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ABSTRACT

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 3-4 is presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements which develop the student's thought processes: (1) identify--activities requiring recognition from the students, (2) compare/contrast--activities providing students with different materials which require comparison, (3) analyze--activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate--activities requiring students to make judgments about the concepts in the career generalization. The CEAK information sheets are presented for three subject areas: language arts (31 activities), mathematics (five activities), and social studies (10 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system for assessing the kit's value, and a teacher check list for the feedback system.
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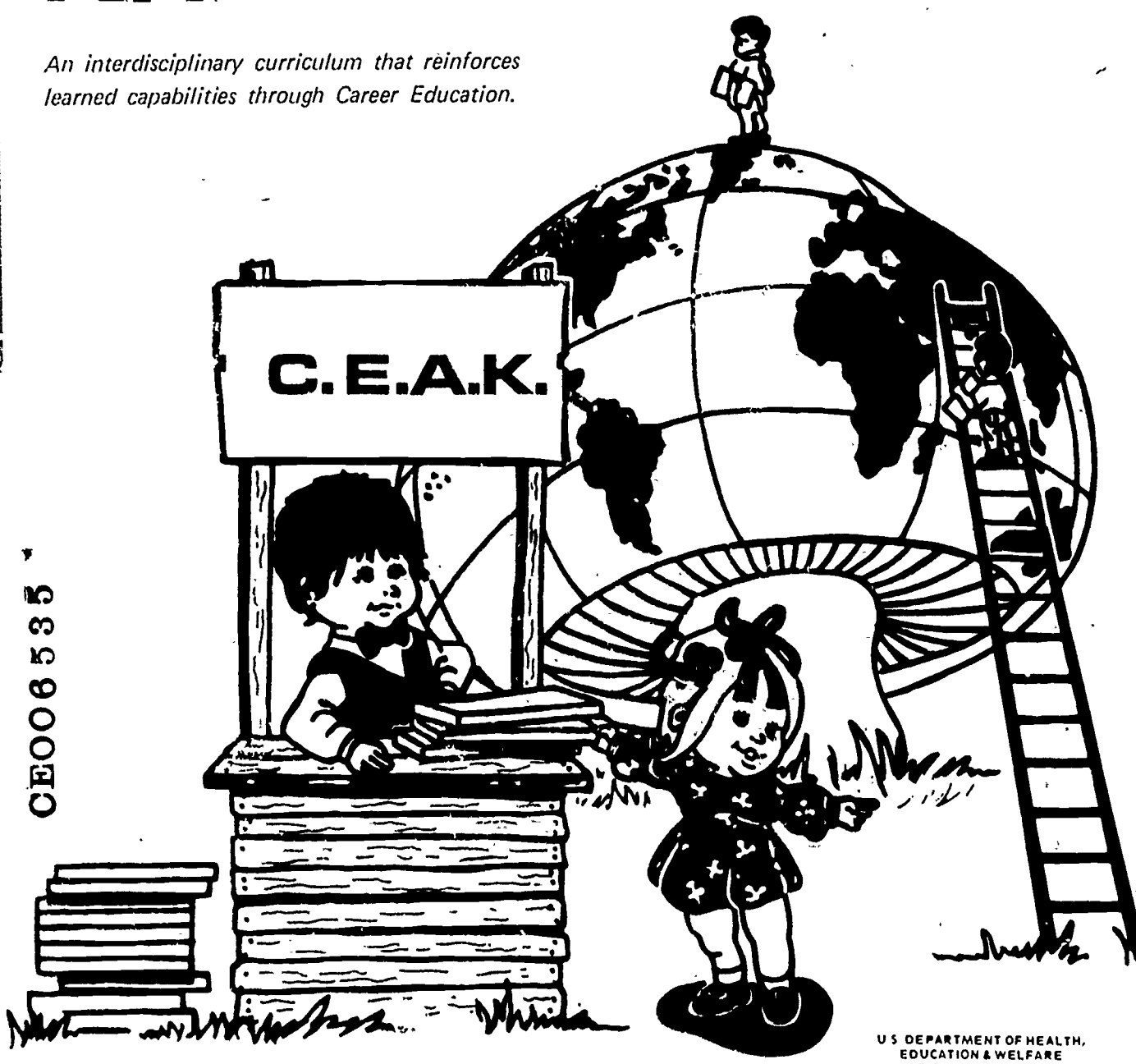
3-4

CAREER EDUCATION ACTIVITY KIT

*An interdisciplinary curriculum that reinforces
learned capabilities through Career Education.*

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*Developed by the
Wichita Career Education Consortium
Curriculum Services Division
Wichita Public School System
July, 1974*

PREFACE

The implementation of this Career Education Activity Kits (CEAK) curriculum project was made possible through funds authorized under Part C of the Vocational Education Amendments of 1968. This project was administered through the Division of Vocational Education, State Department of Education, pursuant to Grant No. OEG-0-73-2975 from the U. S. Office of Education, Department of H. E. W.

The opinions expressed do not necessarily reflect the position or policy of the U. S. Office of Education, or the State Department of Education, and no official endorsement by the U. S. Office of Education should be inferred.

The Career Education Activity Kits were developed by curriculum, guidance and teaching personnel of the Wichita Public School system during the summer of 1974. The activities and supportive materials are field test copies only and will be revised according to teacher recommendation. In addition to teacher evaluation, students will be pre and post tested to measure advancement in career concepts.

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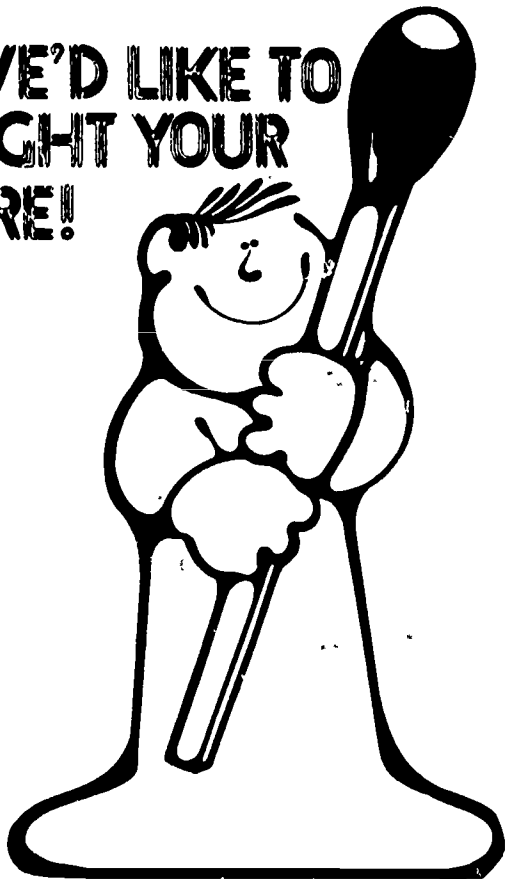
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**WE'D LIKE TO
LIGHT YOUR
FIRE!**



ORIENTATION

Career Education Activity Kits (CEAK, pronounced seek) incorporate the developmental approach to career education into learning center activities for elementary students. The CEAK activities are interdisciplinary and should enhance current instructional goals by reinforcing learned capabilities. The intent is that materials be used as an aid to achieve pre-established instructional outcomes.

The CEAK Program distinguishes activities for all elementary children through three grade level groupings---K-2; 3-4; 5-6. In addition, some activities are appropriate for students with special needs. The material is not sequential, giving students and teachers freedom to enter most activities at any time.

The Wichita Career Education Curriculum Consortium utilized fourteen career generalizations to develop the materials in CEAK. Each generalization has four career education outcome statements that progress the student through an intellectual design that develops the student's thought processes. The intellectual design provides students with identity activities that simply require recognition from the students. Compare and contrast activities provide the student with differing materials that require comparison. The more complicated thought process of analysis is approached through activities that require students to identify parts or concepts and the relationship between them. Finally, evaluative activities ask the students to make judgments that value the concepts inherent in the career generalization.

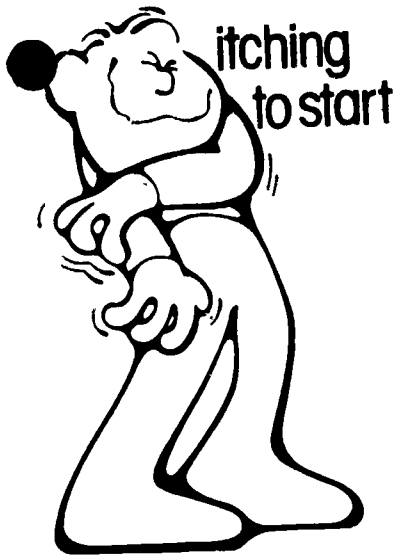
In addition to the career generalization and career objective statements, each CEAK activity has a performance objective that is written in behavioral terms. The performance objective enables the teacher to easily evaluate student participation.

The philosophy guiding CEAK development was based on the premise that teachers generally do not have time to make hands-on activities that are suggested in standard curriculum guides. Therefore, the materials required in each CEAK activity are provided in the kit. If the activity is a game, then the game is provided in the kit. When spirit masters are needed then thermofax masters can be found in the teachers handbook. Any materials not provided in CEAK are standard classroom supplies that are normally on hand in the classroom.

Teachers are also provided with preparation instructions informing them when an activity requires preparations in advance of the activity. Similarly, procedure instructions are provided to aid the teacher in getting the activity underway.

Finally, each CEAK activity has an evaluative tool included. The evaluation is not required but does provide the teacher with a measurable means of evaluating student performance. Suggested levels of acceptable performance are provided. However, no problem is incurred if the instructors wish to adjust these levels to their situations.

In summary, CEAK is a career education curriculum that actively involves students in learning. The activities are interdisciplinary and are designed to supplement current instructional goals. CEAK should be used as a means of achieving pre-established outcomes and not as an addition to the school day.



HOW TO USE CEAK MATERIALS

For the instructor to effectively utilize the CEAK materials it is important that the curriculum model and packaging be understood.

The CEAK materials for each grade level are packaged in the teachers handbook and an activity box.

The teachers handbook has twenty (20) sections. Section One provides orientation information to the CEAK model. Section Two includes the instructions for using the CEAK kits. Sections 3-16 contain the activity information sheets. These sheets are divided according to the career generalization numbers. Section 17 is an appendix that includes a listing of all the career generalizations and their career objectives. Section 18 explains the feedback system. Section 19 is a special thanks to the Career Education Consortium participants. Finally, Section 20 is a miscellaneous section for teacher records.

Contained in the CEAK box are all the materials that are not provided in this notebook. These materials include game boards and pieces ranging in size from 8½" x 11" to 22" x 25".

The remainder of this section concerns the use of the activity information sheets provided in Sections 3-16.

Code Numbers

Each activity has a code number that helps the teacher identify the grade level grouping, career generalization and career objective of the activity. The code is divided into three components. The first two digits indicate the grade level grouping. The third and fourth digits refer to the career generalization. The letter signifies the process involved in the intellectual design and the career objective related to the generalization. Activity coding may progress as shown in the table below.

Table of Coding Progression

Grade Level	Career Generalization	Career Objective
K-2 3-4 5-6	01	A - identify
	02	B - compare/contrast
	03	C - analyze
	04	D - evaluate
	05	
	06	
	07	

For example a code number K202A refers to an activity for Kindergarten through second grade. The career generalization is the number two which states that "education and training are required for most work". The letter "A" signifies that the intellectual process utilized in the activity is identity and meets career objective A for generalization number two. The coding 3410C belongs to a third and fourth grade activity for generalization 10 using career objective C. Similarly the coding 5614D signifies a fifth and sixth grade activity for generalization fourteen involving the evaluative career objective. Every piece of material provided in CEAK has a code number printed on it. If a piece is misplaced, it may be refiled with proper kit by reading the code number.

Discipline Identification

The subject area identification appears at the top of the activity information sheet. Included with the subject area identification are concepts or skills within that subject addressed by the activity. For example:

Language Arts: Listening, word recognition. The preceding identifies this activity as a Language Arts activity that involves the children in listening and word recognition.

In order to select a CEAK activity for your class, simply scan the activity information sheets' subject area identifications until you find one that is appropriate to the needs of your class at the present time.

Materials

The materials statement on the activity information sheet identifies the materials needed for the activity. Those materials with an asterisk (*) appearing before them are already provided for you in the CEAK package. Those materials without the asterisk are generally in supply for any classroom and must be provided by the school.

When the activity requires consumable items, one master copy is provided for the teacher. Student copies can be duplicated through the use of a thermofax spirit master and a spirit duplicator.

Preparation

It is important that the teacher read the preparation statement at least one day in advance of the activity implementation. The preparation statement alerts the instructor to reproduce or gather materials when necessary. Anything that needs to be done in advance of the activity is identified in this section of the activity information sheet.

Procedures

The procedure statement provides information for the instructor that will aid in implementing and operating the activity as efficiently as possible. The activities were originally created for learning centers, but many of the activities could be used with other management styles.

Evaluation

Provided with each activity is an evaluation activity. Each evaluation activity has an answer key. Simply follow the instructions for using the evaluation. Some have suggested levels of performance. Converting the evaluation to a grade is left to the teacher.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will identify a variety of reasons why people work.

PERFORMANCE OBJECTIVE:

Given the set of 36 cards, the child will draw and match them into sets of 2 until all are correctly matched.

MATERIALS:

*36 playing cards (18 sets of 2)

PREPARATION:

This exercise is designed for 2 to 6 players. Cut out the playing cards. Laminate if desired.

PROCEDURE:

Place the cards in a learning center. Explain the directions for the game. Cards should be dealt out evenly to all players. Then players should see if they have any matches in their hands. Any matches should be placed on the playing table. To play the game, players take turns drawing a card at a time from the player to their right. As matches are made, they should be placed on the table. The player getting rid of his cards first is the winner and becomes dealer for the next game.

3401A

Foreign Travel

3401A

Fringe Benefits

3401A

Praise

3401A

Make a living for the family

3401A

Help Others

3401A

Reward

3401A

Honor

3401A

Paid vacation

3401A

To be their own boss

3401A

Personal Satisfaction

3401A

Enjoyment

3401A

To please the family

3401A

Money (Wealth)

3401A

Fame

3401A

Prestige

3401A

Security

3401A

Education for children

3401A

Social

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will compare reasons why people work in different situations.

PERFORMANCE OBJECTIVE:

The student will be able to give at least one reason why people work in each of the 15 open-ended stories.

MATERIALS:

*15 open-end stories
pencils

PREPARATION:

Reproduce a copy of each story for each child. Lead a discussion with children stressing reasons why people like to perform their particular jobs.

PROCEDURE:

Working independently, children will read the stories and then decide why the characters continue to work as they do. They should write their answers. For children who cannot write, lead an oral discussion, encouraging children to share and explain their answers to the questions. After children have completed their work, lead a discussion encouraging the children to compare the different reasons people were engaged in their activities.

EVALUATION:

Read student papers.

WHY PEOPLE WORK

DIRECTIONS: Write at least one sentence to complete each story.

1. John is a Boy Scout. He has earned badges in pet care, first aid, camping and gardening. Recently John has started doing volunteer work at the Red Cross.

Why do you think John is doing this?

2. Betty is in the fourth grade. She has four younger brothers and sisters that she sometimes babysits with. When the kindergarten teacher, Miss Dill, needed a helper, Betty asked if she could do this.

Why do you think Betty wanted to help Miss Dill?

3. Miss Jones taught piano for many years, but has now retired. She spends much time in children's wards of the local hospitals and the rest homes working with the children and senior citizens.

Why do you think she does this?

4. Bill likes to visit his grandfather who works as an airplane mechanic. There are many kinds of models in grandfather's den and Bill can identify all of them. Bill wants to be a pilot.

Why do you think Bill wants to be a pilot?

5. The third grade children were watching Mr. Gray operate a bulldozer, when he was preparing the ground for a new annex. He dug the hole and removed the sidewalk section by section. The day was very hot, but Mr. Gray worked hard.

Why do you think he chose this job?

6. Tom likes to spend his weekends camping in the woods near his home. He will observe, with interest, a forest animal and its action for long periods of time. He knows the habits of most of these animals either from observation or reading information.

What careers could Tom take up that he would be able to use this knowledge?

7. Terry's family lives near the ocean. His father and grandfather have been travelers all their lives and Terry goes in the boat sometimes with them.

What occupation do you think Terry will want to take up? Why?

8. Joe wishes he lived on a farm. He visits his cousins as often as he can and enjoys watching his Uncle prepare the land for planting in the fall. During the summer he converses with the threshing crew and hears about their harvest travel into other states. He admires the huge machines involved in all farm work.

With these special interests, what career do you think Joe is preparing himself for?

9. Mr. Penn is an attorney in a large city. He has represented clients who have been wronged and has been successful in bringing many guilty persons to justice. He spends most evenings studying at home and has very little time for recreation, or his family. When asked if he enjoyed his work, Mr. Penn replied, "I would not be happy doing anything else!"

Why do you think Mr. Penn stays in this profession?

10. Mrs. Allen has a beauty shop in the extra room of her house. She starts working at 8:00 in the morning and is sometimes still working at 8:00 in the evening. She gives permanents, manicures, and works with long hair, short hair, and wigs. She is always busy and always happy.

Why do you think Mrs. Allen chose to be a beautician?

11. Joyce has taken tap dancing lessons and ballet since she was three years old. Now she is a junior in high school and is beginning to give lessons to pre-school and kindergarten children. She hopes someday to be a famous ballerina.

Why do you think she will probably be successful?

12. Charles reads all types of books from the library. He says he doesn't have any special informational interest, but wants to know "all about everything". He was the ring master when the children on his block had a circus. He speaks intelligently and with a good clear voice; the other kids are always asking him to read to them.

What career do you think Charles could use this type of preparation for?

13. Jim is a welder with a construction company. He is a strong man who enjoys the out-of-doors and spends his vacation fishing in a quiet spot in the woods. Jim always seems happy.

What are the reasons you believe that Jim will stay in his profession.

14. Joe is in high school and works in a grocery store. He stocks shelves, stamps prices on canned goods and checks out customers. He likes to go to his job every evening after school is out. He plans to take business and economics courses in college.

What career do you think he is preparing for?

15. Jane likes to meet people and she delights in visiting with them. She hopes become a receptionist in a large office after she completes high school.

Why do you think she would like to do this?

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTS:

The student will analyze the behaviors of workers and infer why they are working.

PERFORMANCE OBJECTIVE:

The student will be able to give various reasons why certain people engage in certain careers after analyzing interview results.

MATERIALS:

*Interview questionnaire
Pencil

PREPARATION:

Conduct a class discussion on how to conduct a personal interview.
Reproduce interview sheets (3 for each student).

PROCEDURE:

Students make appointments for interviews and visit with workers, taking notes. After all have gathered their data, have each student prepare an oral report describing some of the data they gathered and why they think the worker they interviewed works at his job.

EVALUATION:

Listen to student reports for accurate assessments of their inferences.

WHY DO PEOPLE WORK?

Interview 3 people in different occupations using the following questionnaire. (Write their responses.)

1. What is your job?

2. Do you enjoy your work?
yes no

3. Why do you like (or dislike) your work?

4. What special training does your job require?

College Degree	
Vocational School	
High School	
On-the-job	

5. What other work could you do with your training?

6. Why did you choose this profession?

salary	
family pressure	
security	

Prestige	
Short hours	
Fringe Benefits	

7. Did you ever work at any other job?
yes no

8. Why did you change from that job?

9. What do you like best about your job?

Least?

10. Would you recommend your type of work for other people?
yes no

11. What special interests should people who go into this profession have?

Like people	
Enjoy working outside	
Like to work with tools	
Can work independently	
Enjoy music	
Like to sew	
Working with medicine	

Like to read	
Like Animals	
Be able to type	
Like to travel	
Enjoy reading	
Working in a lab	
Enjoy sports	

12. Would you choose your same career if you were to begin working again?

Why?
yes no

13. How many hours do you spend working each day?

4 - 6 hours	
6 - 8 hours	
more	

14. Do you work better alone or with others?

Alone	
With others	

15. Is your work seasonal or do you do this all through the year?

Seasonal	
All year	

16. Are you required to do extra work at home, at the library, or some other place?

yes no

17. Are you paid for in-service training, on-the-job training, or workshops?

yes no

18. Are you required to go back to school to keep up-to-date?

yes no

19. Does your job pay well?
yes no

20. Is there opportunity for advancement in your type of work?
yes no

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

The student will evaluate his/her own reasons for working in given settings.

PERFORMANCE OBJECTIVE:

The child will fill in a worksheet describing his/her job preferences in given settings and contexts.

MATERIALS:

*Career Options Sheet

PREPARATION:

Reproduce as many copies of the Career Option Sheet as you wish to use for this group activity.

PROCEDURE:

After group discussion of a variety of careers, students should fill in the Career Option Sheet. After they complete their work, have the students work in pairs and share information on their sheets.

EVALUATION:

Discuss informally with the students.

CAREER OPTIONS

Complete the following about yourself:

1. I would rather be a _____ than a druggist.
2. If I could sing well I would like to be a _____.
3. My parents want me to be a _____.
4. A _____ must know how to type.
5. If I were a _____ I would be wealthy.
6. A _____ must work long hours.
7. I would like to work in a _____.
8. A _____ must like animals.
9. I would be scared to be a _____.
10. A _____ has to study for many years.
11. If I like to work with children, I can be a _____.
12. A _____ must wear a hard hat.
13. People would respect me if I were an outstanding _____.
14. I would be proud to be a _____.
15. We need a _____ in our community.
16. I would like to be a _____, because my friend is.
17. To be a _____ would be a secure job.
18. I (do, do not) work hard to get a good grade.
19. A _____ is a hero.
20. I would enjoy being a _____.
21. I would like to be a _____ and travel to foreign countries.
22. I like to help other people so I might be a _____.
23. It would be fun to be a _____.
24. I would like to be a famous _____.
25. My parents would not let me be a _____.

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will identify the formal and informal educational requirements for specific occupations.

PERFORMANCE OBJECTIVE:

Using the Career Wheel, the student will correctly match the type of training needed with the jobs, using the multiplication facts to arrive at the correct answer.

MATERIALS:

- *Career Wheel (two pieces)
- Paper and pencil
- Mathematics book or multiplication fact sheet to check answers

PREPARATION:

Cut out the two wheels and assemble. Where to go for training and one multiplication factor are on the small wheel. The job and an other multiplication factor and the product are on the other wheel.

