                  | VG 750 - Tool and Dye Maker        |