PROCEDURE:

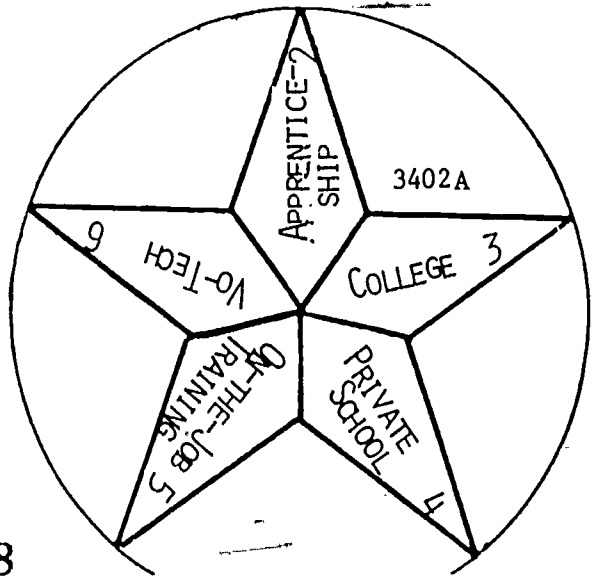
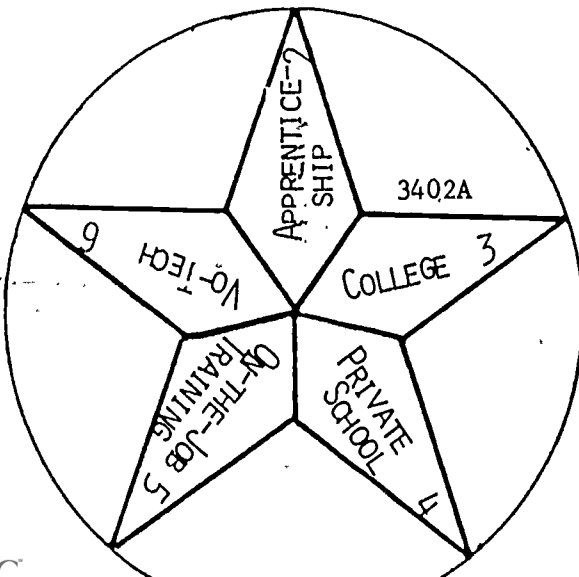
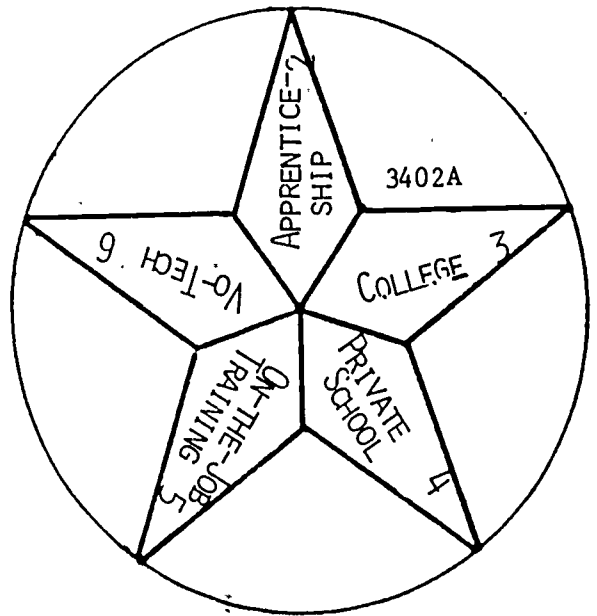
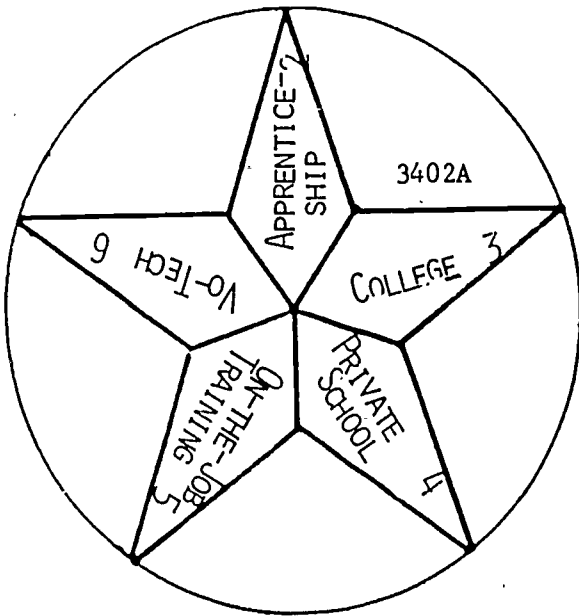
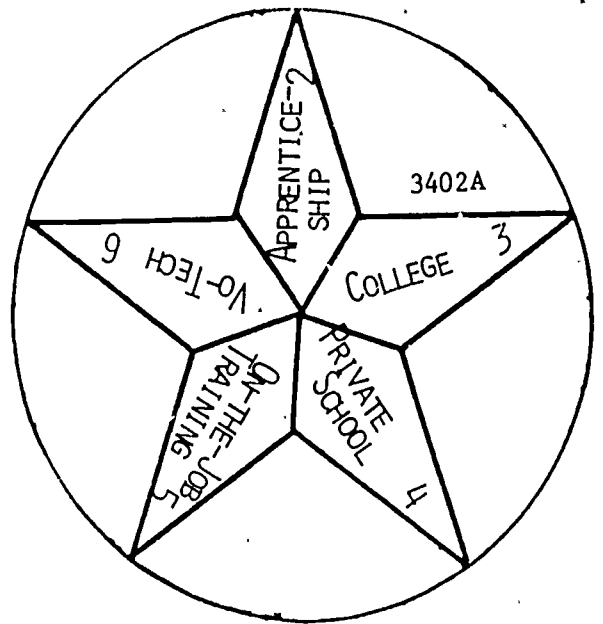
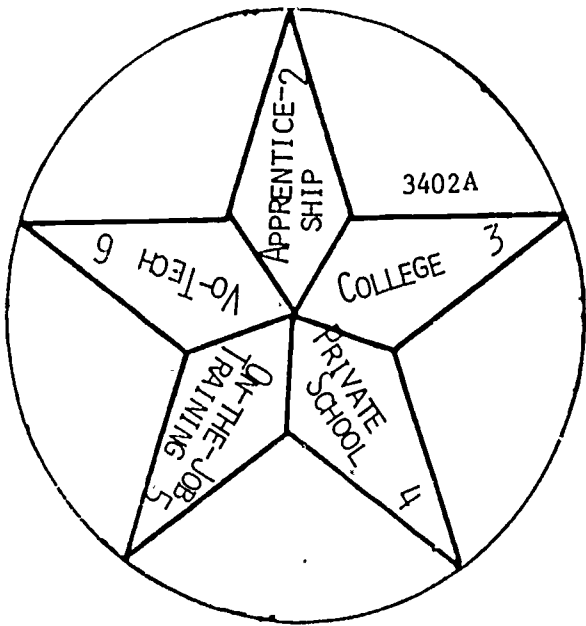
Place the material on a student desk or an activity center. As the student matches type of training with the job, the student should write the multiplication facts on paper. If the teacher desires, the student could also be required to write down the type of training and the matching job.

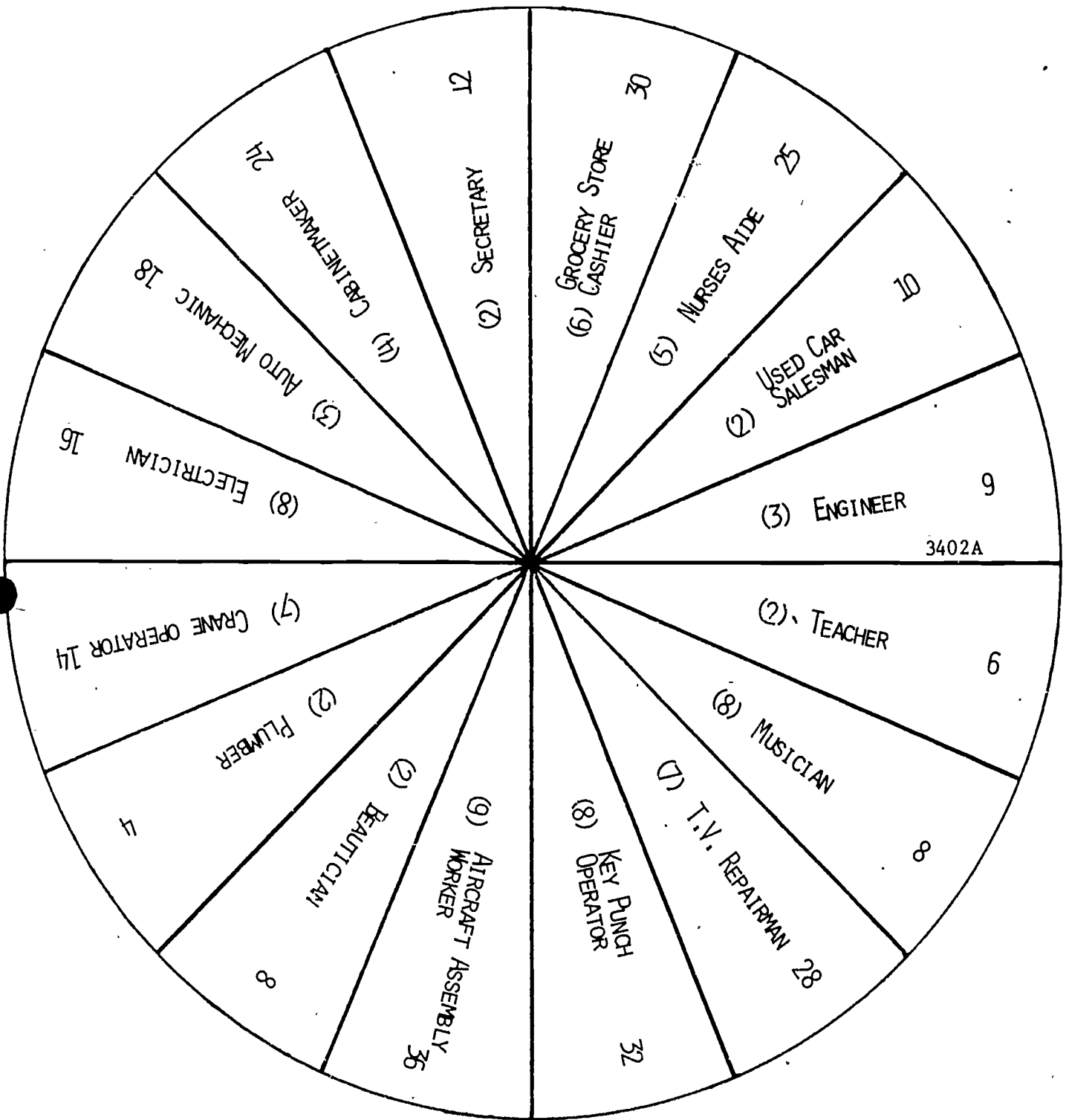
EVALUATION:

The student should check the multiplication facts with his mathematics book and the training facts with the teacher. If the student does not have all facts correct, he should use the Career Wheel for further reinforcement.

SUGGESTED ITEMS FOR CAREER WHEEL

2 Apprenticeship	plumber 2 crane operator 7 electrician 8
3 College	teacher 2 engineer 3 commercial artist 7 musician 8
4 Private School	cosmetologist 2 or beautician or hairdresser T.V. repairman 7 key punch operator 8 aircraft assembly worker 9
5 On-The-Job Training	used car salesman 2 nurse aid 5 grocery store cashier 6
6 Vocational-Technical	bricklayer 1 secretary 2 auto mechanic 3 cabinet maker 4





3402A

Math: Reasoning, completing sets.

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will compare and contrast the educational requirements for different occupations as well as the educational resources available to help him/her prepare for work.

PERFORMANCE OBJECTIVE:

Given the puzzle pieces, the student will correctly match the pieces, sequencing the training required for ten occupations.

MATERIALS:

- *Career training puzzles
- *Answer sheet

PREPARATION:

Reproduce 4 - 6 copies of the puzzle.
Cut puzzle apart along lines. Place material on the individual's desk or at a learning center.

PROCEDURE:

Career Puzzle is designed for one to four players. Each player should try to complete the puzzle bars listing one occupation and the matching schooling and training pieces. When all the bars have been completed check with the answer sheet for accuracy.

EVALUATION:

Observe the students at the center to see how well they match the pieces. Review with them what the puzzle pieces say.

CAREER TRAINING PUZZLES

Beauty shop operator	Tenth grade or more, high school	School of cosmetology usually 6-12 months	State licensing
Plumber	High school	Plumber's helper	Apprenticeship with on-the-job training up to 5 years
Secretary	High school	Business College	On-the-job training
Lawyer	High school	College 4 years	Law School 3 years Admitted to state bar
T.V. Repairer	High school	Technical school 2 years	On-the-job training
Car sales-workers	High school	On-the-job training, previous sales work helpful	
Veterinarian	High school	2-3 years college	4 years veterinary school State licensing
Dental assistant	High school	On-the-job training or	1 year or more training at Vo-tech school or Jr.college
Surveyor	High school with several math classes	1-3 years Jr. college or Vo-tech school	On-the-job training
Air flight attendents	High school	College or nurse's training preferred	About 5 weeks training at airline school

CAREER GENERALIZATION:

Education and training are required for most work

CAREER OBJECTIVE:

The student will evaluate the educational options available in relation to his/her personal objectives and needs.

PERFORMANCE OBJECTIVE:

After reading each of the situation stories, the student will evaluate the possible career choices each story character could make and express his ideas in complete sentences.

MATERIAL:

- *Situation story sheets (4)
- *Situation story answer key
- Paper and pencil

PREPARATIONS:

Reproduce as many copies of the situation stories as needed.
This activity is designed for individual work or possibly in a group of two students.

PROCEDURE:

Place the situation stories on the students' desk or at a learning center. After the student has read the stories ask him to respond to the questions at the end in complete sentences.

EVALUATION:

When the student has completed the sentences he, the teacher or another student should check them for both content and form, using the situation story answer key.

Bill

Bill is a boy with many interests. Most of all he likes to be with people. He likes to help other boys and girls. He helped Jack with his Scout project in poster making. When his father needed more tools to repair the mower, he got them from the garage. At school Bill likes to help others with reading when he is done. Bill asked Tom to stay after school to help clean up after a messy art project. His favorite thing is to play many kinds of outdoor games with his friends. He found a new game in "Boy's Life" and now is helping others to learn how to play it.

When Bill thinks about what kind of work he would like to train for, he has a hard time to decide. What do you think he should do? Write your ideas in complete sentences.

Sam

Sam lives close to a busy street with several businesses at the intersection. He goes by these when he goes to school. In his back yard Sam has his shop for fixing toys, tricycles and bicycles. He does this for fun because he likes to take things apart and put them together again. He also likes to sell things. In spring he sold garden seeds. Last winter he was top salesman for the Scout candy sale.

What kind of work do you think Sam should train for as he grows older? Write you ideas in complete sentences.

Sue

Most of the time Sue doesn't have a lot to say. She likes to put her ideas on paper. She writes short stories and then uses them for plays with her dolls and puppets. Her class went to the newspaper printers for a field trip. She got to talk to one of the feature article writers. She enjoyed this very much. Her class made a newspaper after the field trip, she wrote a funny story for it. At school she spends a lot of time in the library reading. She was chosen as the class librarian for the month. She has made many friends through her writing and reading.

What kinds of jobs do you think Sue should think about when she chooses to train for her future? Write your ideas in complete sentences.

Jane

Jane likes animals very much. She has had several kinds of pets. When she finds or knows about an injured animal she tries to take care of them until they can go on their own. She reads books from the library about pets and wildlife. Jane enjoyed a field trip to the humane society very much. She learned new ideas about how to take care of animals.

With these kinds of interests, what kind of jobs should Jane consider when she thinks about choosing what work to train for? Write your ideas in complete sentences.

SITUATION STORY ANSWER KEY

Bill	-	Public relations Health services Personnel services
Sam	-	Businessman mechanic or repairman sales work
Sue	-	Editor journalist free lance writer librarian proofreader
Jane	-	Zoo Keeper Veterinarian wildlife Humane Society

Social Studies: interdependence

DIAL - A - JOB

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will identify different work roles and their interrelatedness in given specialized work situations.

PERFORMANCE OBJECTIVE:

Given a listing of general job classifications or clusters, the student will be able to identify the specific occupations that fit within that cluster.

MATERIALS:

- *Dial - a - Job game board
- *Game cards: 17 of (red, white, blue, and 15 of the green)
- *Dial - a - Job game directions
- *Dial - a - Job answer key
- *Evaluation sheet
- *Evaluation answer key

PREPARATION:

Make copies of the evaluation sheet, one for each student who plays the game.

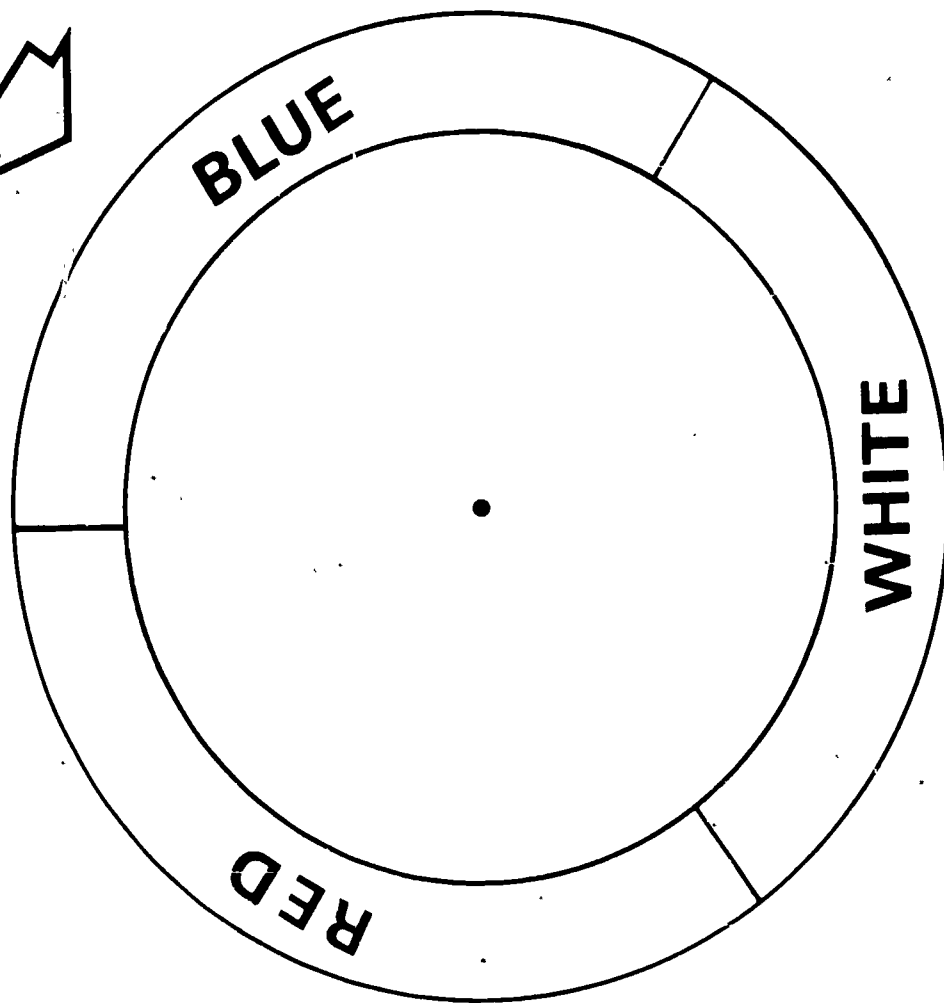
PROCEDURE:

- This lesson is designed to help the student learn about different occupational clusters and the interrelated occupations within those clusters. Before playing the game, briefly review the occupation categories and identify some of the occupations within the categories. Encourage students to describe the ways workers within a cluster depend on one another. Have the students play Dial - a - Job, following the game directions.

EVALUATION:

- After students have played the game, have them work the evaluation sheet. They may check their own work using the evaluation key, or you may wish to check it.

Dial A Job



**Red
Game Cards
(Occupations)**

**White
Game Cards
(Occupations)**

**Blue
Game Cards
(Occupations)**

<p style="text-align: right;">3403A</p> <p><u>Pilots</u> fly airplanes.</p>	<p style="text-align: right;">3403A</p> <p><u>Psychiatrists</u> are special doctors who diagnose, treat, and help prevent mental illness.</p>	<p style="text-align: right;">3403A</p> <p><u>Physicians</u> diagnose illness and treat people in poor health. They also help us to keep from getting sick.</p>
<p style="text-align: right;">3403A</p> <p><u>Dentists</u> examine teeth, take x-rays, fill cavities, straighten teeth, and treat gum diseases.</p>	<p style="text-align: right;">3403A</p> <p><u>School nurse</u> is a nurse who works with principal, teachers, and children to take care of the needs of the children, examines them and keeps health records.</p>	<p style="text-align: right;">3403A</p> <p>A <u>store manager</u> is responsible for managing a whole store.</p>
<p style="text-align: right;">3403A</p> <p><u>Carpenters</u> work with wood tile, insulation, board, and etc. They erect the framework in buildings and install molding, paneling, cabinets, and hardware.</p>	<p style="text-align: right;">3403A</p> <p><u>Geologists</u> study the structure, composition, and history of the earth's crust. They search for things such as coal, water, and oil.</p>	<p style="text-align: right;">3403A</p> <p><u>Elementary school teachers</u> provide a good learning environment and plan and provide programs for learning that suit the students' needs in K - 6th. grade.</p>
<p style="text-align: right;">3403A</p> <p><u>Local truck drivers</u> move goods from terminals and warehouses to wholesalers, retailers, and consumers in the area. They must be skilled drivers so they can get the truck in and out of difficult places.</p>	<p style="text-align: right;">3403A</p> <p><u>Actors and actresses</u> make a character come to life before an audience. It is hard work and requires special talent.</p>	<p style="text-align: right;">3403A</p> <p><u>Architects</u> design buildings that combine attractiveness, safety, and usefulness.</p>
<p style="text-align: right;">3403A</p> <p><u>Cooks and chefs</u> are responsible for the reputation and success of a restaurant. They decide on size of servings, plan menus, and buy food supplies.</p>	<p style="text-align: right;">3403A</p> <p>An <u>all-around machinist</u> who can set up and operate most types of machine tools, uses these tools to make metal parts.</p>	<p style="text-align: right;">3403A</p> <p><u>School counselors</u> work with students, teachers, parents, and community agencies in order to help students.</p>
<p style="text-align: right;">3403A</p> <p>2 weeks paid vacation (Take another turn)</p>	<p style="text-align: right;">3403A</p> <p>Sick leave (Take another turn)</p>	<p style="text-align: right;">3403A</p>

<p>3403A</p> <p><u>Airline Attendant</u> look after the comfort of the passengers.</p>	<p>3403A</p> <p><u>Psychometrist</u> is a person who gives tests and makes surveys (often in school).</p>	<p>3403A</p> <p><u>Medical assistants</u> are the persons who greet you in the doctor's office, set up appointments, and answer questions. They also keep medical records up to date.</p>
<p>3403A</p> <p>The <u>dental hygienist</u> works directly in the mouth of the patient, cleaning teeth, examining and charting dental defects.</p>	<p>3403A</p> <p><u>Public health educator</u> keeps public informed about their community health conditions and how they can be improved.</p>	<p>3403A</p> <p>A <u>salesperson</u> works in one department and sells merchandise directly to the customer.</p>
<p>3403A</p> <p><u>Painters</u> apply coats of paint to either inside or outside surfaces for the purpose of decorating or protecting them.</p>	<p>3403A</p> <p><u>Oceanographers</u> study the ocean -- its characteristics, movements, physical properties, and plant and animal life.</p>	<p>3403A</p> <p><u>Librarians</u> make information available. They select and organize collections of book pamphlets, newspapers and magazines and assist others with their use.</p>
<p>3403A</p> <p><u>Parking attendants</u> move cars in and out of parking spaces at commercial and private parking lots.</p>	<p>3403A</p> <p><u>Musicians</u> may play in a symphony orchestra, dance band, rock group, or jazz combo. They usually have many years of music study and practice behind them.</p>	<p>3403A</p> <p><u>Interior designers</u> help clients select furniture, draperies, floor coverings, and accessories.</p>
<p>3403A</p> <p><u>Waiters and waitresses</u> take customers' orders, serve food and drinks, make out checks, and sometimes take payments.</p>	<p>3403A</p> <p>Many <u>machine tool operators</u> do simple jobs that can be learned quickly on one or two types of machine tools. They repeat them over and over again.</p>	<p>3403A</p> <p><u>Rehabilitation counselors</u> help people with physical, mental, or social disabilities to adjust their vocational plans and personal lives.</p>
<p>3403A</p> <p>Laid off (Take another turn)</p>	<p>3403A</p> <p>2 weeks paid vacation (Take another turn)</p>	

The airline ticket agent sells tickets.

Psychologists observe behavior (the way people act).

Medical technologists perform laboratory tests. They usually work in hospitals or medical laboratories.

3403A

3403A

3403A

Dental assistants get the dental equipment, instruments, and supplies ready for the dentist to use.

Sanitarian is a specialist in environmental health. (Examines food and water supplies)

A floor manager manages one department of a store. (Assigns duties to employees, hears customers' complaints, and reorders new stock for the department.)

3403A

3403A

3403A

Construction electricians lay out, assemble, and install electrical fixtures, apparatus, and wiring used in electrical systems.

Weather forecasters are really meteorologists. They interpret the daily weather information.

Secondary school teachers usually specialize in one particular field, such as, English, math, social studies. Their students are in junior or senior high school.

3403A

3403A

3403A

Long-distance truck drivers are skilled and experienced drivers. They operate large tractor-trailers that carry goods hundreds or thousands of miles.

Dancers may perform in classical ballet or modern dance. They may dance for musical shows or in folk dances.

Commercial artists create art work in newspapers and magazines and on billboards, brochures, catalogs, and television commercials.

3403A

3403A

3403A

Meat cutters prepare meat, fish, and poultry for sale in supermarkets or wholesale food outlets.

Instrument makers translate the ideas of scientists into experimental models, or special laboratory equipment. They also change existing instruments for special purposes.

Employment counselors help job seekers evaluate their abilities and interests so they can choose and prepare for a satisfactory field of work.

3403A

3403A

3403A

Laid off
(Take another turn)

Dividend payment
(Take another turn)

3403A

3403A

3403A

AIR TRANSPORTATION

MENTAL HEALTH

MEDICAL SERVICE

3403A

3403A

3403A

DENTISTRY AND
DENTAL SERVICE

COMMUNITY HEALTH SERVICE

MARKETING

3403A

3403A

3403A

CONSTRUCTION WORK

NATURAL SCIENCE OCCUPATIONS

EDUCATION

3403A

3403A

3403A

DRIVING OCCUPATIONS

PERFORMING ARTISTS

DESIGN OCCUPATIONS

3403A

3403A

3403A

FOOD SERVICE OCCUPATIONS

MACHINING OCCUPATIONS

COUNSELING OCCUPATIONS

DIAL-A-JOB

Directions:

The game may be played by 3 - 5 players.

The red, white, and blue cards should be stacked face down on the board according to color.

The green cards are general classifications for jobs, whereas the other colored cards represent jobs under those classifications.

The green cards are shuffled and dealt equally to the players. The player to the left of the dealer spins the dial and chooses a card from the top of the pile that is the same color as the color he has spun. The next player spins and draws 1 card. The players continue spinning and drawing in turn until they are able to make a "set" of related job cards corresponding to one of their green job category cards. For example, if a child has a green air transportation card, and through a successions of draws or trades, he draws a white ticket agent card, a red pilot card, and a blue airline attendant card, he will have drawn a complete set. When a player makes a complete set with his cards (green, red, white, and blue) he scores 5 points. The matching set of cards should be placed on the playing table.

When a player draws a card, he should read it aloud other players may bargain to trade cards if someone else has a card he needs for one of his sets.

The game continues until all of the cards in one color pile have been drawn.

The player with the most points wins.

If a dispute arises regarding the components of a set, players should refer to the answer key.

DIAL-A-JOB ANSWER KEY

1. Air transportation
 - Pilots
 - Airline Ticket Agents
 - Airline Attendants
2. Community health service
 - School Nurse
 - Sanitarian
 - Public Health Educator
3. Construction work
 - Carpenters
 - Electricians
 - Painters
4. Counseling occupations
 - School Counselors
 - Employment Counselors
 - Rehabilitation Counselors
5. Dental service
 - Dentists
 - Dental Assistants
 - Dental Hygienists
6. Design occupations
 - Architects
 - Commercial Artists
 - Interior Designers
7. Driving occupations
 - Local Truck Drivers
 - Long-Distance Truck Drivers
 - Parking Attendants
8. Education
 - Elementary School Teachers
 - Secondary School Teachers
 - Librarians
9. Food service occupations
 - Cooks and Chefs
 - Meat Cutters
 - Waitpersons

DIAL-A-JOB ANSWER KEY
(Continued)

10. Machining occupations
 - All-Around Machinists
 - Instrument Makers
 - Machine Tool Operators
11. Marketing
 - Store Managers
 - Floor Managers
 - Salespersons
12. Medical service
 - Physicians
 - Medical Technologists
 - Medical Assistants
13. Mental health
 - Psychiatrists
 - Psychologists
 - Psychometrists
14. Natural science occupations
 - Geologists
 - Weather Forecasters
 - Oceanographers
15. Performing artists
 - Actors and Actresses
 - Dancers
 - Musicians

EVALUATION

DIAL - A - JOB

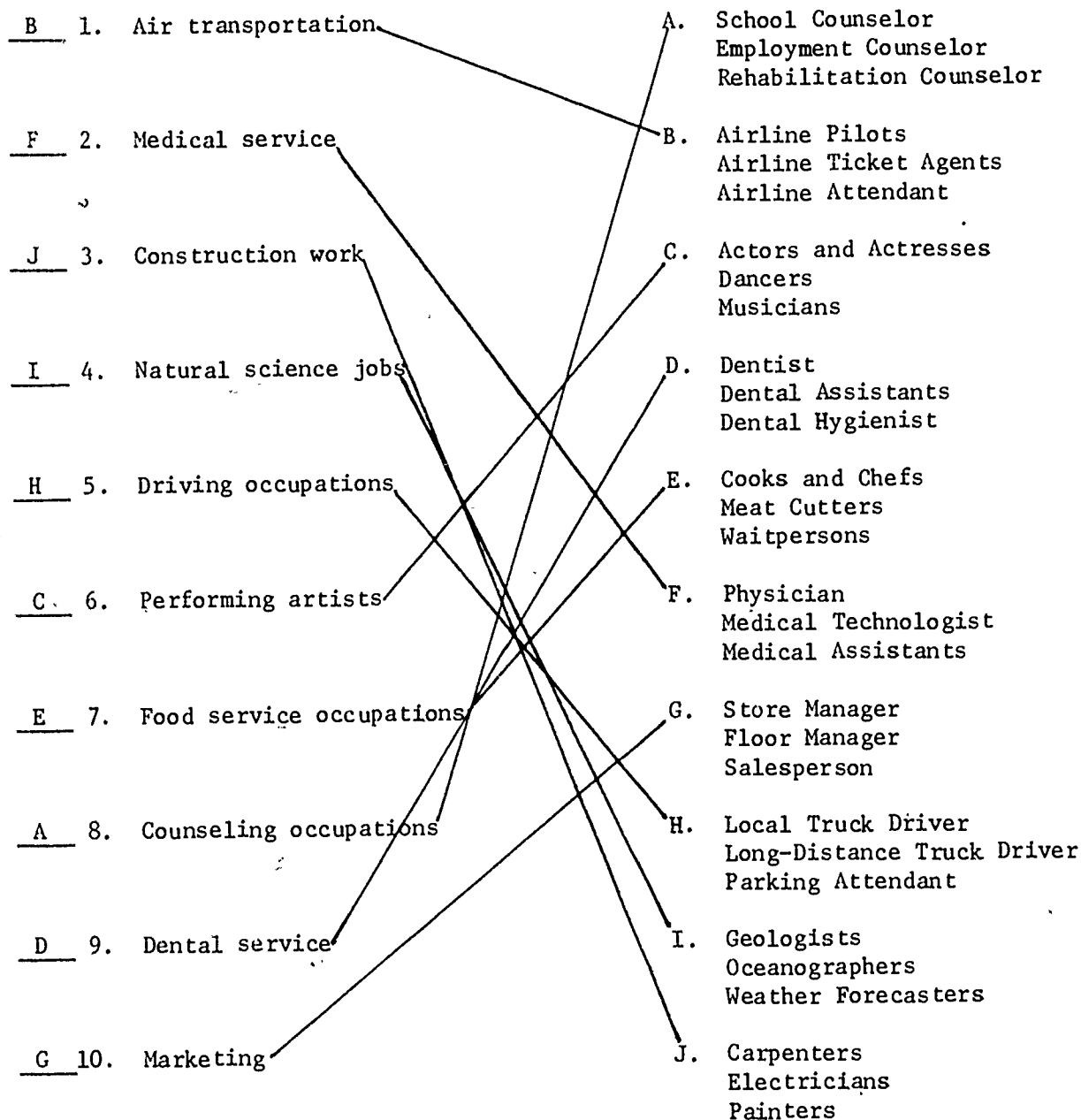
DIRECTIONS: Match an occupational category in the first column with the jobs that come under that classification by drawing a line to connect the two.

- | | |
|-----------------------------|--|
| 1. Air transportation | A. School Counselor
Employment Counselor
Rehabilitation Counselor |
| 2. Medical service | B. Airline Pilots
Airline Ticket Agents
Airline Attendant |
| 3. Construction work | C. Actors and Actresses
Dancers
Musicians |
| 4. Natural science jobs | D. Dentist
Dental Assistants
Dental Hygienist |
| 5. Driving occupations | E. Cooks and Chefs
Meat Cutters
Waitpersons |
| 6. Performing artists | F. Physician
Medical Technologist
Medical Assistants |
| 7. Food service occupations | G. Store Manager
Floor Manager
Salesperson |
| 8. Counseling occupations | H. Local Truck Driver
Long-Distance Truck Driver
Parking Attendant |
| 9. Dental service | I. Geologists
Oceanographers
Weather Forecasters |
| 10. Marketing | J. Carpenters
Electricians
Painters |

EVALUATION KEY

DIAL - A - JOB

DIRECTIONS: Match an occupational category in the first column with the jobs that come under that classification by drawing a line to connect the two.



CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will identify some universal abilities, skills, and interests required for engaging in successful work activities.

PERFORMANCE OBJECTIVE:

- 1) Given a copy of the Scramble puzzle, the student will locate and circle the universal and specific skills (12) listed at the bottom of the puzzle.
- 2) Given an evaluation worksheet, the student will fill in the appropriate work skill terms with 85% accuracy.

MATERIALS:

- *Scramble puzzle
- *Answer key for Scramble puzzle
- *Evaluation worksheet
- *Evaluation key
- pencils
- dictionaries

PREPARATION:

Make enough copies of the Scramble Puzzle and the Evaluation Sheet for the students you will be working with.

PROCEDURE:

Introduce the activity by discussing the difference between specific skills needed for specific jobs such as the specific skills needed by a secretary--typing, spelling, filing, taking messages, etc., and the universal skills that are helpful to anyone who works (e.g. promptness, interest in the job, congeniality, listening, communication, cooperation, and ability to follow directions).

After the discussion, have the students work the Scramble puzzle. They can check their work on the answer key.

EVALUATION:

To check how well the students understand the terms in the Scramble puzzle, have them fill in the evaluation worksheet. They can check their work on the evaluation key. If they do not understand the terms, they should look them up in the dictionary and correct the sentences.

This Scramble Puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page you will find 12 of these terms listed. See if you can find them; they may go in any direction.

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

Reading

Arithmetic

Interest

Follow directions

Spelling

Congeniality

Listening

Cooperation

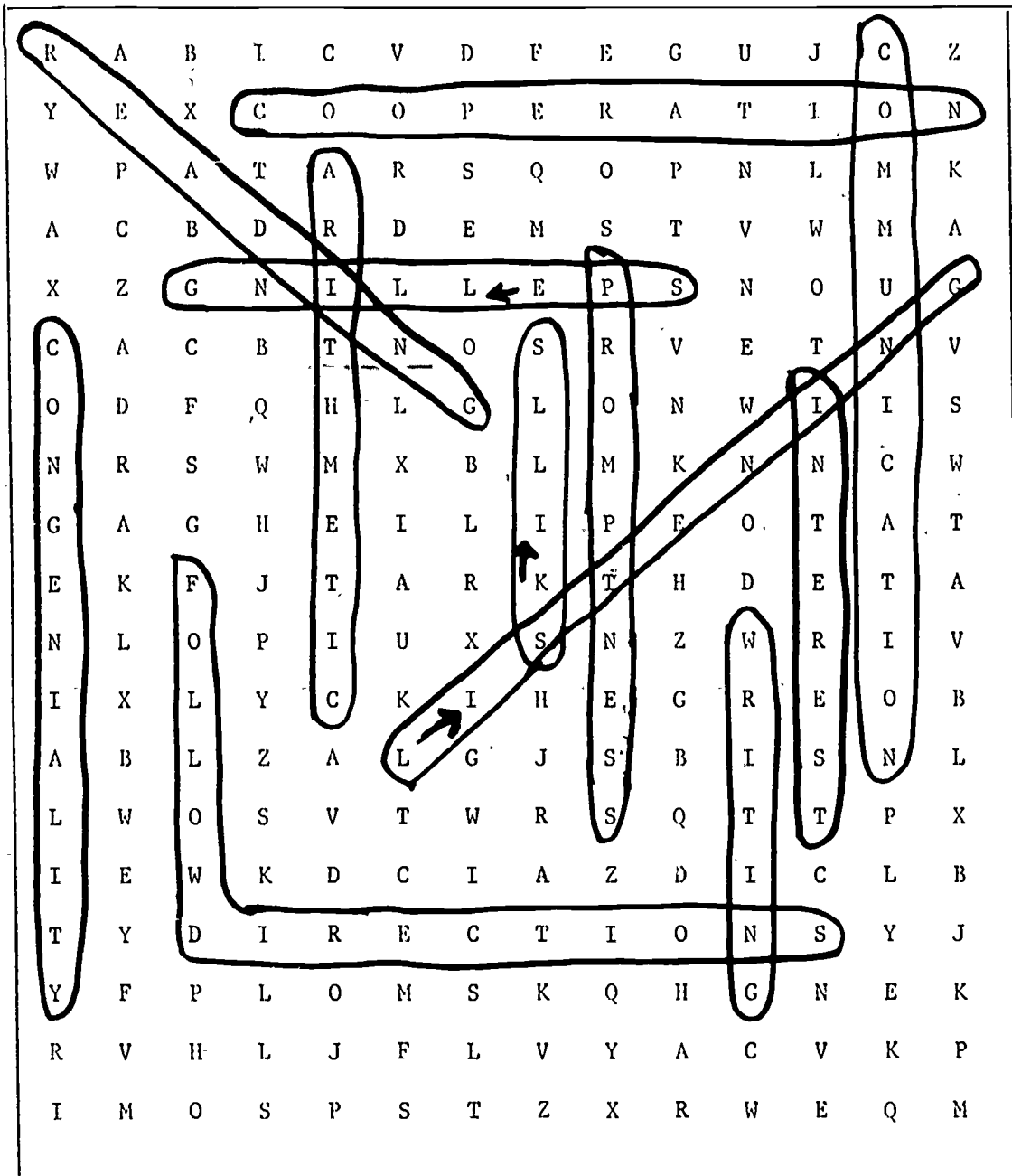
Writing

Promptness

Communication

Skills

This Scramble Puzzle deals with characteristics and skills a person may need in order to get and hold a job. At the bottom of the page you will find 12 of these terms listed. See if you can find them; they may go in any direction.



Reading	Arithmetic	Interest	Follow directions
Spelling	Congeniality	Listening	Cooperation
Writing	Promptness	Communication	Skills

EVALUATION WORKSHEET

Which word that you circled in the puzzle, make the sentences below true statements?

1. Can you _____ the directions?
2. Carpenters learn special _____.
3. Most employers are looking for people who are _____.
4. One characteristic of a good employee is _____.
5. I wasn't _____ to what you said.
6. He learned how to measure things in _____.
7. You do a better job on anything if you are really _____.
8. _____ is important when you write directions.
9. I can't read your _____.
10. _____ means helping one another.
11. _____ is how we find out what to do on a job.
12. A boss expects you to _____.

EVALUATION KEY

Which word that you circled in the puzzle, make the sentences below true statements?

1. Can you READ the directions?
2. Carpenters learn special SKILLS.
3. Most employers are looking for people who are CONGENIAL.
4. One characteristic of a good employee is PROMPTNESS.
5. I wasn't LISTENING to what you said.
6. He learned how to measure things in ARITHMETIC.
7. You do a better job on anything if you are really INTERESTED.
8. SPELLING is important when you write directions.
9. I can't read your WRITING.
10. COOPERATION means helping one another.
11. COMMUNICATION is how we find out what to do on a job.
12. A boss expects you to FOLLOW DIRECTIONS.

COMPARE

CAREER GENERALIZATION:

Different occupations require different abilities, skills and interests.

CAREER OBJECTIVE:

The student will compare the abilities, skills and interests required for the different occupations.

PERFORMANCE OBJECTIVE:

Given a group of occupations and a list of working skills, the student will be able to match the occupations with the skills needed for those occupations with 80% accuracy.

MATERIALS:

- *Compare game board
- *2 sets of game cards: Occupation cards and Skill cards
- *Compare game directions
- *Compare answer sheet
- *Evaluation sheet
- *Evaluation key

PREPARATION:

Make copies of the evaluation sheets. Place the game materials in a learning center.

PROCEDURE:

Explain the game directions. Explain to students that they are to match the work skills needed with different jobs and then compare them. Allow students to play the game.

EVALUATION:

After students have played the game, lead them in a discussion comparing the different skills and abilities needed for different occupations. Then have them work the evaluation sheet. They can check their own work on the evaluation key or you may check it.

9

2

7

1

8

4

Compare

2

8

10

1

Occupation Cards

Skill or Ability Cards

3

10

6

2

7

3

9

5

<p>SKILLS 3404B</p> <p>Likes engines</p> <p>Reads maps</p> <p>Is level headed</p>	<p>SKILLS 3404B</p> <p>Arithmetic</p> <p>Reads Schedules</p>	<p>SKILLS 3404B</p> <p>Listener</p>	<p>SKILLS 3404B</p> <p>Likes to travel</p> <p>Good at waiting on people</p>	<p>SKILLS 3404B</p> <p>Knows Medicine</p> <p>Reads</p>
<p>SKILLS 3404B</p> <p>Careful Worker</p> <p>Follows Directions</p>	<p>SKILLS 3404B</p> <p>Congenial</p>	<p>SKILLS 3404B</p> <p>Science</p> <p>Reading</p> <p>Communicates</p>	<p>SKILLS 3404B</p> <p>Follows Directions</p> <p>Knows Dental Instruments</p>	<p>SKILLS 3404B</p> <p>Recognizes Contagious diseases</p> <p>Knows First-aid</p> <p>Talks on Dental care</p>
<p>SKILLS 3404B</p> <p>Knows Stock arithmetic</p> <p>Manages Movement of goods</p> <p>Plans Sales.</p>	<p>SKILLS 3404B</p> <p>Assigns Duties to Employees</p> <p>Hears customers complaints</p>	<p>SKILLS 3404B</p> <p>Reorders stock</p> <p>Sells merchandise to customers</p>	<p>SKILLS 3404B</p> <p>Erects framework for buildings</p> <p>Installs wiring</p>	<p>SKILLS 3404B</p> <p>Installs electrical fixtures</p> <p>Installs wiring</p>
<p>SKILLS 3404B</p> <p>Searches for oil, coal, or water</p>	<p>SKILLS 3404B</p> <p>Knows how to interpret weather information.</p>	<p>SKILLS 3404B</p> <p>Knows plants and animals in the ocean</p>	<p>SKILLS 3404B</p> <p>Provides a good learning environment.</p> <p>Likes boys and girls</p>	<p>SKILLS 3404B</p> <p>Skilled Driver</p>
<p>SKILLS 3404B</p> <p>Can play different characters and roles</p>	<p>SKILLS 3404B</p> <p>Has sense of rhythm</p> <p>Knows how to dance</p>	<p>SKILLS 3404B</p> <p>Creates art work for cards and advertising.</p>	<p>SKILLS 3404B</p>	<p>SKILLS 3404B</p>

3404B Occupation AIRPLANE PILOT	3404B Occupation AIRLINE ATTENDANT	3404B Occupation AIRLINE TICKET AGENT	3404B Occupation PSYCHIATRIST	3404B Occupation PHYSICIAN
3404B Occupation STORE MANAGER	3404B Occupation FLOOR MANAGER	3404B Occupation SALESPERSON	3404B Occupation CARPENTER	3404B Occupation ELECTRICIAN
3404B Occupation GEOLOGIST	3404B Occupation WEATHER FORECASTERS	3404B Occupation OCEANOGRAPHER	3404B Occupation ELEMENTARY TEACHER	3404B Occupation LONG-DISTANCE TRUCK DRIVER
3404B Occupation ACTORS and ACTRESSES	3404B Occupation DANCER	3404B Occupation COMMERCIAL ARTIST	3404B Occupation MEDICAL TECHNOLOGIST	3404B Occupation MEDICAL ASSISTANT
3404B Occupation DENTIST	3404B Occupation DENTAL ASSISTANT	3404B Occupation SCHOOL NURSE	3404B Occupation	3404B Occupation

COMPARE

Directions:

1. Shuffle both decks of cards.
2. Place one Occupation card, face down, on each colored box.
3. Place remaining Occupation cards, face down, on Occupation card square on the board.
4. The first player draws 1 skill card, then turns over 1 card on a colored square. If it is a match, (that is, if the skill or ability is one that is needed for the occupation) he makes the match, pronouncing the occupation and reading the skill description then places the matched cards down on the table. If a player is uncertain whether he has a match or not, he can check the Compare answer sheet.
5. When a match is made:
 - a. The player gets the number of points shown under the occupation on the board.
 - b. The player takes a card from the Occupation card pile and places it, face down, on the space made blank by the match.
6. If a player does not make a match on his turn, he keeps the skill card, and play continues in clock-wise rotation.
7. The player with the most points at the end of the game wins. The game ends when all cards have been matched.

COMPARE - Answer KeyOccupationSkills

Actors and actresses

Can play different characters

Airline attendant

Likes to travel

Airline ticket agent

Arithmetic
Reads schedules

Airplane pilot

Likes engines
Reads maps
Is level headed

Carpenter

Erects framework for buildings
Installs paneling

Commercial artists

Create art work for cards and
advertising

Dancer

Has sense of rhythm
knows how to dance

Dental assistant

Follows directions
knows dental instruments

Dentists

Science
Reading
Communicates

Electrician

Installs electrical fixtures
Installs wiring

Elementary teacher

Provides a good learning
environment
Likes boys and girls

Floor manager

Assigns duties to employees
Hears customers complaints
Reorders stock

Geologist

Searches for oil, coal, or wster

Long-distance truck driver

Skilled driver

Medical assistant

Congenial

Medical technologist

Careful worker
Follows directions

Oceanographer

Knows plants and animals in
the ocean

Physician

Knows medicine
Reads

Psychiatrist

Listener

Salesperson

Sells merchandise to customer

School nurse

Recognizes contagious diseases
Knows First-Aid
Talks on dental care

Store manager

Knows stock
Manages movement of goods
Plans sales
Arithmetic

Weather forecasters

Know how to interpret weather
information

EVALUATION SHEET

Read the occupation and the description of the abilities or skills that are listed across from it. Mark out the abilities or skills that don't really fit that occupation.

Example: Horse thief

~~law-abiding~~
knows horses
~~irons-well~~

- | | |
|-------------------------------|--|
| 1. Medical technologist | heavy eater
careful worker
follows directions |
| 2. Airline attendant | good at waiting on people
likes to travel
rude |
| 3. Psychiatrist | good listener
is a gossip
interested in people |
| 4. Carpenter | Careless worker
installs paneling
erects framework |
| 5. Geologist | studies formation of the earth
searches for oil, coal and water
destroys minerals |
| 6. Oceanographer | Knows plants and animals of
the ocean
studies floor of the ocean
travels in outer space |
| 7. Long-distance truck driver | skilled driver
likes radio music
knows traffic rules |
| 8. Dancer | has sense of rhythm
needs little sleep
knows how to dance |
| 9. Commercial artist | draws pictures for ads
does newspaper cartoons
art work for advertisements |
| 10. Actors and actresses | can play different characters
are good cooks |

EVALUATION KEY

Read the occupation and the description of the abilities or skills that are listed across from it. Mark out the abilities or skills that don't really fit that occupation.

Example: Horse thief

~~law-abiding~~
knows horses
~~irons-well-~~

1. Medical technologist

~~heavy-eater~~
careful worker
follows directions

2. Airline hostess

good at waiting on people
likes to travel
~~rude-~~

3. Psychiatrist

good listener
~~is-a-gossip~~
interested in people

4. Carpenter

~~Careless-worker~~
installs paneling
erects framework

5. Geologist

studies formation of the earth
searches for oil, coal and water
~~destroys-minerals~~

6. Oceanographer

knows plants and animals of
the ocean
studies floor of the ocean
~~travels-in-outer-space~~

7. Long-distance truck driver

skilled driver
~~likes-radio-music~~
knows traffic rules

8. Dancer

has sense of rhythm
~~needs-little-sleep~~
knows how to dance

9. Commercial artist

draws pictures for ads-
~~does-newspaper-cartoons~~
art work for advertisements

10. Actors and actresses

can play different characters
~~are-good-cooks~~

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

Given an occupation, the student can list 2 or 3 skills or activities that are related to that occupation.

MATERIALS:

- * "What's My Occupation?" Game Directions
- * List of Occupations
- * Suggested Panelist Questions

PREPARATION:

Read the Game Directions. The game may be played by a small group of students at a learning center or by a larger group in a group instructional session.

PROCEDURE:

You might begin by discussing the television game show, "What's My Line?" (The children may not have seen this show.) Then, explain the directions, following the Game Directions Sheet, and assign roles. Players should rotate their roles as they play several rounds.

EVALUATION:

Explain the Directions for Evaluation. Observe how well students perform.

The person who is taking the turn as the contestant should tell 2 or 3 skills, activities, or interests that his/her occupation requires. Use a different occupation from the one used playing "What's My Occupation?" The rest of the group may have one (1) guess per person to see if they can guess the contestant's occupation.

Students take turns being the contestant.

"WHAT'S MY OCCUPATION?"
GAME DIRECTIONS

SKILL:

In order to play this game successfully, you need to listen carefully and be able to think of the skills and abilities involved in different occupations.

OBJECT:

The object of the game is to guess what kind of work the contestant does. You will find this out by questioning the contestant.

MATERIALS:

Some suggested occupations are included as well as questions the panelists might ask. These are only to give you an idea. When you are the contestant, you may think up your own occupation. (Be sure you know something about it so you can answer questions.) When you are a member of the panel, you may use your own questions.

RULES:

You need a Master of Ceremonies, a contestant, and 4 or more panelists to ask questions. No more than 20 questions may be asked.

The Master of Ceremonies runs the game, keeps count of the questions, and calls on the panelists for questions.

The contestant decides on what occupation he wants to represent. He answers questions but does not give added information.

The panelists ask questions that will bring out the skills, activities, and interests of the contestant so they can guess his occupation.

If 20 questions have been asked and no one has guessed the occupation of the contestant, then the contestant will tell the group his occupation; and another player becomes the contestant.

"WHAT'S MY OCCUPATION?"
SUGGESTED OCCUPATIONS

1. Airline Ticket Agent
2. Contractor
3. Ship Navigator
4. Painter
5. Doctor
6. Judge
7. Librarian
8. Landscaper
9. Teacher
10. Chef
11. Veterinarian
12. Farmer
13. Nurse
14. Police
15. Soldier

"WHAT'S MY OCCUPATION?"
SUGGESTED PANELIST QUESTIONS

1. Do you use special clothes for your job?
2. Do you work with people in your job?
3. What special skill that you learned in school do you use?
4. Did you have to take special training beyond high school?
5. Where did you learn how to do your work?
6. What kind of vacation do you take?
7. Do you make much money at your job?

Language Arts: Sentences, paragraph form, creative writing
Reading : Comprehension

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations.

PERFORMANCE OBJECTIVE:

When provided with a list of abilities, skills, and interests necessary for ten occupations, the student will select an occupation that most interests him and justify, in writing, his choice as it relates to his own abilities, skills, and interests.

MATERIALS:

- * Nine 8" x 10" occupation sheets
- * Activity Directions sheet
- Pencil
- Paper

PREPARATION:

Either provide pencil and paper or ask the student to bring his own to the learning center. Make a copy of the Activity Directions sheet for each student who will be participating. Laminate occupation cards.

PROCEDURE:

The student has had previous confrontation with occupations and knows that different occupations require different skills and abilities and reflect different interests. You are now asking the student to ask himself where he will fit into the employment picture. What are his abilities? What are his weak points?

Give each student an Activity Directions sheet. Allow the students to look through the cards and write their choices independently.

EVALUATION:

Informally, check the students' written work and discuss the choices they have made.

PSYCHIATRIST



A PSYCHIATRIST:

is a medical doctor who has become a specialist in diagnosis, treatment, and prevention of mental disorders.

is usually in private practice. Others work in hospitals and clinics.

is in great demand. They make a good income.

has to have an education that is difficult and takes a long time. He needs a background of social science, humanities, and natural science. High school, college, and 4 years in medical school, besides 3 or 4 additional years of training in hospitals.

must be trustworthy. They must share the most intimate and personal part of their patients lives without becoming emotionally involved.

Fourteen years of schooling is the usual thing, after high school.



PAINTER

A PAINTER:

likes to work with colors.

knows how to prepare a surface ready for painting.

paints with brushes, spray guns, or rollers.

works inside and outdoors.

does work that is active and, physically hard.

uses arithmetic, drawing, art, social studies, and English.

needs good eye-hand coordination, good color discrimination, and no physical handicaps with the exception of hearing defects.

usually has steady work. Sometimes in the winter months he is unemployed if he can't find inside work.

SURVEY WORKER



A SURVEYOR

helps construct highways, airfields, bridges, dams, and other structures.

provides information on measurements and physical characteristics of the earth's surface.

have a good future as long as cities continue to grow and we build new highways.

usually works eight hours a day, five days a week. They sometimes work longer during the summer months when the weather is better for outdoor work.

does work that is active and takes a lot of energy.

needs to graduate from high school with a background in math and mechanical drawing. Up to three years of on-the-job training is necessary.

needs good physical health and a liking for outdoor work. Leadership qualities are important too because he supervises and directs the work of others.

SANITARIAN



A SANITARIAN:

is a specialist in environmental health.

examines food and water supplies.

is a consultant to industries such as beef packing plants.

gives health education programs to teach people better health habits.

is a growing field as people become more aware of the importance of environmental health.

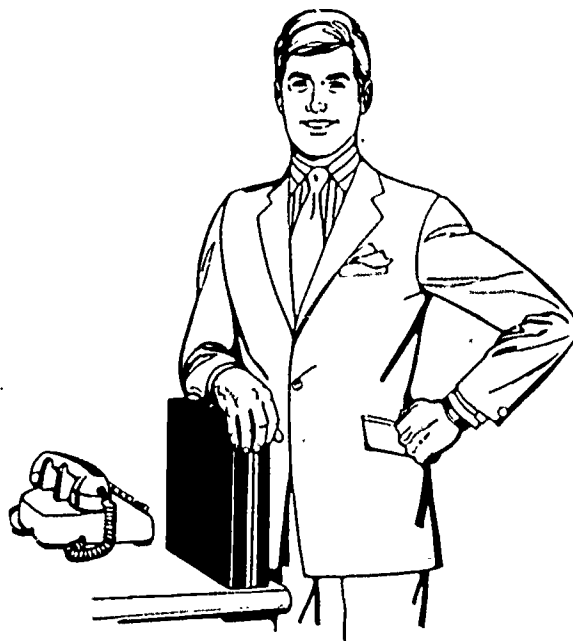
needs a bachelors degree in environmental health. They usually work as a trainee for a year, receiving on-the-job training.

must be able to get along well with people. They often need to be tactful in getting unsanitary conditions corrected. Needs to be an effective speaker before civic groups or in court.

needs a graduate degree in some aspect of public health if he hopes to reach high level positions in this field.

often comes in contact with unpleasant conditions such as sewage disposal and slum housing.

BROKER



A BROKER:

is also called a security salesman. Securities are stocks and bonds.

watches the stock market carefully and advises customers on what stocks and bonds to buy and sell.

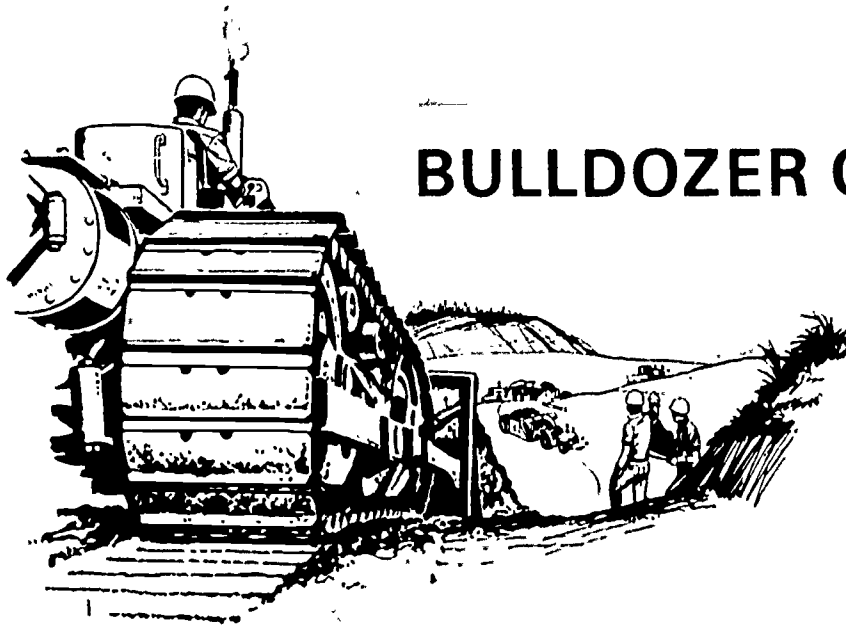
arranges for the sale and purchase of stock for his customers.

has a sound future as long as the nation's economy is sound.

needs a good background in math and English. Speaking and writing well is important. He needs a college education.

needs to be responsible and trustworthy. An alert and well-trained mind is also essential. A broker needs to be tactful and listen to his customers.

has a job that offers him unlimited opportunity, if he is conscientious and if the stock market is on the upswing.



BULLDOZER OPERATOR

A BULLDOZER OPERATOR:

runs a machine called a bulldozer. They help clear land for large scale construction projects.

as there is growth in construction activity there is more work for bulldozer operators.

works outdoors. They usually work in the warmer months and have slow periods during the winter months.

does work that is physically tiring because the constant movement of the machine shakes and jolts the operator.

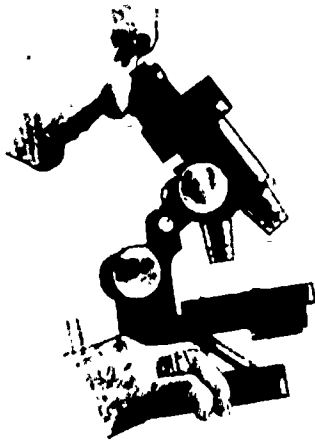
needs a high school education.

needs to be strong physically and needs good coordination of eye, hand, and foot movements.

can advance to job foreman and sometimes to construction supervisor. They can get higher pay by training themselves to operate more complicated machinery.

has to work outdoors in all kinds of weather. Dirt and noise are part of the job.

3404q



INDUSTRIAL SCIENTIST CHEMIST

A SCIENTIST:

in marketing does experiments and gives expert information in various fields of science.

must be a marketing expert. He or she helps develop new products and improves old ones.

is mostly employed by chemical companies. Some do work for private research institutes and foundations.

needs a good background in biology, chemistry, math, English, physics, and good reading and writing skills.

must be willing to work long periods of time before finding the answer to a problem. They must also pay attention to details, no matter how routine.

will find that grades are important to employers in their field.

earns high salaries.

does laboratory work that can be unpleasant and dangerous.

SCHOOL NURSE



THE SCHOOL NURSE:

works with the principal, teachers, and other school personnel in looking after the needs of school children.

examines the children and keeps their health records.

is needed in growing numbers as more schools are adding a nurse to the staff. About 1% of all nurses are men. More men are becoming nurses.

works in public or private schools.

usually works 5 days a week.

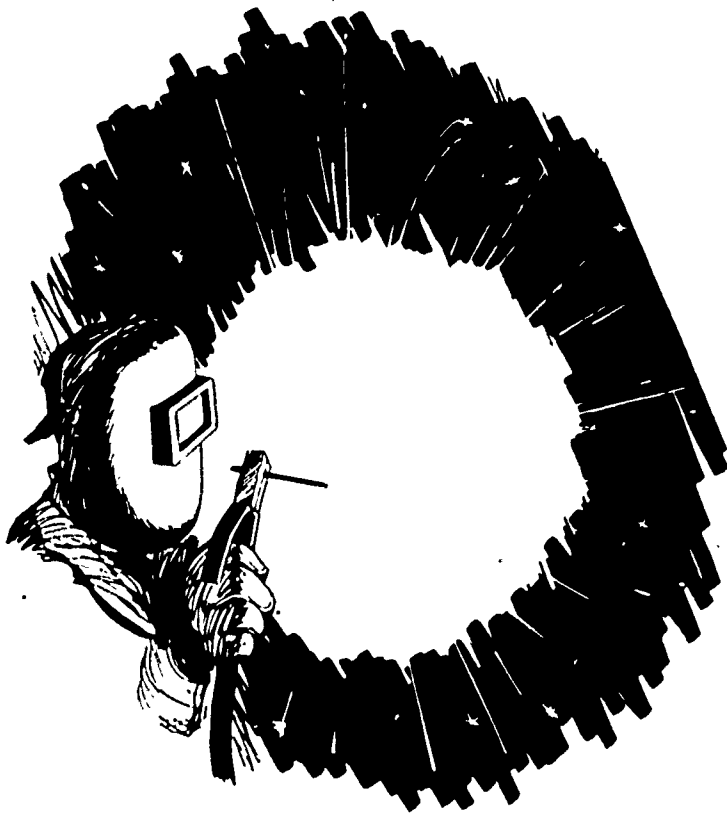
needs to be a high school graduate. Science and math are particularly important. A school nurse must have a bachelors degree in nursing.

needs good physical health, emotional maturity, sound judgement, and a sense of responsibility.

has a background that can lead to other career fields such as supervisors, instructors, and consultants for such companies as drug companies.

has to work with injured and crying children.

3404cl



WELDERS

WELDERS

join pieces of metal by applying heat, pressure, or both, to produce a permanent bond. There are at least forty different welding processes.

will be needed in growing numbers as metal work industries increase.

often do dangerous work so they wear protective clothing: goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries.

need to complete elementary school, vocational school, and one or two years on-the-job training.

require a steady hand, good eye-hand coordination, and good eyesight.

are often in contact with rust, grease, paint, and other elements found on the surface of metals they are welding.

3404d

ACTIVITY DIRECTIONS

1. Look at the nine occupation cards.
2. Read about the occupation on each one.
3. As you read about what is involved in each occupation, notice the skills and abilities that each one must have.
4. Which occupation interests you most? Which one best fits the skills, abilities, and interests that you already have?
5. Write a paragraph explaining which occupation you think you could do best and why.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will identify the determinants of career development.

PERFORMANCE OBJECTIVE:

The student will complete the "Career Determinants" crossword puzzle with 80% accuracy.

MATERIALS:

- *Crossword Puzzle "Career Determinants"
- *Answer Key

PREPARATION:

Reproduce one copy of the puzzle for each student.

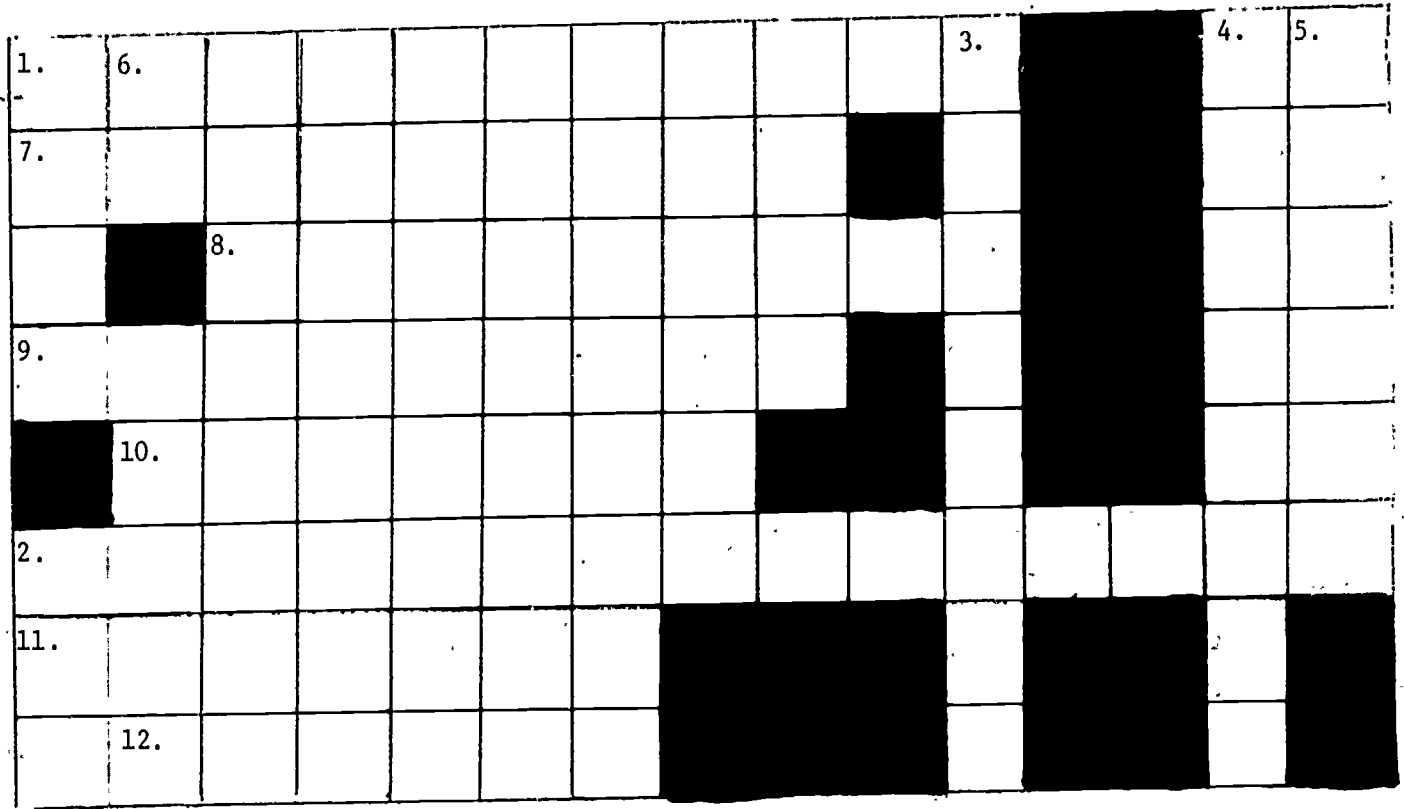
PROCEDURE:

The teacher may use this exercise as a whole class activity or in a learning center. Before the students begin conduct a brief discussion on the factors that help determine a person's career choice, introducing some of the new vocabulary.

EVALUATION:

Check each worksheet.

CAREER DETERMINANTS



Do you know what some factors are that determine what you will be when you grow up? Complete this puzzle and you will find out.

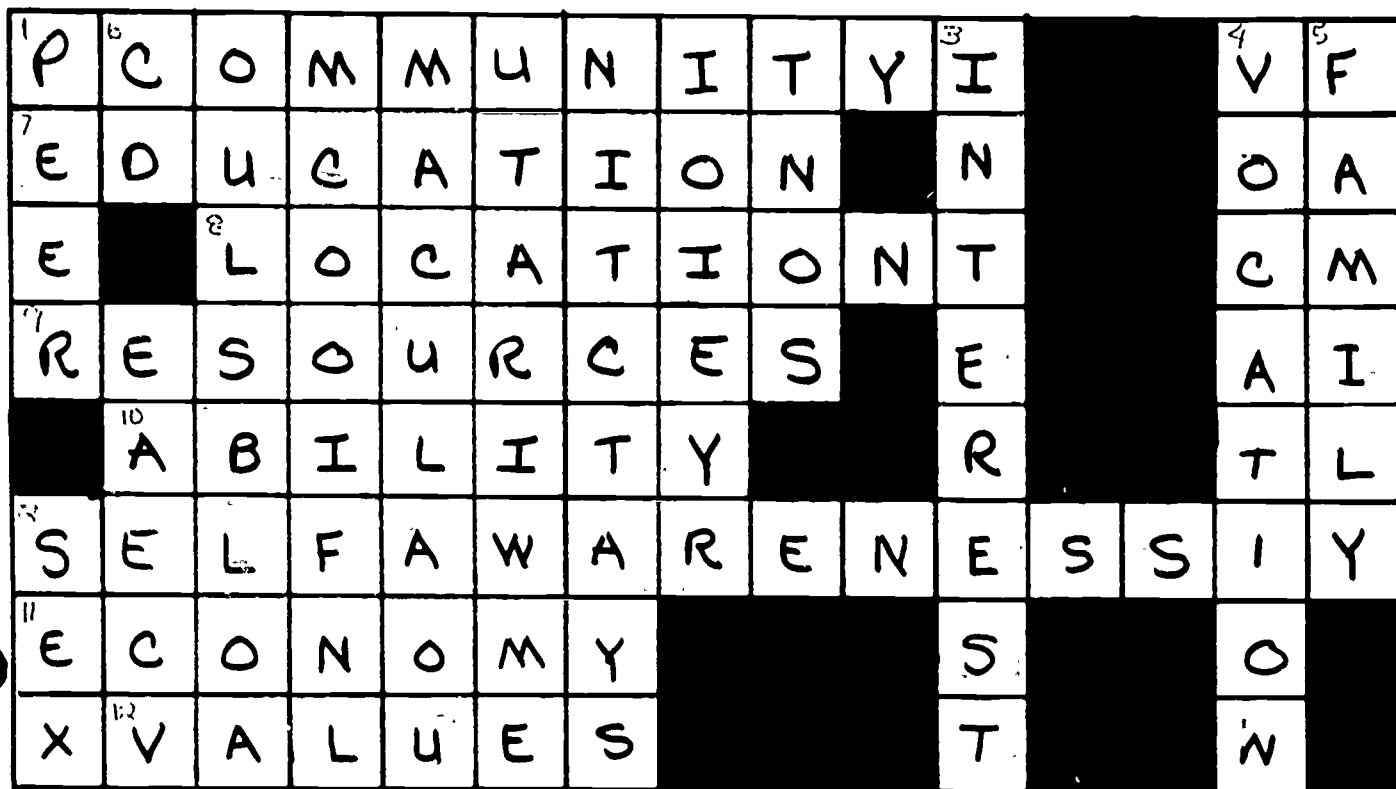
Down

1. Children of the same age group
2. Being either male or female
3. The enjoyment of, concern with, or curiosity about something
4. A particular occupation, business, or profession
5. Any group of persons closely related by blood, as parents, children, uncles, aunts, and cousins

ACROSS

2. What you know about yourself
6. A social group of any size whose members reside in a specific locality
7. The result produced instruction
8. A place of settlement
9. Sources of supply, support, or aid
10. The physical or mental power to do something
11. The resources of a community
12. The things of social life (ideals, customs, institutions, etc.) toward which the people of the group have a special regard

ANSWER SHEET



Do you know what some factors are that determine what you will be when you grow up? Complete this puzzle and you will find out.

DOWN

1. Children of the same age group
2. Being either male or female
3. The enjoyment of, concern with, or curiosity about something
4. A particular occupation, business, or profession
5. Any group of persons closely related by blood, as parents, children, uncles aunts, and cousins

ACROSS

2. What you know about yourself
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11. The resources of a community
12. The things of social life (ideals, customs, institutions, etc.) toward which the people of the group have a special regard

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will compare and contrast determinants as they affect individuals in their career development.

PERFORMANCE OBJECTIVE:

The student will compare the career determinants of a variety of cartoon characters, identifying at least two similar and two different career determinants.

MATERIALS:

*Activity Sheets "How I Got Where I Am"
9 X 12 Manila Paper
Crayons
Pencils
Ruler

PREPARATION:

Reproduce an activity sheet for every four to five children and place manila paper, crayons, pencils, activity sheets, and rulers in language arts learning center. This activity can be done as a learning center activity or as a whole class activity.

PROCEDURE:

Review the format for cartoon writing with students. Review career determinants. Instruct the students to create a cartoon, reflecting one item on the "How I Got Where I Am" activity sheet. The first frame in the cartoon should begin: "Once I thought I wanted to be a (banker).... but now I am a (doctor). Here's how I got where I am..... Encourage creativity.

EVALUATION:

After all of the students have completed their cartoons, have them engage in a comparison activity. Each child is to explore the cartoons of the other students until he/she finds at least two career determinants similar to his cartoon characters', and two career determinants different from his cartoon characters'.

"HOW I GOT WHERE I AM"

NAME _____

Directions: Choose one from the list below and write a humorous comic strip. Compare at least three career determinants. Be imaginative! Be creative!

1. Why I am a doctor rather than a banker.
2. Why I am a teacher rather than a soldier.
3. Why I am an architect rather than a pilot.
4. Why I am a pipefitter rather than a scientist.
5. Why I am a dancer rather than a psychiatrist.
6. Why I am a librarian rather than a receptionist.
7. Why I am an actress/actor rather than a painter.
8. Why I am an electrician rather than a plasterer.
9. Why I am a plumber rather than a singer.
10. Why I am a writer rather than a lawyer.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will analyze a career path in relation to its determinants.

PERFORMANCE OBJECTIVE:

Given a problem card describing a person's career path, the student will identify at least two career determinants in that person's life.

MATERIALS:

*Problem Cards - 6
Pencil, paper

PREPARATION:

Make sure students have done the first two activities in this set before doing this activity. Laminate the problem cards, if desired.

PROCEDURE:

Review the career determinants studied in the first two lessons of this set. Place the problem cards in a Language Arts learning center. Instruct the students to take turns reading a problem card and identifying the career determinants. After they have listed them aloud to the other students at the center, they should write them down.

EVALUATION:

Work with the children periodically to check the accuracy of their analysis.

PROBLEM CARD 1

Fred has just completed high school and is job hunting. He has taken many vocational education courses. The city is an industrial area and has a high unemployment rate. Fred does not plan to attend college. His family is pressuring him to get a job so he can help the family. He is considering volunteering for the Navy.

From what you know about Fred, what are some of the factors influencing his life? List as least two.

PROBLEM CARD 2

Jane has just completed college. She majored in journalism. Jane graduated at the top of her class, was editor of the school paper and very active in student government. She is having difficulty finding a job as a secretary.

From what you know about Jane, what are some factors influencing her life? What kind of job does she seem best suited for?

PROBLEM CARD 3

Beth has taught at the same school for the last three (3) years. She likes teaching very much. Her parents and two sisters are teachers. Beth's husband Bob, is an engineer, but because of a decline in production, he has to find a job elsewhere. The couple has to move; but both have not been able to get a job in the same place. In one city, there were more engineers than needed and in another city there was an over supply of teachers. They are still looking for jobs.

List some factors influencing Beth's and Bob's lives. List at least two.

3405C

PROBLEM CARD 4

Ralph has finally found something he enjoys doing. When Ralph was in school, he was always called "dummy" by his classmates, his teachers provided little encouragement. Ralph felt like a failure because he was not like his classmates. Finally, when Ralph was beginning high school, a special school was recommended for him. Ralph received special training in gardening. He loves to work in the soil. Now that he has graduated, he is working for the city keeping the plants around city buildings looking beautiful. He is happy because he is doing what he likes and is self-supporting.

List some factors that influenced Ralph's life. List at least two.

PROBLEM CARD 5

Johnny is twenty-eight (28) years old and very unhappy with his life. He came from a large, low-income family. For Johnny, school was a bad trip, therefore when he became of age he dropped out. He drifted from job to job in this small rural community. He is presently job hunting.

From what you know about Johnny, list some of the factors that have influenced his life. List at least two.

3405C

PROBLEM CARD 6

Melba is a photographer. She travels all over the world on different assignments. Melba comes from a very wealthy family. She attended the best schools. She has always liked to travel. Melba is very satisfied with her job.

From what you know about Melba, list some of the factors that have influenced her life. List at least two.

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will evaluate and select the determinants that will positively affect his/her own career path.

PERFORMANCE OBJECTIVE:

The student will identify the ten most important career determinants in his life, using a Career Determinants worksheet.

MATERIALS:

*Activity sheet "Career Determinants"
Pencil

PREPARATION:

This activity may be done as a group activity or placed in a learning center.

Reproduce enough activity sheets for each participating child to use one.

PROCEDURE:

Discuss with the students their present career choices. After they have identified their present career interests, have them think what has influenced them to be interested in that particular career. Then have them fill in the Career Determinants worksheet.

CAREER DETERMINANTS

NAME _____

Directions: From the list below of things that influence a person's career choice, choose the ones you think will be most important in determining your own career. Write them in the spaces above, assigning each one a value. For example, the most important might be assigned a value of 100 and the least important a value of 10.

100	
90	
80	
70	
60	
50	
40	
30	
20	
10	

INTELLIGENCE
SPECIAL APTITUDE
INTEREST
VALUES
NEEDS
EDUCATION
FAMILY
PEERS
RACE
RELIGION

SEX
FADS
LUCK/CHANCE
COMMUNITY
MONEY
HEALTH
WAR
TECHNOLOGICAL CHANGE
NATURAL DISASTERS

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will identify the positive contributions made by himself/herself and/or others in a given work setting.

PERFORMANCE OBJECTIVE:

The student will be able to find and circle on a word Scramble Puzzle, twenty-five positive contributions made by various workers.

MATERIALS:

- *Career Contributions word Scramble Puzzle
- *Answer Key
- Pencils

PREPARATION:

Duplicate Career Contributions sheets and place them in a learning center, along with the Answer Key.

PROCEDURE:

The students can do this exercise independently by following the directions printed on the sheet. Instruct them to check their work on the Answer Key.

EVALUATION:

Informally question the students who complete the puzzle; ask them to identify specific careers which make the contributions they found in the puzzle sheet.

POSITIVE CONTRIBUTIONS BY WORKERS TO SOCIETY

See if you can circle all 30 words that show in the puzzle. The words run from left to right, right to left, top to bottom and diagonally. Use the list of words at the bottom to keep track of the words you have found.

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

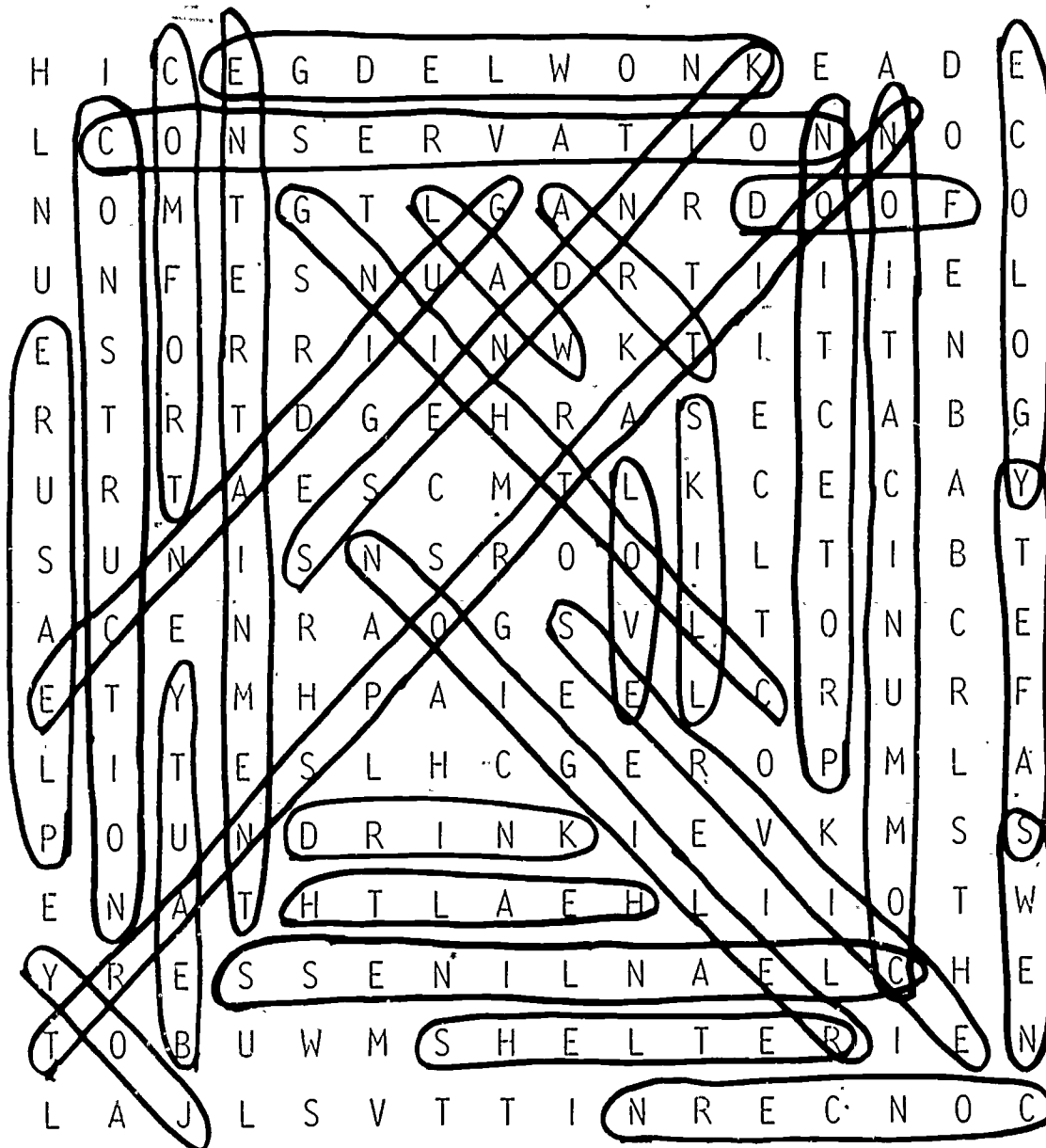
ART
 BEAUTY
 CLEANLINESS
 CLOTHING
 COMFORT
 COMMUNICATION
 CONCERN
 CONSERVATION
 CONSTRUCTION
 DRINK

ECOLOGY
 ENTERTAINMENT
 FOOD
 GUIDANCE
 HEALTH
 JOY
 JUSTICE
 KINDNESS
 KNOWLEDGE
 LAW

LOVE
 NEWS
 PLEASURE
 PROTECTION
 RELIGION
 SAFETY
 SERVICE
 SHELTER
 SKILL
 TRANSPORTATION

POSITIVE CONTRIBUTIONS BY WORKERS TO SOCIETY

See if you can circle all 30 words that show in the puzzle. The words run from left to right, right to left, top to bottom and diagonally. Use the list of words at the bottom to keep track of the words you have found.



ART
BEAUTY
CLEANLINESS
CLOTHING
COMFORT
COMMUNICATION
CONCERN
CONSERVATION
CONSTRUCTION
DRINK

ECOLOGY
ENTERTAINMENT
FOOD
GUIDANCE
HEALTH
JOY
JUSTICE
KINDNESS
KNOWLEDGE
LAW

LOVE
NEWS
PLEASURE
PROTECTION
RELIGION
SAFETY
SERVICE
SHELTER
SKILL
TRANSPORTATION

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will compare and contrast the different contributions made by different individuals in a given work setting.

PERFORMANCE OBJECTIVE:

The student will identify common contributions made by different workers of the same occupational cluster, using a posttest worksheet with 70% accuracy.

MATERIALS:

*Posttest worksheet

*Answer Key

Pictures of career persons referred to in the worksheets

Pencil

PREPARATION:

Gather as many pictures of the fine arts workers as possible. Place them on a table or chalkboard where all students can see.

Reproduce copies of the Posttest worksheet.

PROCEDURE:

Discuss the various roles and contributions of the fine arts workers. Then give each student a copy of the Posttest worksheet to work.

EVALUATION:

Check the Posttest worksheets, using the Answer Key or have the students check.

PRE-TEST WORKSHEET

All of the workers below belong to one cluster. Compare the various contributions made by the different workers who make up the cluster. Circle similar contributions made by different workers.

FINE ARTS AND HUMANITIES:

1. Rock Group Musician
(Pleasure, music, noise, skill, rhythm)
2. Actress
(Entertainment, understanding of others, poise, fashion, beauty, hair style, interpretation, tone quality)
3. Comedian
(humor, self-confidence, happiness)
4. Playwright
(suspense, entertainment, culture, literature, richness of language, mystification)
5. Novelist
(suspense, understanding of others, literature, thrill, richness of language)
6. Opera Singer
(tone quality, emotion, emphasis, music, drama, interpretation, communication)
7. Make-Up Artist
(realism, color, harmony, effect)
8. Portrait Photographer
(poise, balance, art, beauty, color)
9. Director
(action, interpretation, movies)
10. Conductor
(beauty, harmony, melody, self-confidence, music, interpretation, rhythm, aesthetics)
11. Booking Agent
(information, knowledge, executive ability, entertainment)
12. Lighting Specialist
(beauty, effect)

13. Choreographer
(rhythm, poise, interpretation)
14. Lyricist
(emphasis, interpretation, words to music)
15. Composer
(beauty, aesthetics, melody, rhythm)
16. Sculptor
(texture, form, beauty)
17. Dancer
(interpretation, coordinated movement, beauty, poise)
18. Artist
(harmony, form, color, beauty, appreciation)
19. Costume designer
(nostalgia, authenticity, realism, color)

POSTTEST

Underline the answer that you think is correct.

1. A Playwright and a novelist contribute to
 - a. church
 - b. literature
 - c. charity
2. An Actress and an opera singer
 - a. live in a tent
 - b. perform on stage
 - c. work for the government
3. A comedian/comedianne make audiences
 - a. laugh
 - b. cry
 - c. dance
4. A Poet/Lyricist
 - a. Write singable poems
 - b. play character roles
 - c. travel to foreign countries
5. A director and a conductor help others
 - a. travel
 - b. build
 - c. perform
6. An artist and a sculptor
 - a. create beauty
 - b. grow flowers
 - c. write commercials
7. A rock group musician and a booking agent must
 - a. ride trains
 - b. work with others
 - c. build scenery
8. A lighting specialist and a set designer are necessary for
 - a. learning karate
 - b. successful play productions
 - c. winning law suits

9. A choreographer and a dancer work together for
 - a. health
 - b. wealth
 - c. communicating through movement
10. A stage hand and a set designer work with
 - a. tickets
 - b. food
 - c. scenery
11. Costume designer and make-up artists
 - a. write stories
 - b. personify characters
 - c. sing opera arias
12. A portrait photographer and a portrait painter make pictures of
 - a. pets
 - b. people
 - c. landscapes
13. A composer/arranger create music for
 - a. choral groups
 - b. theory classes
 - c. hurdy-gurdies
14. A conductor and a composer are dependent on
 - a. the weather
 - b. the government
 - c. each other
15. A dancer and a comedian may be
 - a. lumberjacks
 - b. TV stars
 - c. train engineers

POSTTEST ANSWER KEY

1. b
2. b
3. a
4. a
5. c
6. a
7. b
8. b
9. c
10. c
11. b
12. b
13. a
14. c
15. b

CAREER GENERALIZATION:

Each person is valuable and can be a worthwhile worker.

CAREER OBJECTIVE:

The student will analyze, in a given work setting, the variety of contributions made by all individuals involved.

PERFORMANCE OBJECTIVE:

Given a crossword puzzle, the student will find words indicating occupations and products or services essential to his well being, with 85% accuracy.

MATERIALS:

- *Worker contributions crossword puzzle
- Pencil for each student
- *One copy of key

PREPARATION:

Reproduce needed number of puzzles and directions, and one key.

PROCEDURE:

Child will work puzzle individually at learning center. Upon completion, he may check his own work with the key.

EVALUATION:

Student should be able to complete puzzle with 85% accuracy.

Key to Career Contributions Crossword Puzzle

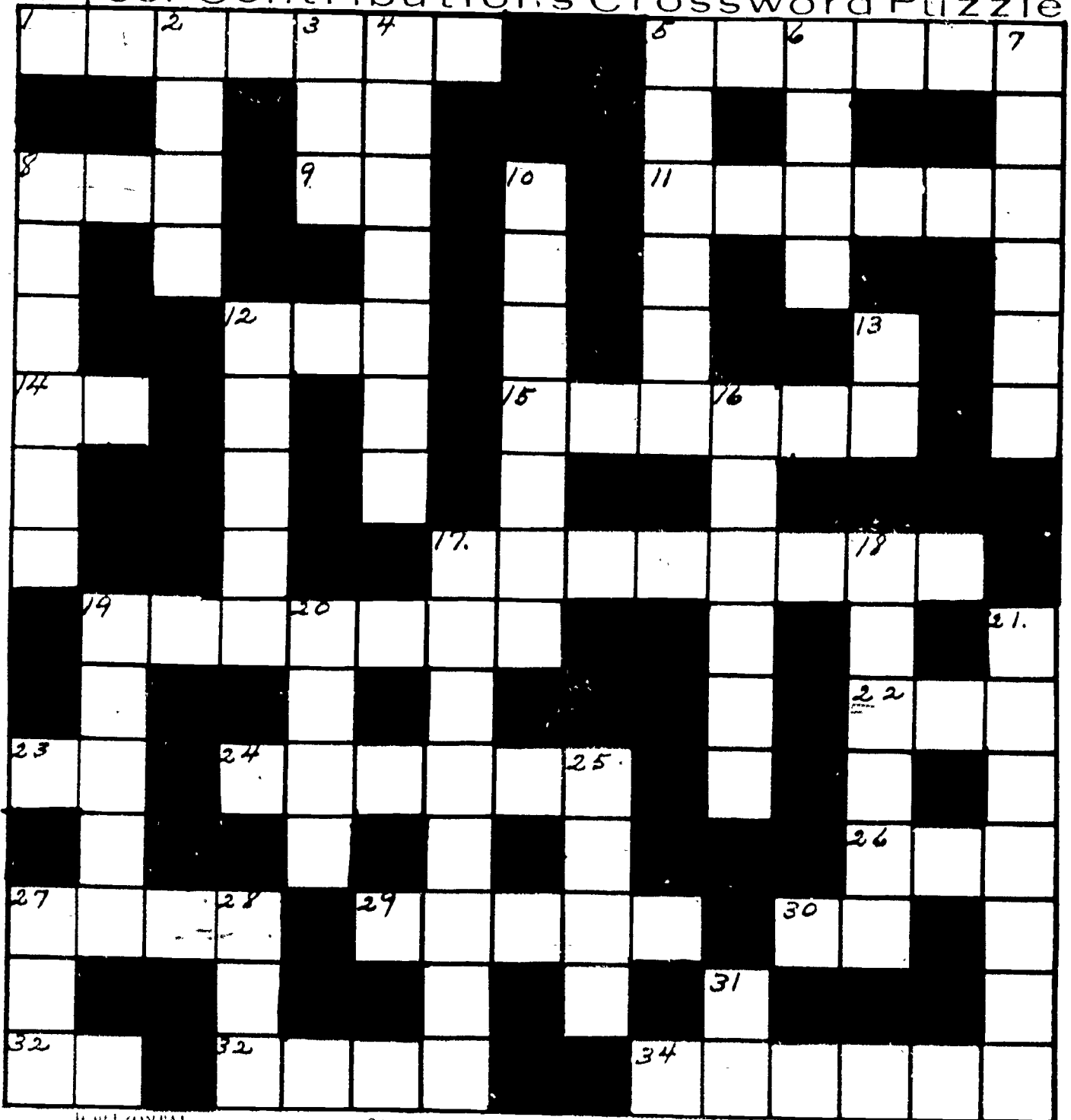
Horizontal

1. Dentist
5. Artist
8. Jot
9. Sr.
11. Turnip
12. Pie
14. Ky
15. Barber
17. Mechanic
19. Butcher
22. Vie
23. OK
24. Grocer
26. NNE
27. Trip
29. Mason
30. Ft.
32. Pi
33. ous
34. Tailor

Vertical

2. Note
3. Its
4. Surgeon
5. Author
6. Tire
7. Typist
8. Jockey
10. Cobbler
12. Pilot
13. Dr.
16. Beauty
17. Merchant
18. Invent
19. Baker
20. Curl
21. Jeweler
25. Room
27. Tip
28. Pro
31. Ma

Career Contributions Crossword Puzzle

HORIZONTAL

1. Cleans teeth
5. Draws pictures
8. To write
9. Abbr. for Senior
11. Grows in a garden
12. Baker's product
14. Abbr. for Kentucky
15. Cuts hair
17. Works on cars
19. Makes hamburger
22. Compete
23. All right
24. Sells groceries

26. Compass direction
27. Vacation
29. Pours cement
30. Abbr. for feet
32. Greek letter
33. To drive out
34. Makes clothes

VERTICAL

2. Written communication
3. Contraction for "it is"
4. Performs operations
5. Writes stories
6. Needed for car wheels
7. Works in an office

8. Rides horses
10. Repairs shoes
12. Flies a plane
13. Abbr. for doctor
16. Kind of contest
17. Sells goods
18. To create something new
19. Bakes bread
20. Beautician does this to a lady's hair
21. Sells diamonds
25. Rent this at a hotel
27. Paid to a waitress
28. Sports professional
31. Nickname for mother

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVES:

The student will identify the contributions of different occupations to society.

PERFORMANCE OBJECTIVE:

Given the occupational circles with occupation contributions, the student will match occupational names with contributions with 90 percent accuracy.

MATERIALS:

- * Occupational circles--4
- * Clothespins--40
- * Worker names for clothespins
- * Answer Key
- Plastic bags or envelopes--4

PREPARATION:

Attach one of the provided worker names to each clothespin. Laminate the occupational circles. Put the clothespins in plastic bags or envelopes. Place in a learning center. (Each circle has a number on the back. The number following the worker's name on the clothespin should match the occupational circle number.)

PROCEDURE:

Direct the students to match workers with their contributions by attaching a clothespin with a worker name to the appropriate description of that worker's contribution. Students may check their work against the Answer Key on the back of the circle. Each student should do all four circles.

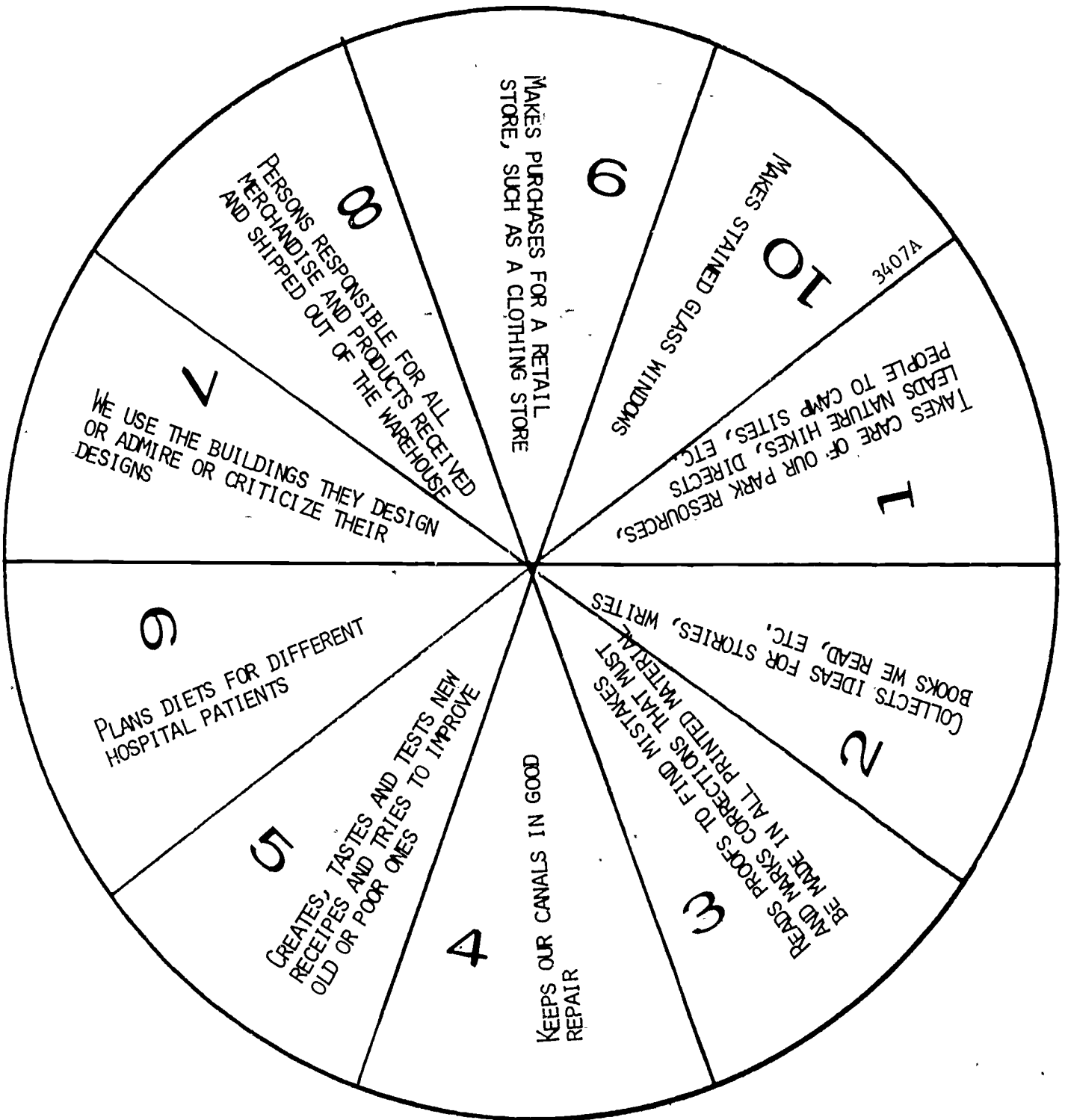
EVALUATION:

Informally, check the students' completed work.

WORKER NAMES for CLOTHESPINS

Directions: Cut and attach each name to a clothespin.

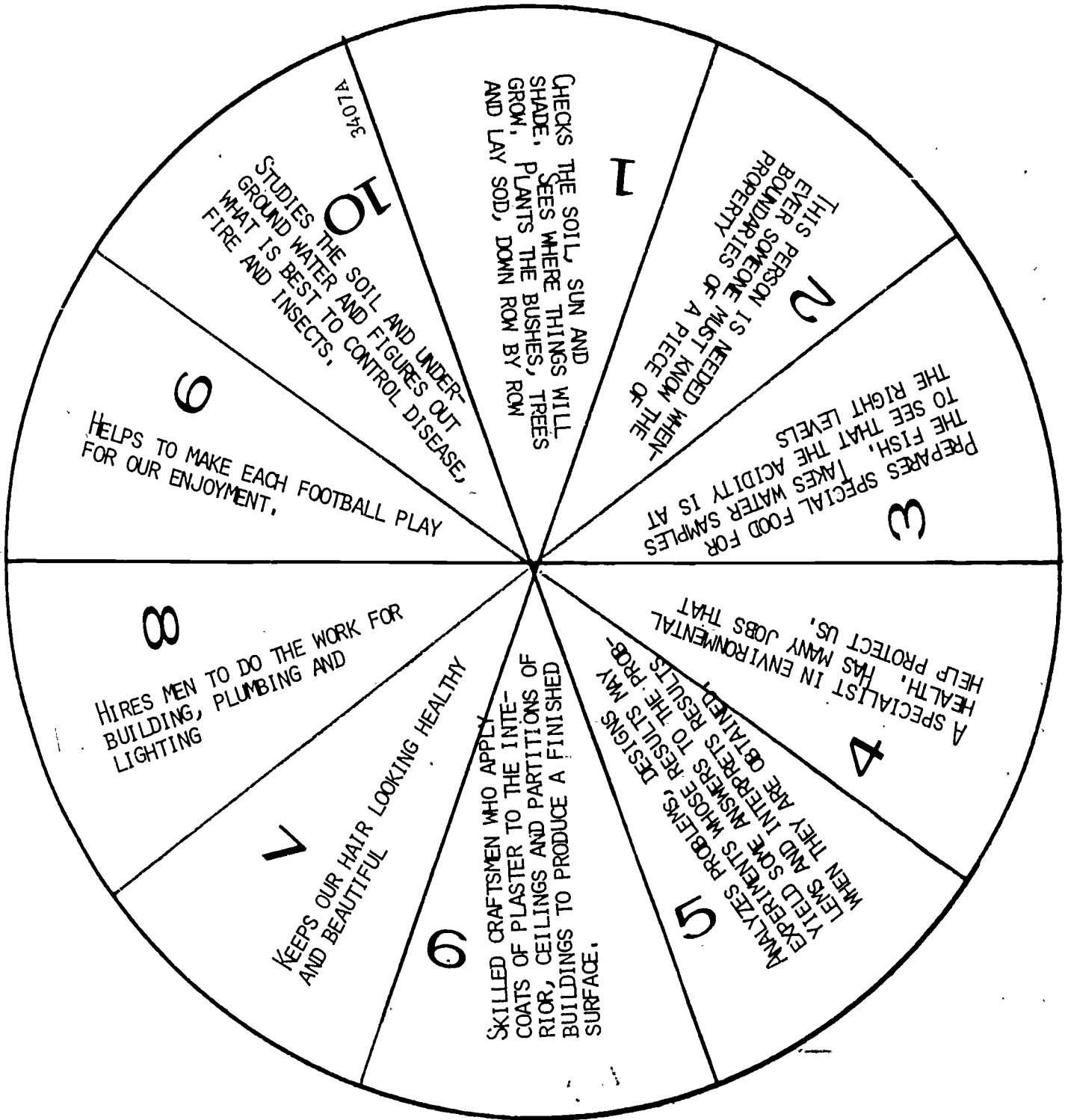
LANDSCAPER (1)	ARCHITECTS (2)	LITHOGRAPHER (4)
SURVEYOR (1)	WAREHOUSE WORKER (2)	BUILDING INSPECTORS (4)
AQUARIST (1)	BUYER (2)	BUS DRIVERS (4)
SANITARIAN (1)	GLAZIER (2)	DISPLAY WORKER (4)
STATISTICIAN (1)	WAITPERSON (3)	MODELS (4)
PLASTERER (1)	CATERER (3)	LOAN OFFICER (4)
COSMETOLOGIST (1)	ROUTE AGENT (3)	TELLER (4)
CONTRACTOR (1)	OCEANOGRAPHERS (3)	DETECTIVE (4)
QUARTERBACK (1)	BELL CAPTAINS (3)	
FORESTER (1)	CITY PLANNER (3)	
RANGER (2)	DENTAL HYGIENIST (3)	
WRITER (2)	SOCIAL WORKER (3)	
PROOFREADER (2)	RECEPTIONIST (3)	
CANAL TENDER (2)	COMMUNITY WORKERS (3)	
RECIPE DEVELOPER (2)	TICKET AGENT (4)	
DIETITIAN (2)	HOUSEKEEPER (4)	



ANSWERS

1. RANGER
2. WRITER
3. PROOFREADER
4. CANAL TENDER
5. RECIPE DEVELOPER
6. DIETITIAN
7. ARCHITECT
8. WAREHOUSE WORKER
9. BUYER
10. GLAZIER

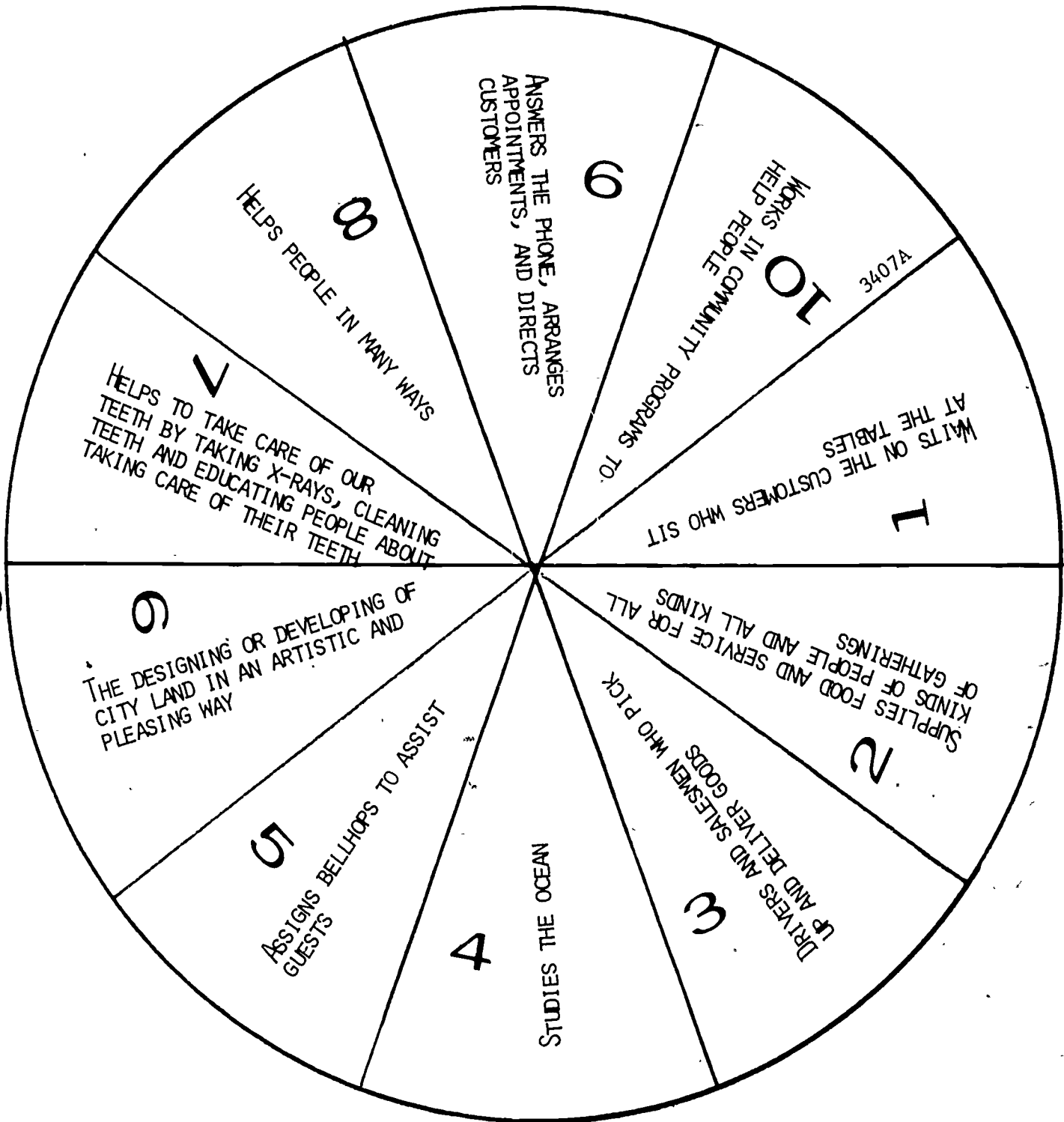
3407A



ANSWERS

1. LANDSCAPER
2. SURVEYOR
3. AQUARIST
4. SANITARIAN
5. STATISTICIAN
6. PLASTERER
7. COSMETOLOGIST
8. CONTRACTOR
9. QUARTERBACK
10. FORESTER

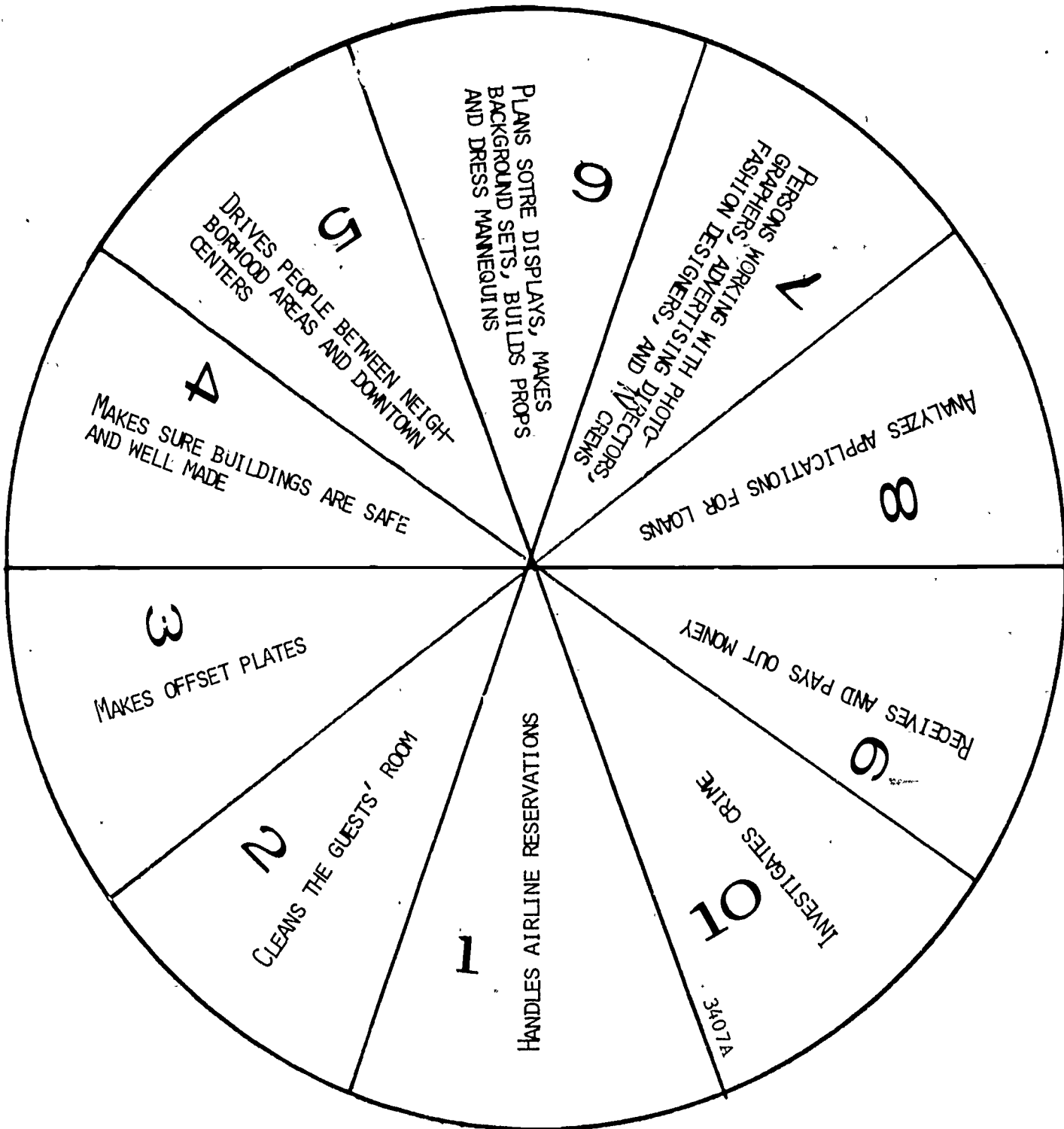
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ANSWERS

1. WAITPERSON
2. CATERER
3. ROUTE AGENT
4. OCEANOGRAPHER
5. BELL CAPTAIN
6. CITY PLANNER
7. DENTAL HYGIENIST
8. SOCIAL WORKER
9. RECEPTIONIST
10. COMMUNITY WORKER

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ANSWERS

1. TICKET AGENT
2. HOUSEKEEPER
3. LITHOGRAPHER
4. BUILDING INSPECTOR
5. BUS DRIVER
6. DISPLAY WORKER
7. MODELS
8. LOAN OFFICER
9. TELLER
10. DETECTIVE

3407A

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will identify the contributions of different occupations to our society.

PERFORMANCE OBJECTIVE:

Given a list of worker names and a list of worker contributions, the student will appropriately match the two, with 90% accuracy.

MATERIALS:

- *"Worker Contributions" worksheet
- *Answer sheet

PREPARATION:

Reproduce enough copies of the worksheet for each participating student. Place the materials in a learning center.

PROCEDURE:

Review the other two activities in this set. Instruct the students to work the worksheet in the learning center, and check their work against the answer sheet.

EVALUATION:

Informally check the students' work.

WORKER CONTRIBUTIONS

Below is a list of workers and a list of job descriptions. Each worker is involved in some way with meeting the needs of the dead. Match the worker with the job description.

- | | |
|---|--|
| 1. _____ clergy | a. responsible for the sanitary preparation of the body |
| 2. _____ tombstone engraver | b. responsible for preparing the grave |
| 3. _____ funeral director | c. responsible for providing flowers |
| 4. _____ embalmer | d. responsible for providing appropriate music |
| 5. _____ grave digger | e. responsible for acknowledging death and signing death certificate |
| 6. _____ maintenance crew | f. responsible for proper identification and storage of body |
| 7. _____ security personnel | g. responsible for performing last rites |
| 8. _____ florist | h. responsible for caring for the dead until burial or cremation |
| 9. _____ caterer | i. responsible for making caskets |
| 10. _____ casket maker | j. responsible for finding cause of death |
| 11. _____ organist | k. responsible for providing food if necessary |
| 12. _____ coroner | l. responsible for the upkeep of the cemetery |
| 13. _____ doctor | m. responsible for reporting deaths |
| 14. _____ newspaper writer | n. responsible for keeping accurate records of the dead |
| 15. _____ personnel in vital statistics dept. | o. responsible for patrolling the cemetery |
| 16. _____ personnel at the morgue | p. responsible for making and engraving headstones |

ANSWER SHEET

1. G
2. P
3. H
4. A
5. B
6. L
7. O
8. C
9. K
10. I
11. D
12. J
13. E
14. M
15. N
16. F

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will compare and contrast the contributions made by different occupations to society.

PERFORMANCE OBJECTIVE:

The student will select one occupation from a master list, interview a representative from that occupation, and plot his/her findings on a class graph.

MATERIALS:

- * Interview Guide
- * Worker List
- * Sample Graph
- Poster board
- Colored markers

PREPARATION:

Reproduce an Interview Guide and a Worker List for each child involved in this activity. Get the students to help you locate the workers on the list. Either invite the workers to class or plan ways for students to go out to see the workers.

PROCEDURE:

Review procedures for interviewing with students. Each student will be given a list of workers. The student will choose one worker to interview using the Interview Guide provided. After interviews are completed, students can plot their cumulative findings on a graph similar to the sample provided.

EVALUATION:

The students will show their findings on a class graph.

INTERVIEW GUIDE

NAME:
DATE:
NAME OF PERSON INTERVIEWED:
JOB OF PERSON INTERVIEWED:
DATE OF INTERVIEW:

1. What is your job?
2. How much training do you need for your job?
3. How long have you done this?
4. What do you like about your job?
5. What do you dislike about your job?
6. About what percentage of your work is involved with taking care of the needs of deceased persons?

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%

WORKER LIST

DIRECTIONS: Choose one.

1. Clergy
2. Tombstone Engraver
3. Funeral Director
4. Embalmer
5. Grave Digger
6. Maintenance Crew
7. Security Personnel
8. Florist
9. Caterer
10. Casket Maker
11. Organist
12. Coroner
13. Doctor
14. Newspaper Writer
15. Personnel in Vital Statistics Department
16. Personnel at the Morgue

100
90
80
70
60
50
40
30
20
10
0

CLERGY	
EMBALMER	
GRAVE DIGGER	
MAINTENANCE CREW	
FLORIST	
CATERER	
CASKET MAKER	
DOCTOR	
CORONER	
ORGANIST	
NEWSPAPER WRITER	
PERSONNEL IN VITAL STATISTICS	
TOMBSTONE ENGRAVER	
FUNERAL DIRECTOR	
SECURITY PERSONNEL	
PERSONNEL AT THE MORGUE	

PERCENTAGE OF WORKERS' TIME SPENT ON DECEASED

SAMPLE GRAPH

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will evaluate which occupations would be needed to achieve certain objectives.

PERFORMANCE OBJECTIVE:

Each student will complete three (3) activity cards from a Tic-Tac-Toe game.

MATERIALS:

- * Contribution cards (9)
- Manila folder
- Library card holders--9
- Paper
- Pencils

PREPARATION:

Glue nine (9) 3" x 3" library card holders to the inside of a Manila folder. Number the holders horizontally starting at the top left-hand corner. Write the name of the game on the folder and the directions for playing. Place the Tic-Tac-Toe game in a learning activity center.

PROCEDURE:

Instruct students to choose any three (3) activity cards to complete. They should write their responses on paper. Completion of three cards will give them a Tic-Tac-Toe.

EVALUATION:

In a class question-and-answer session, the students may share and defend the answers to the Tic-Tac-Toe cards.

YOU ARE STAYING IN A HOTEL.

LIST THE WORKERS AND SERVICES PROVIDED.

WHICH ONE DO YOU THINK IS THE MOST IMPORTANT?
WHY?

1

THERE HAS BEEN A DEATH IN THE FAMILY.

LIST THE WORKERS INVOLVED IN THE PREPARATION
OF THE FUNERAL UNDER THE COLUMNS MOST HELPFUL
AND LEAST HELPFUL.

2

3407D

YOU WANT A FAMOUS WRITER TO WRITE A STORY
ABOUT YOUR FAMILY.

WHO WOULD YOU CHOOSE? WHY?

3

3407D

YOU HAVE AN IMPORTANT EVENT TO ATTEND.
YOU WANT TO LOOK YOUR VERY BEST.

WHAT WORKERS CAN HELP YOU LOOK YOUR VERY
BEST?

WHAT WILL EACH WORKER DO FOR YOU?

4

3407D

YOU ARE IN THE HOSPITAL FOR A SERIES OF
TESTS.

WHAT WORKERS WILL YOU MEET?

EXPLAIN WHAT EACH WILL DO FOR YOU.

5

3407D

YOU ARE GOING ON A TRIP.

WHAT WORKERS MIGHT YOU CONTACT TO INSURE
A SUCCESSFUL TRIP?

GIVE REASONS FOR YOUR CHOICES.

6

3407D

YOU HAVE SOME RECIPES THAT YOU THINK ARE
VERY GOOD.

WHO COULD TEST THEM?

LIST THE WORKERS INVOLVED IN PUBLISHING THEM.

WHICH WORKER DO YOU THINK IS THE MOST IMPOR-
TANT? WHY?

7

3407D

YOU OPENED A SAVINGS ACCOUNT AT A LOCAL
BANK.

LIST THE NAMES OF THE WORKERS YOU MET IN
THE BANK.

WHO WORKED DIRECTLY WITH YOU?
WRITE A PARAGRAPH TELLING HOW YOU LIKED OR
DISLIKED THE SERVICES PROVIDED YOU.

8

3407D

YOU HAVE A DESIGN FOR AN AMUSEMENT PARK.

USE THE TELEPHONE DIRECTORY AND LIST THE NAMES
AND ADDRESSES OF SOME PEOPLE WHO COULD HELP
YOU WITH YOUR DESIGN.

WHO DO YOU THINK WOULD BE THE MOST HELPFUL?
WHY?

9

Language Arts : Listening, dictionary skills, word recognition,
vocabulary development
Social Studies: Categorizing information

3408A

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify a cluster of occupations that require similar skills.

PERFORMANCE OBJECTIVE:

Given a series of symbols and a list of 30 occupations, the student will match 3 similarly skilled occupations with the correct symbol.

MATERIALS:

- * Career Clusters Worksheet--2. pages
- * Answer key

PREPARATION:

Reproduce as many copies as needed of the Career Clusters Worksheet--one per participating child.

PROCEDURE:

Place the Career Clusters Worksheets in a center for independent work or distribute them to the students for independent work. After the students have completed the categorizing exercise, encourage them to discuss and justify their answers.

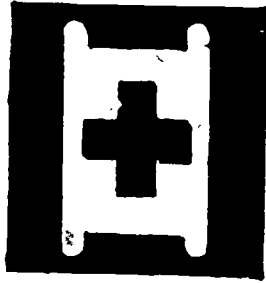
EVALUATION:

Check the work done by the student and listen to his/her rationale for categorizing as he/she did. If the groupings do not seem to have any discredibility or logic, work with the student on establishing similarities and differences among different job functions.

CAREER CLUSTERS

DIRECTIONS: Look at the list of occupations. For each problem number, choose three (3) occupations that require similar skills. Write the occupations under the correct symbol.

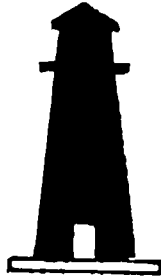
1



2

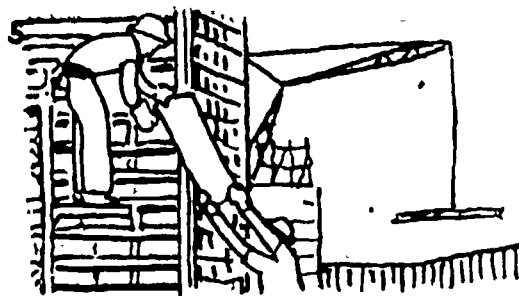


3



4

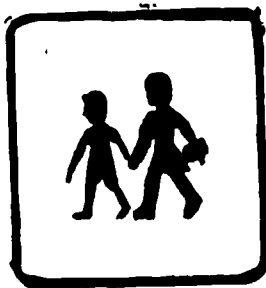




6



7



8



9



10



- | | | |
|------------------------|-----------------------|--------------------------|
| 1. BARBER | 11. HOSPITAL ORDERLY | 21. WAREHOUSE SUPERVISOR |
| 2. SWITCHMAN | 12. SHOE SHINE PERSON | 22. LOBSTER FARMER |
| 3. WAITPERSON | 13. DISPATCHER | 23. PRICE MARKER |
| 4. LIBRARIAN | 14. TEACHER | 24. RECREATION DIRECTOR |
| 5. BALLERINA | 15. RESTAURANT CHEF | 25. SHORT-ORDER COOK |
| 6. CRANE OPERATOR | 16. SITE FOREMAN | 26. TRAFFIC OFFICER |
| 7. SWIMMING INSTRUCTOR | 17. SCULPTOR | 27. RAILROAD ENGINEER |
| 8. LIGHTHOUSE KEEPER | 18. SHRIMPER | 28. MANICURIST |
| 9. STOCK CLERK | 19. ELECTRICIAN | 29. RESERVATIONS CLERK |
| 10. DIETITIAN | 20. PHYSICIAN | 30. PAINTER |

ANSWERS

- | | |
|---|---|
| 1. HOSPITAL ORDERLY
PHYSICIAN
DIETICIAN | 6. BALLERINA
SCULPTOR
PAINTER |
| 2. STOCK CLERK
WAREHOUSE SUPERVISOR
PRICE MARKER | 7. TRAFFIC OFFICER
TEACHER
LIBRARIAN |
| 3. LIGHTHOUSE KEEPER
SHRIMPER
LOBSTER FARMER | 8. WAITER/WAITRESS
RESTAURANT CHEF
SHORT-ORDER COOK |
| 4. RECREATION DIRECTOR
RESERVATIONS CLERK
SWIMMING INSTRUCTOR | 9. RAILROAD ENGINEER
DISPATCHER
SWITCHMAN |
| 5. CRANE OPERATOR
SITE FOREMAN
ELECTRICIAN | 10. BARBER
MANICURIST
SHOE SHINE PERSON |

CAREER GENERALIZATION:

A person may be suited for several different occupations and different levels of performance in that occupational area.

CAREER OBJECTIVE:

The student will identify the range of performance, competence, and responsibility in different occupational areas.

PERFORMANCE OBJECTIVE:

The student will match the aptitudes and work values with appropriate occupations with 80 percent accuracy.

MATERIALS:

- * Answer wheel
- * Student worksheet
- * Student evaluation
- * Evaluation answer key
- Pencils
- OCCUPATIONAL OUTLOOK HANDBOOK - 1973-74 Edition

PREPARATION:

Reproduce as many of the first three items as needed--one per participating student.

PROCEDURE:

Pass out an Answer Wheel to each child and help the children interpret the wheel with questions such as: "What three careers perform work that is artistic and creative?" "What aptitude or skill must the artist have?" After the discussion is completed, take up the Answer Wheels.

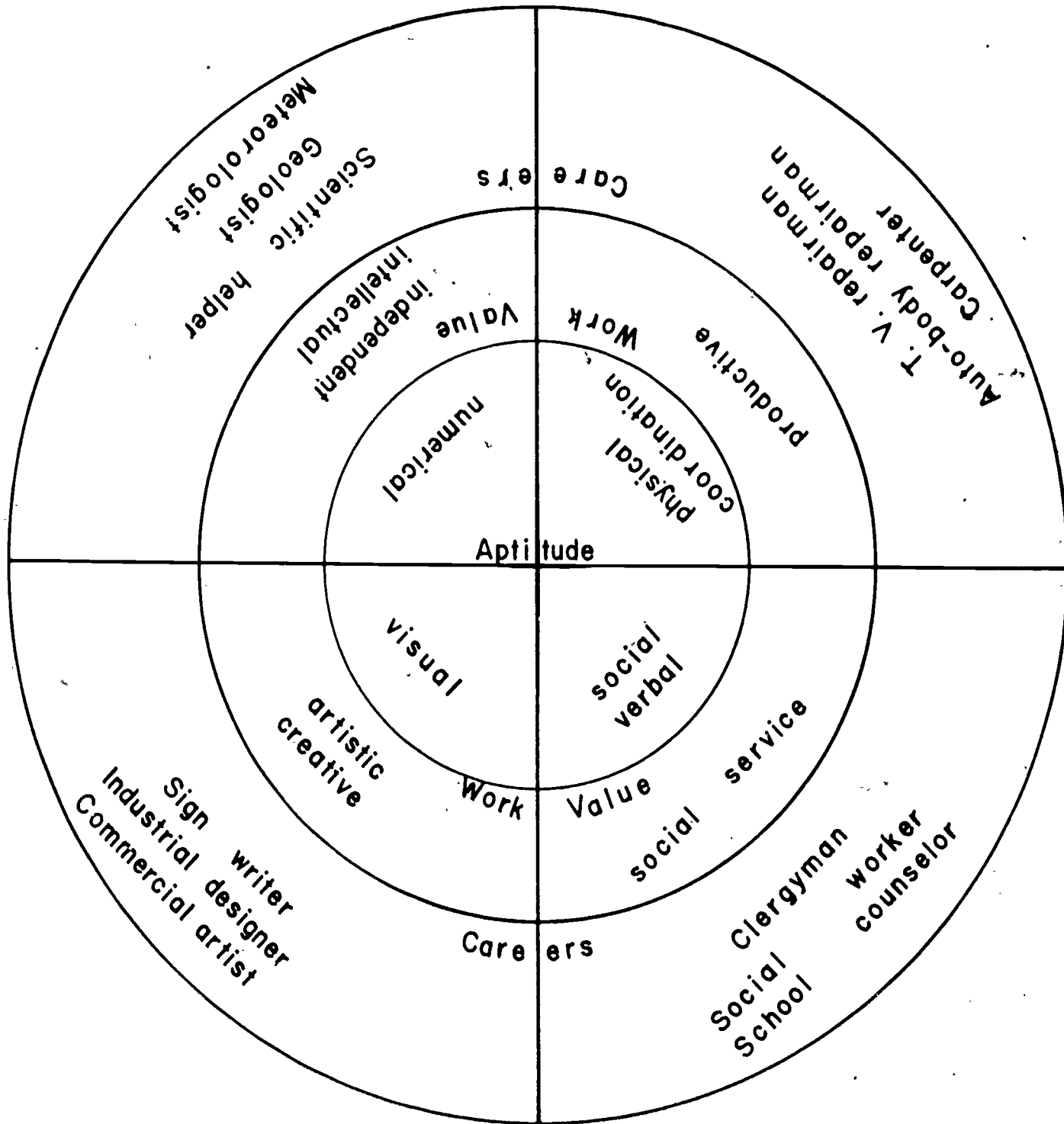
Pass out the Student Worksheets and ask the students to take every word from the list and place them in the empty spaces. They can check their work against the Answer Wheel.

After the activity has been completed, pass out the Student Evaluation Sheets and have the students fill them in.

EVALUATION:

Informally, check the Student Evaluation Sheets.

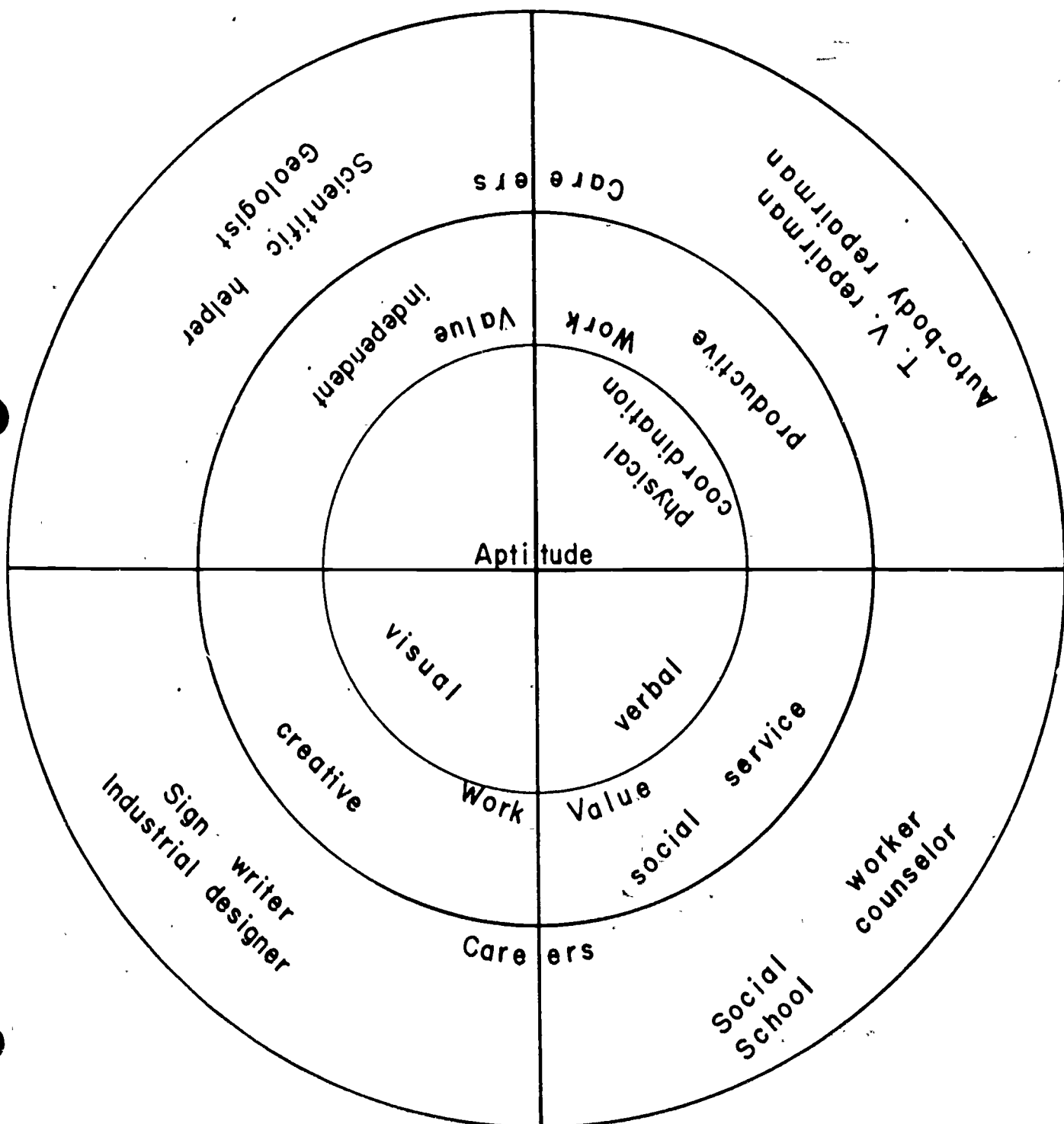
ANSWER WHEEL



STUDENT WORKSHEET

Directions: Select the correct placement in the circle for the words listed below. Write them in. Check your work against the Answer Wheel.

- | | |
|-----------------|----------------------|
| 1. Carpenter | 5. Commercial artist |
| 2. Numerical | 6. Clergyman |
| 3. Artistic | 7. Geologist |
| 4. Intellectual | 8. Social |



STUDENT EVALUATION

DIRECTIONS: Match the aptitudes and work values with the correct occupation. Check your work on the Answer Key.

- | | |
|----------------------------------|-----------------------|
| 1. Needs artistic ability | verbal aptitude |
| 2. Does not need visual aptitude | commercial artist |
| 3. Social worker | clergyman |
| 4. Meteorologist | numerical aptitude |
| 5. Has to be productive | physical coordination |
| 6. T.V. repairman | auto-body repairman |
| 7. Intellectual | needs visual aptitude |
| 8. Industrial designer | scientific helper |

STUDENT EVALUATION ANSWER KEY

DIRECTIONS: Match the aptitudes and work values with the correct occupation. Check your work on the Answer Key.

- | | |
|----------------------------------|-----------------------|
| 1. Needs artistic ability | verbal aptitude |
| 2. Does not need visual aptitude | commercial artist |
| 3. Social worker | clergyman |
| 4. Meteorologist | numerical aptitude |
| 5. Has to be productive | physical coordination |
| 6. T.V. repairman | auto-body repairman |
| 7. Intellectual | needs visual aptitude |
| 8. Industrial designer | scientific helper |

CAREER GENERALIZATION:

Choice of career usually involves an optimization of greater and lesser needs.

CAREER OBJECTIVE:

The student will identify the components (positive and negative aspects) of a career-related activity.

PERFORMANCE OBJECTIVE:

The student will name occupations that are associated with particular positive or negative aspects of working.

MATERIALS:

- *Why Do I Like My Work Game Board?
- *Occupations List
- *Dice
- Game markers

PREPARATION:

Gather the materials and place them in a learning center. Discuss some of the advantages and disadvantages of various occupations, focusing on the concepts included on the game board.

PROCEDURE:

Two to four players may play the game. The players throw the dice to decide who plays first; then they proceed in clockwise order.

The number that is thrown on the dice determines the number of spaces a player may advance. If he lands on a space with a (+), indicating an advantage of a job, he may advance that many spaces more, provided he can name a career from the occupations list that has that particular advantage. If he lands on a negative numbered space (-), he must go back the number of spaces indicated, unless he can name a career that has that particular disadvantage. If he names an appropriate career, he may stay where he is. The first player to reach the winner space wins the game, but he must roll the exact number necessary to reach the finish line. (Not more than necessary.)

EVALUATION:

The student should begin to recognize some positive and negative aspects associated with many careers.

OCCUPATIONS LIST

drill press operator	tree surgeon	crane operator
forester	bricklayer	dry cleaner
life guard	product tester	sheet rock worker
actress	camp counselor	electrician
butcher	novelist	plumber
carpenter	egg grader	plasterer
housekeeper	reporter	painter
motor assembler	bulldozer operator	companion to the elderly
chauffeur	interior decorator	dance instructor
jockey	factory engineer	jeweler
fish and wildlife assistant	tax counselor	balloonist
inventor	anthropologist	researcher
merchant marine	logger	credit manager
governor	service station operator	underwater salvager
police officer	photographer	switcher (railroad)
dairy herder	farmer	auctioneer
riveter	bartender	copy person
food checker	car salesperson	architect
pet groomer	coal miner	veterinarian
waitress or waiter	physical therapist	firefighter
advertising agent	deep sea diver	airplane pilot
lumberjack	nursery owner	mathematical statistician
dentist	T.V. announcer	organist & pianist
whaler	rescuer	missionary
receptionist	meter reader	dancer
sculptor	stage hand	social worker
welder		

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify some human relation skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will be able to select the adjectives denoting human relation skills.

MATERIALS:

- *Game Sheets (2),
- *Word Cards (48)
- *Answer Sheets (2), and game directions
- Pencils
- Dictionary
- Envelope Paper

PREPARATION:

Cut out the words from one of the sheets. Place them in an envelope. If desired, laminate the Answer Sheet and the Game-board Sheet.

PROCEDURE:

The human relations skill game is designed for three to five players. The two Game Sheets are placed so that all players can use them. The Word Cards are placed in a stack. Each player should have paper and a pencil on which to keep score. The players take turns in clockwise order. The first player takes a card and places it on a space with matching coding (blue or red). The next player chooses a card. If he can match a card with an antonym or a synonym, he should place it in line with the matching word in the appropriately coded space. He should then add the sum of the two matched cards for his score. The players may use a dictionary or the Answer Sheet for word meaning matches. If a player draws a third matching card, the player adds numbers of all three covered spaces; for a fourth, four numbers. Players continue the game until all cards have been used. Player with the highest score wins.

SYNONYMS

ANTONYMS

1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6

SYNONYMS

ANTONYMS

7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12

WORD CARDS

ANTONYMS

SYNONYMS

POLITE	COURTEOUS	IMPOLITE	DISCOURTEOUS
HELPFUL	USEFUL	UNPRODUCTIVE	USELESS
NEAT	TIDY	MESSY	UNTIDY
KIND	CONSIDERATE	UNKIND	HARSH
TRUTHFUL	HONEST	UNTRUTHFUL	DECEITFUL
FRIENDLY	AMICABLE	UNFRIENDLY	COOL

WORD CARDS

ANTONYMS

SYNONYMS

SYNONYMS		ANTONYMS	
SENSITIVE	UNDERSTANDING	INDIFFERENT	APATHETIC
FAIR	IMPARTIAL	UNFAIR	PARTIAL
INDUSTRIOUS	DILIGENT	LAZY	INDOLENT
OPTIMISTIC	HOPEFUL	PESSIMISTIC	GLOOMY
FORGIVING	COMPASSIONATE	REVENGEFUL	VINDICTIVE
DEPENDABLE	RELIABLE	UNRELIABLE	UNDEPENDABLE

SYNONYMS

ANTONYMS

POLITE	COURTEOUS	IMPOLITE	DISCOURTEOUS
HELPFUL	USEFUL	UNPRODUCTIVE	USELESS
NEAT	TIDY	MESSY	UNTIDY
KIND	CONSIDERATE	UNKIND	HARSH
TRUTHFUL	HONEST	UNTRUTHFUL	DECEITFUL
FRIENDLY	AMICABLE	UNFRIENDLY	COOL

ANTONYMS

SYNONYMS

SENSITIVE	UNDERSTANDING	INDIFFERENT	APATHETIC
FAIR	IMPARTIAL	UNFAIR	PARTIAL
INDUSTRIOUS	DILIGENT	LAZY	INDOLENT
OPTIMISTIC	HOPEFUL	PESSIMISTIC	GLOOMY
FORGIVING	COMPASSIONATE	REVENGEFUL	VINDICTIVE
DEPENDABLE	RELIABLE	UNRELIABLE	UNDEPENDABLE

GAME DIRECTIONS

For example:

SYNONYMS

ANTONYMS

1	NEAT	TIDY	MESSY	UNTIDY
2				
3				
4				
5				

The score for placing the fourth word would be: $1 + 1 + 1 + 1 = 4$.

The game ends when all cards are used or when time expires.
The player with the highest score is the winner.

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify communication skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will be able to fill in the blanks of the puzzle with words that express different ways of communicating.

MATERIALS:

*Puzzle, "We Communicate Through"
*"We Communicate Through Answer Key
Pencils

PREPARATION:

Reproduce enough copies of the Puzzle to provide one for each student.

PROCEDURE:

Instruct the students to fill in the Puzzle. Check their work.

EVALUATION:

Informally question students to see if they can name the ways in which we communicate.

WE COMMUNICATE THROUGH ANSWER KEY

	S	P	O	K	E	N	---	W	O	R	D	S						
	W	R	I	T	E	N	---	W	O	R	D	S						
	F	A	C	I	A	L	---	E	X	P	R	E	S	S	I	O	N	S
P	A	N	T	O	M	I	N	E		D	A	N	C	E				
		M	U	S	I	C			S	C	U	L	P	T		U	R	E
			P	A	I	N			T	I	N	G	S					
				D	R	A			A	M	A							

KEY:

- DANCE
- DRAMA
- MUSIC
- SCULPTURE
- PAINTINGS
- SPOKEN WORDS
- PANTOMIME
- FACIAL EXPRESSIONS
- WRITTEN WORDS

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results.

PERFORMANCE OBJECTIVE:

Given a situation, the student will decide on the best solution to the problem.

MATERIALS:

- *"What Shall I Do?" Problem Cards
- *"What Shall I Do?" Answer Key

PREPARATION:

Reproduce "What Shall I Do?" Problem Cards, providing one set for each participating student. This work can be done as seat work or placed in a learning center.

PROCEDURE:

Students should read the descriptive situation on each card and decide the best opinion of "What Shall I Do?" They should then read the contrasting definitions and fill in the words that are defined in these two sentences. They may check their work against the Answer Key.

WHAT SHALL I DO?

When we have plays at school, I always expect a leading part. Today Mrs. Structor assigned Jack the part that I wanted. Mrs. Structor wants me to be a stage hand. She says that we need experience in all areas of play production. I know that Jack can't play the part as well as I can. What shall I do?

1. Be a good sport and do my part.
2. Try to talk my teacher out of it.
3. Other.

A person that is just and unbiased is

_____.

A person that is biased is _____.

1

WHAT SHALL I DO?

Arthur told Mrs. Structor that I was the boy that let the parakeet out of its cage. I didn't even know anything about it, so I am tempted to get even with Arthur for telling this story. What shall I do?

1. Try to keep him off our ball team.
2. Be courteous as usual.
3. Other.

Someone who is willing to grant pardon is

_____.

Someone who "gets even" is _____.

2

WHAT SHALL I DO?

Dad says that things never seem to turn out right; taxes are too high, and our government is going from bad to worse. Mom says we should count our blessings. She believes that all clouds have a silver lining. I can't decide who is right. What shall I do?

1. Do my part in improving conditions.
2. Look for good in people and things.
3. Other.

One who looks on the bright side of things
is being _____.

One who sees the dark side of things is
being _____.

3

WHAT SHALL I DO?

Our band leader, Mr. Blower, asked me to play a trumpet solo for next Friday's assembly program. I put off practicing, and now it's too late for me to learn my number well. What shall I do?

1. Stay out of school on Friday, saying I am ill.
2. Call Mr. Blower and tell him the truth.
3. Other.

If we stick to the facts, we are being
_____.

If we tell a falsehood, we are being
_____.

4

WHAT SHALL I DO?

When my big brother answers the telephone; he sometimes loudly says "Yeah?" when he answers. What shall I do?

1. Suggest he read the rules on telephone courtesy.
2. Tell him that you think he is being impolite.
3. Other.

To be courteous is to be _____.

To be rude is _____.

5

WHAT SHALL I DO?

Jack works all the time during school hours. Many times I don't feel like working. Some of the children think that I am lazy. I really am not lazy, and I don't want anyone to say that I am. What shall I do?

1. Work harder.
2. Tell Mother that I feel tired most of the time.
3. Other.

People who are in the habit of working are called _____.

Those who avoid work whenever possible are usually labeled as _____.

6

WHAT SHALL I DO?

Mother promised me that I could go to an afternoon movie. I was about to leave the house when Mother remembered a promise to go shopping with a friend. Mother asked me to take care of my little sister until Dad came home. When I told her that this was the last showing of the movie, she said that I could see it next time around. What shall I do? Explain your answer.

1. Insist that Mother keep her promise.
2. Do as she asks without complaining.
3. Other.

If one has a sympathetic answer he is

_____.

If one is severe in character he is

_____.

7

WHAT SHALL I DO?

Lately, Dad is really picky. He says that my room is messy. He says that my clothes and hair look messy, too. What shall I do?

1. Don't pay any attention to my Dad.
2. Try to be more neat.
3. Other.

An orderly, tidy person is _____.

A messy person is _____.

WHAT SHALL I DO?

My teacher, Mrs. Structor, asked Jerry and me to clean up our auditorium so that everything would look nice for open house. She said she chose us because she knew that she could count on us. We didn't want to let her down, so we worked especially hard. Some kids sneaked in at recess time and really scattered things around. Since we had band next period, it meant we had to stay after school in order to rearrange things. We had planned on a ball game. What shall I do?

1. Tell Mrs. Structor I don't want to do the work over.
2. Come back after school and get to work.
3. Other.

Someone that can be relied upon is _____.

Someone that doesn't keep his promises is _____.

9

WHAT SHALL I DO?

Our new boy, Carl, has a foreign accent. Some of the boys make fun of him behind his back. Carl doesn't make friends easily. What shall I do?

1. Choose him as my science-project partner.
2. Don't pay any attention to him.
3. Other.

Someone who is sensitive to another's problems

is _____.

Someone who is apathetic or unconcerned is _____.

10

WHAT SHALL I DO?

Waldo is a new boy in our class. He doesn't talk very much, and his clothes seem too dressy for school. Most of my class is not being very friendly to Waldo. What shall I do?

1. Ask him to be my science project partner.
2. Be nice to him, but keep out of his way.
3. Other.

A _____ person has high regard for other people.

An _____ person is usually felt to be inimical or hostile.

11

WHAT SHALL I DO?

My little sister, Suzy, is as good as can be if someone plays games with her and gives her lots of attention. I know that Mother and Dad are tired out after their long trip. I would like to watch Gunsmoke. Sis is beginning to be fussy. What shall I do?

1. Play Suzy's favorite game with her.
2. Let someone else take care of her.
3. Other.

Someone that lends a helping hand is _____.

Someone that needs constant supervision is _____.

148

12

"WHAT SHALL I DO? ANSWER KEY

1. A person that is just and unbiased is -----FAIR
A person that is biased is -----PREJUDICED
2. Someone who is willing to grant pardon is -----JUST
Someone who "gets even" is -----VENGEFUL
3. One who looks on the bright side of things is being-----OPTIMISTIC
One who sees the dark side of things is being-----PESSIMISTIC
4. If we stick to the facts, we are being-----HONEST
If we tell a falsehood, we are being-----DISHONEST
5. To be courteous is to be-----POLITE
To be rude is -----IMPOLITE
6. People who are in the habit of working are called-----INDUSTRIOUS
Those who avoid work whenever possible are usually labeled as ----LAZY
7. If one has a sympathetic answer he is -----GENEROUS
If one is severe in character he is -----HARSH
8. An orderly, tidy person is -----NEAT
A messy person is -----SLOPPY
9. Someone that can be relied upon is-----TRUSTWORTHY
Someone that doesn't keep his promises is -----UNTRUSTWORTHY
10. Someone who is sensitive to another's problems is -----SYMPATHETIC
Someone who is apathetic or unconcerned is -----UNSYMPATHETIC
or-----DISINTERESTED
11. A FRIENDLY person has high regard for other people.
An ANTAGONISTIC person is usually felt to be inimical or hostile.
12. Someone that lends a helping hand is -----DEPENDABLE
Someone that needs constant supervision is -----UNDEPENDABLE

CAREER GENERALIZATION:

Getting along with people is an important part of a successful career.

CAREER OBJECTIVE:

The student will identify and rate his/her own human skills.

PERFORMANCE OBJECTIVE:

The student will decide his rating in human relations skills.

MATERIALS:

*My Human Relations Skills
Three different colored pencils
Pencil

PREPARATION:

Reproduce enough copies of the sheet for each participating student.

PROCEDURE:

Review the communicative skills and human relations skills referred to on the previous activities of this set. Pass out or have available in a learning center the rating sheet.

The student lists the human relations skills that he feels apply to him all of the time.

The student lists the human relations skills that he feels apply to him most of the time.

The student lists the human relations skills that he feels seldom apply to him.

The student then gives three classmates a different colored pencil. Each classmate puts a check after the skills in the student's list that he agrees with, an X after the skills that he disagrees with, and he adds to the list those skills that he feels the student omitted.

The student should confer individually with each of the three classmates.

The teacher should check the student's list. She may offer suggestions that will help the student improve his skills.

MY HUMAN RELATIONS SKILLS

APPLY ALL THE TIME

APPLY MOST OF THE TIME

SELDOM APPLY

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will compare and contrast the different clothing, tools, equipment, and instruments in a variety of occupations.

PERFORMANCE OBJECTIVE:

Given the MATCH GAME the students will match the names of occupations with their respective clothing and equipment/tools with 80% accuracy.

MATERIALS:

- *Yellow Occupation cards (90)
- *Green Equipment/Tool Cards (90)
- *Blue Clothing Cards (90)
- *Answer Key
- Box or bowl in which to put the occupation cards

PREPARATION:

Sheets containing occupation, clothing, and tool/equipment cards should be cut along the lines. A box should be provided for the caller in which to put the occupation cards.

PROCEDURE:

The clothing and equipment/tool cards are shuffled thoroughly and passed out to each child. There are 180 cards and depending on the number of students playing an equal number of cards should be passed out. If some cards need to be left out, omit some of the BUSINESS SUIT or DRESS cards, and/or some of the others that are duplicated.

The caller will thoroughly mix the occupation cards in the box. He will draw one card and call out the occupational name on it. The first player to hold up a card which matches the occupation by clothing or equipment/tool is asked to turn this card face down so that it may not be used again. The first player to turn all his cards over wins. If there are any doubts on the correctness of answers, the caller may refer to the answer sheet.

EVALUATION:

The student should be able to match the occupation cards to the clothing and equipment/tool cards with 85% accuracy. If not, have the student look up in the dictionary any name or term of which he doesn't know the meaning.

3411 B

AQUANAUT

3411 B

SAWYER

3411 B

BACTERIOLOGIST

3411 B

GUNSMITH

3411 B

SUBMARINE OPERATOR

3411 B

DIAMOND CUTTER

3411 B

TRAWLER

3411 B

FACTORY ENGINEER

3411 B

DENTIST

3411 B

PORTRAIT PHOTOGRAPHER

3411 B

PHYSICIAN

3411 B

CONDUCTOR

3411 B

SURGEON

3411 B

STAGE HAND

3411 B

AMBULANCE DRIVER

3411 B

COMPOSER

3411 B

GROCER

3411 B

CAR SALESPERSON

3411 B

LUMBERYARD WORKER

3411 B

JEWELER

3411 B

PRICE MARKER

3411 B

SKIN DIVER

3411 B

CASHIER

3411 B

FISH HATCHERY WORKER

3411 B

LAWYER

3411 B

LIBRARIAN

3411 B

TRAFFIC POLICE OFFICER

3411 B

ANIMAL SHELTER WORKER

3411 B

PARK RANGER

3411 B

VETERINARIAN

3411 B

POLICE DETECTIVE

3411 B

X-RAY TECHNICIAN

3411 B

LUMBERJACK

3411 B

SECRETARY

3411 B

MINE INSPECTOR

3411 B

STOCKBROKER

3411 B

FILE CLERK

3411 B

PAYROLL CLERK

3411 B

STENOGRAPHER

3411 B

TYPIST

3411 B

MORTICIAN

3411 B

GOLF PRO

3411 B

INSURANCE AGENT

3411 B

SWIMMING INSTRUCTOR

3411 B

SKI INSTRUCTOR

3411 B

JOCKEY

3411 B

EQUESTRIAN

3411 B

WAITRESS/WAITER

3411 B

REPORTER

3411 B

TV NEWSCASTER

3411 B

TV CAMERA PERSON

3411 B

BOOK BINDER

3411 B

TV ANNOUNCER

3411 B

CARPENTER

3411 B

TELEPHONE REPAIR PERSON

3411 B

BULLDOZER OPERATOR

3411 B

RIVETER

3411 B

PILLAR ROBBER

3411 B

ELECTRICIAN

3411 B

METEOROLOGIST

3411 B

ARCHITECT

3411 B

SURVEYOR

3411 B

BRICKLAYER

3411 B

LANDSCAPER

3411 B

SCULPTOR

3411 B

NURSERY PERSON

3411 B

ARTIST

3411 B

DAIRY HERDSMAN

3411 B

BUTCHER

3411 B

WHEAT FARMER

3411 B

ARGRONOMIST

3411 B

OIL RIGGER

3411 B

TRUCK DRIVER

3411 B

STEWARDESS/STEWARD

3411 B

PILOT

3411 B

BUS DRIVER

3411 B

TAXI DRIVER

3411 B

FASHION DESIGNER

3411 B

MECHANIC

3411 B

INTERIOR DECORATOR

3411 B

UPHOLSTERER

3411 B

BARBER

3411 B

BAKER

3411 B

COSMETOLOGIST

3411 B

FLORAL DESIGNER

3411 B

MINISTER

3411 B

DRY CLEANER

3411 B

PET GROOMER

3411 B

TOOL AND DYE MAKER

3411 B

WELDER

3411 B

3411 B

3411 B

3411 B

3411 B

3411 B

3411 B

CASKET

3411 B

BRIEFCASE

3411 B

PRESSER

3411 B

CLIPPERS

3411 B

BIBLE

3411 B

CLIPPERS

3411 B

TELETYPE

3411 B

PICK

3411 B

EYE TOUPE

3411 B

SNORKEL

3411 B

AQUALUNG

3411 B

GUN

3411 B

RADAR

3411 B

DIAMOND

3411 B

BOOKS

3411 B

AX

3411 B

MACHINE

3411 B

FISH NET

3411 B

MICROSCOPE

3411 B

NETS

3411 B

COSMETICS

3411 B

SKIS

3411 B

AX

3411 B

FILES

3411 B

MASK

3411 B

HORSEWHIP

3411 B

TEE/CLUBS

3411 B

WHISTLE

3411 B

BRIDLE/SADDLE

3411 B

PRICE MARKER

3411 B

FOOD

3411 B

SAW

3411 B

MEDICAL KIT

3411 B

CAMERA

3411 B

BATON

3411 B

CLAY

3411 B

PALLET

3411 B

KNIFE

3411 B

GARVEY MARKER

3411 B

CASH REGISTER

3411 B

RAKE

3411 B

HAMMER

3411 B

PIANO

3411 B

GUN

3411 B

APRON

3411 B

APRON

3411 B

SAW

3411 B

MACHINE

3411 B

RIVETING MACHINE

3411 B

OHMMETER

3411 B

T SQUARE

3411 B

TROWEL

3411 B

RAIN GUAGE

3411 B

TRANSIT

3411 B

BRIEFCASE

3411 B

SYRINGE

3411 B

ROTARY PLOW

3411 B

PLANT CLIPPERS

3411 B

MILKING MACHINE

3411 B

SAFETY BELT

3411 B

COMBINE

3411 B

OIL RIG

3411 B

CAMERA

3411 B

MICROPHONE

172

3411 B

TYPEWRITER

3411 B

TICKER TAPE

3411 B

MONEY

3411 B

TYPEWRITER

3411 B

TRUCK

3411 B

PICKUP OR TRUCK

3411 B

AIRPLANE

3411 B

CAR

3411 B

WHISTLE

3411 B

X-RAY MACHINE*

3411 B

BOOKS

3411 B

DRILL

3411 B

CAGES

3411 B

STETHOSCOPE

3411 B

FLOUR

3411 B

WIRE MESH

3411 B

WRENCH

3411 B

AIRPLANE

3411 B

BUS

3411 B

FABRIC

3411 B

FABRIC

3411 B

FABRIC

3411 B

HAMMER

3411 B

CATERPILLAR

3411 B

SCAPEL

3411 B

TYPEWRITER

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HARD HAT WITH LIGHT

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OVERALLS

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OVERALLS

3411 B

MACKINAW

3411 B

JODPHURS

3411 B

SWIM SUIT

3411 B

WET SUIT

3411 B

WET SUIT

3411 B

LEAD SMOCK

3411 B

SURGICAL GOWN

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JEANS

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JEANS

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JEANS

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HARD HAT

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HARD HAT

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HARD HAT

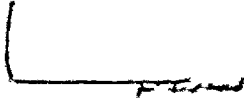
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ANSWER KEY

OCCUPATION	CLOTHING	INSTRUMENT OR TOOL
Agronomist	Casual	Plant Clippers
Ambulance Driver	Uniform	Stethoscope
Animal Shelter Worker	Casual	Cages
Aquanaut	Wet Suit	Aqualung
Architect	Business Suit/dress	T-Square
Artist	Smock	Pallet
Bacteriologist	Casual	Microscope
Baker	Uniform	Flour
Barber	Uniform	Clippers
Book Binder	Work Clothes	Books
Brick Layer	Work Clothes	Trowel
Bulldozer Operator	Hard Hat	Caterpillar
Bus Driver	Uniform	Bus
Butcher	Apron	Knife
Carpenter	Apron	Hammer
Car Salesperson	Business Suit/dress	Car
Cashier	Casual	Money
Composer	Business Suit/dress	Piano
Conductor	Business Suit/dress	Baton
Cosmetologist	Uniform	Cosmetics
Dairy Herder	Overalls	Milking Machine
Dentist	Smock	Drill
Diamond Cutter	Casual	Diamond
Dry Cleaner	Casual	Presser

OCCUPATION	ANSWER KEY	
	CLOTHING	INSTRUMENT OR TOOL
Electrician	Work clothes	Ohmmeter
Equestrian	Jodphurs	Bridle/Saddle
Factory Engineer	Casual	Machine
Fashion Designer	Business Suit/dress	Fabric
File Clerk	Business Suit/dress	Files
Fish Hatchery Worker	Work Clothes	Nets
Floral Designer	Business Suit/dress	Wire Mesh
Golf Pro	Casual	Tee/Clubs
Grocer	Apron	Price Marker
Gunsmith	Work Clothes	Gun
Insurance Agent	Business Suit/dress	Briefcase
Interior Decorator	Business Suit/dress	Fabric
Jeweler	Business Suit/dress	Eye Toupe
Jockey	Uniform	Horsewhip
Landscaper	Jeans (Work Clothes)	Rake
Lawyer	Business Suit/dress	Briefcase
Librarian	Business Suit/dress	Books
Lumberjack	Mackinaw	Ax
Lumberyard Worker	Work Clothes	Saw
Mechanic	Work Clothes	Wrench
Meteorologist	Business Suit/dress	Rain Gauge
Mine Inspector	Hard Hat with Light	Ax
Minister	Business Suit/dress Uniform	Bible

OCCUPATION	ANSWER KEY	
	CLOTHING	INSTRUMENT OR TOOL
Mortician	Business Suit/dress	Casket
Nursery Person	Jeans (Work Clothes)	Rotary Plow
Oil Rigger	Hard Hat	Oil Rig
Park Ranger	Uniform	Pickup or Truck
Payroll Clerk	Business Suit/dress	Cash Register
Pet Groomer	Casual	Clippers
Physician	Smock	Stethoscope
Pillar Robber	Work Clothes	Pick
Pilot	Uniform	Airplane
Police Detective	Business Suit/dress	Gun
Portrait Photographer	Casual	Camera
Price Marker	Casual	Garvey Marker
Reporter	Business Suit/dress	Camera
Riveter	Hard Hat	Riveting Machine
Sawyer	Work Clothes	Saw
Sculptor	Smock	Clay
Secretary	Business Suit/dress	Typewriter
Ski Instructor	Casual	Skis
Skin Diver	Wet Suit	Snorkel
Stage Hand	Jeans	Hammer
Stenographer	Business Suit/dress	Typewriter
Stewardess/Steward	Uniform	Airplane
Stockbroker	Business Suit/dress	Ticker Tape
Submarine Operator	Uniform	Radars

ANSWER KEY		
OCCUPATION	CLOTHING	INSTRUMENT OR TOOL
Surgeon	Surgical Gown	Scapel
Surveyor	Work Clothes	Transit
Swimming Instructor	Swim Suit	Whistle
Taxi Driver	Casual	Car
Telephone Repair Person	Work Clothes	Safety Belt
Tool and Dye Maker	Work Clothes	Machine
Traffic Police Officer	Uniform	Whistle
Trawler	Work Clothes	Fish Net
Truck Driver	Work Clothes	Truck
TV Announcer	Casual	Microphone
TV Camera Person	Work Clothes	Camera
TV Newscaster	Business Suit/dress	Teletype
Typist	Business Suit/dress	Typewriter
Upholsterer	Work Clothes	Fabric
Veterinarian	Smock	Syringe
Waitress/Waiter	Apron	Food
Welder	Work Clothes	Mask
Wheat Farmer	Overalls	Combine
X-Ray Technician	Lead Smock	X-Ray Machine

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instrument, and/or tools.

CAREER OBJECTIVES:

The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks.

PERFORMANCE OBJECTIVE:

Given the game "Go For A Job", the student will answer the questions on the cards.

MATERIALS:

- *Game Board "Go For A Job"
- *Green Police Cards--(10)
- *Orange Dentist Cards--(10)
- *Blue Pilot Cards--(10)
- *Yellow Secretary Cards--(10)
- *"Go For A Job" Evaluation Sheet
- *Answer Sheet
- *Key to Evaluation Sheet
- *Die--(1)
- Toy Cars--(5)

PREPARATION:

The "Go For A Job" game is designed for two to five players, plus a leader who will keep the Answer Sheet. Laminate the game pieces and Answer Sheet, if desired. Reproduce as many copies as needed of the Evaluation Sheet.

PROCEDURE:

Shuffle the cards according to color and place on the matching color rectangle in the center of the game board. Each child should pick a card and place it on "GO". Roll the die for order of play. First player rolls the die and advances as many squares as shown on the face of the die. Whatever he lands on, he takes the top card from the corresponding stack, reads it; and if he is able to answer it, he stays on that square. If not, he goes back one square. Players may check their answers on the Answer Sheet. As cards are used, they are returned to the bottom of the stack. The first player to go all around the board to "GO" wins.

GO

SECRETARY

PILOT

POLICE

DENTIST

GO FOR A JOB

9.

3411 C

Name one piece of equipment a police officer wears which tells you what he/she is.

10.

3411 C

How many hours a week does a police officer usually work?
(a) 40 (b) 60 (c) 55

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

1. 3411 C

What is an Orthodontist?

2. 3411 C

Name two things a dentist does.

3. 3411 C

What must you do to get a license to be a dentist?

4. 3411 C

What is the average yearly income for a dentist?

(a) \$10,000 (b) \$34,000

(c) \$100,000

5. 3411 C

Does a dentist wear a uniform, a business suit, or a pair of swim trunks?

6. 3411 C

How long does a dentist have to go to school to complete his training?

7. 3411 C

Is a dentist office open seven days a week?

8. 3411 C

Name a tool a dentist uses.

9.

3411 C

Is it true that there is a
law in most states that says
that a woman cannot be a dentist?

10.

3411 C

What is a dental assistant?

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

1. 3411 C

Name one duty a pilot has besides flying a plane.

5. 3411 C

True or False

No matter what size the plane is, the pre-flight and flight duties are much the same.

2. 3411 C

What is the pilot's title?

6. 3411 C

How old must you be to qualify for a license?

(a) 21 (b) 18 (c) 24

3. 3411 C

What must the pilot check before he becomes airborne? Name one thing.

7. 3411 C

How old must you be when you are forced to quit flying an airliner?

(a) 60 (b) 65 (c) 55

4. 3411 C

Who does the actual steering of the airplane--the pilot or co-pilot?

8. 3411 C

Do you think the highest yearly salary of a pilot is: (a) \$10,000 (b) \$25,000 (c) \$60,000

9.

3411 C

True or False

A pilot may wear anything he wants
when he flies an airliner?

10.

3411 C

What is a windssock?

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

1. 3411 C

What is a secretary called that prepares medical histories for a doctor?

2. 3411 C

What is a legal secretary?

3. 3411 C

What kind of clothing would a secretary wear?

4. 3411 C

Can a person with just a high school education become a secretary?

5. 3411 C

Name one tool or piece of equipment a secretary might use?

6. 3411 C

True or False

Speed and accuracy are important to a secretary.

7. 3411 C

Name two things a secretary should be good at.

8. 3411 C

True or False

Having a good personality helps a secretary.

9.

3411 C

True or False

There are more men than women
secretaries.

10.

3411 C

Who relieves her employer for
more important duties?

3411 C

3411 C

3411 C

3411 C

3411 C

3411 C

GO FOR A JOB EVALUATION SHEET

EVALUATION:

Match the column I of occupations to the correct answer in column II which contains the clothing and tools.

I.	II.
1. Golf Pro	_____ (a.) lead smock
2. Aquanaut	_____ (b.) saw
3. Equestrian	_____ (c.) ticker tape
4. Sawyer	_____ (d.) caterpillar
5. Librarian	_____ (e.) typewriter
6. Veterinarian	_____ (f.) jodphurs
7. X-ray Technician	_____ (g.) drill
8. Dentist	_____ (h.) snorkel
9. Physician	_____ (i.) ohmmeter
10. Conductor	_____ (j.) toupe
11. Agronomist	_____ (k.) transit
12. Bulldozer Operator	_____ (l.) books
13. Jeweler	_____ (m.) mask
14. Electrician	_____ (n.) baton
15. Stockbroker	_____ (o.) plant clippers
16. Stenographer	_____ (p.) mackinaw
17. Surveyor	_____ (q.) rain guage
18. Welder	_____ (r.) stethoscope
19. Lumberjack	_____ (s.) tee/clubs
20. Meteorologist	_____ (t.) syringe

1. What is an Orthodontist?

Dentist who specializes in straightening teeth.

2. Name two things a dentist does.

Takes X-rays

Fills cavities

Straightens teeth

Treats gum disease

Extracts teeth

Cleans teeth

Makes artificial teeth

Performs corrective surgery

3. What must you do to get a license to be a dentist?

Must be a graduate of a dental school.

Must pass the State Board examination.

4. What is the average yearly income for a dentist?

\$34,000

5. Does a dentist wear a uniform, a business suit, or a pair of swim trunks?

Uniform

6. How long does a dentist have to go to school to complete his training?

4 to 6 years

7. Is a dentist office open seven days a week?

No

8. Name a tool a dentist uses.

Drill

Mirror

Power abrasive tool

9. Is it true that there is a law in most states that says that a woman cannot be a dentist?

No

10. What is a dental assistant?

One who stands by him to aid him in his work.

ANSWER SHEET

1. A police officer in civilian clothing is call a what?
Detective
2. Could one city have as many as 30,000 police officers?
Yes--New York City has 30,000
3. Police officers report to police headquarters through call boxes, by radio, or by walkie-talkie.
True
4. Policewomen usually work only in the larger cities.
True
5. Police are never called on to testify in court.
False
6. You need not be a citizen of the United States in order to be a police officer.
7. A police officer usually retires at the age of 55.
True
8. What does a police officer wear?
Uniform
9. Name one piece of equipment a police officer wears which tells you what he/she is.
Gun, badge
10. How many hours a week does a police officer usually work?
(a) 40 (b) 60 (c) 55
40 hours

ANSWER SHEET

1. What is a secretary called that prepares medical histories for a doctor?

A medical secretary.

2. What is a legal secretary?

One who works for a lawyer.

3. What kind of clothing would a secretary wear?

Business dress or suit.

4. Can a person with just a high school education become a secretary?

Yes.

5. Name one tool or piece of equipment a secretary might use?

Typewriter, steno pad, pencil.

6. Speed and accuracy are important to a secretary?

True.

7. Name two things a secretary should be good at.

Hear well, spelling, punctuation, vocabulary.

8. Having a good personality helps a secretary.

True.

9. There are more men than women secretaries.

False.

10. Who relieves her employer for more important duties?

A secretary.

KEY TO EVALUATION SHEET

1. S
2. H
3. F
4. B
5. L
6. T
7. A
8. G
9. R
10. N
11. O
12. D
13. J
14. I
15. C
16. E
17. K
18. M
19. P
20. Q

CAREER GENERALIZATION:

Different job functions require different clothing, equipment, instruments, and/or tools.

CAREER OBJECTIVE:

The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks.

PERFORMANCE OBJECTIVE:

Given a specific worker or group of workers, the student will identify the clothing, equipment, instruments and/or tools used with 80% accuracy.

MATERIALS:

*Task Choices Sheet
Classified Newspaper Ads
Newsprint
Crayons

PREPARATION:

The Evaluation for Occupation-Clothing-Tools Activities is designed for the entire class.

PROCEDURE:

Choose or allow the students to choose any of the listed activities.

EVALUATION:

Group discussion is needed to aid any student who has not grasped the concept that particular clothing, equipment, and tools are needed for given occupations.

TASK CHOICES

1. Student will select an occupation and write a short paragraph which explains why the clothing that is worn is important, and why the occupational tool or equipment is necessary.
2. Students should tell orally why the skills of reading, writing, spelling, computation, and communication are important to the occupation he chose.
3. If possible, find an advertisement for the selected job in the want-ad section of the local newspaper.
4. Ask students to discuss clothing, equipment, and tools of the employees of the following departments:
 1. Fire Department
 2. Police Department
 3. Sanitation Department

What would life in your city be like without them?

5. Divide the class in groups with each group discussing a different occupation, listing the tools and clothing for each. Exchange and have the other group guess the occupation.
6. Ask students to pretend that they are workers. They should research a job and prepare to describe it to the rest of the class telling why this job is important, what clothing is worn to perform the job, and what tools or equipment are used.
7. Students may invite people from different jobs to talk to the class and discuss their jobs.
8. Student may be asked to illustrate his chosen occupation showing the clothing and equipment and how it is used while on the job.
9. Students might play "Charades" acting out occupations to see if the class can guess the occupation and if possible, the tool or equipment.
10. Have one child describe necessary clothing and equipment or tools and the class will guess what occupation he is describing.

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will identify the geographic and environmental factors that are in operation in a given setting.

PERFORMANCE OBJECTIVE:

Given seven (7) Scramble Puzzles, the student will find the hidden states and their products with 80% accuracy.

MATERIALS:

- *Scramble Puzzle Sheets (7)
- *Scramble Puzzle Answer Sheets (7)
- *United States Map (3412B)

PREPARATION:

The Scramble Puzzle Sheets are designed for the entire class to use as a group or for individual students to use. Reproduce as many of the puzzle sheets as you will need.

PROCEDURE:

Each student will need a set of seven Scramble Puzzles. He will find the names of the states and products in the puzzle to match those states and products listed below each puzzle. A map of the United States is provided so that the students can see how the states are divided into the various sections.

EVALUATION:

The student should be able to complete the puzzles with 80% accuracy.

SOUTHERN STATES

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

ALABAMA

SOUTH CAROLINA

COTTON

ARKANSAS

TENNESSEE

TIMBER

FLORIDA

VIRGINIA

FRUIT

GEORGIA

PEANUT

TOBACCO

KENTUCKY

RECREATION

SHIPPING

LOUISIANA

CORN

FISH

MISSISSIPPI

OIL

POTATO

NORTH CAROLINA

COAL

SOUTHWESTERN STATES

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

ARIZONA

OKLAHOMA

NEW MEXICO

TEXAS

CATTLE

SHEEP

COTTON

COPPER

SILVER

PEANUTS

WHEAT

COAL

CORN

TIMBER

FISH

FRUIT

GOLD

OIL

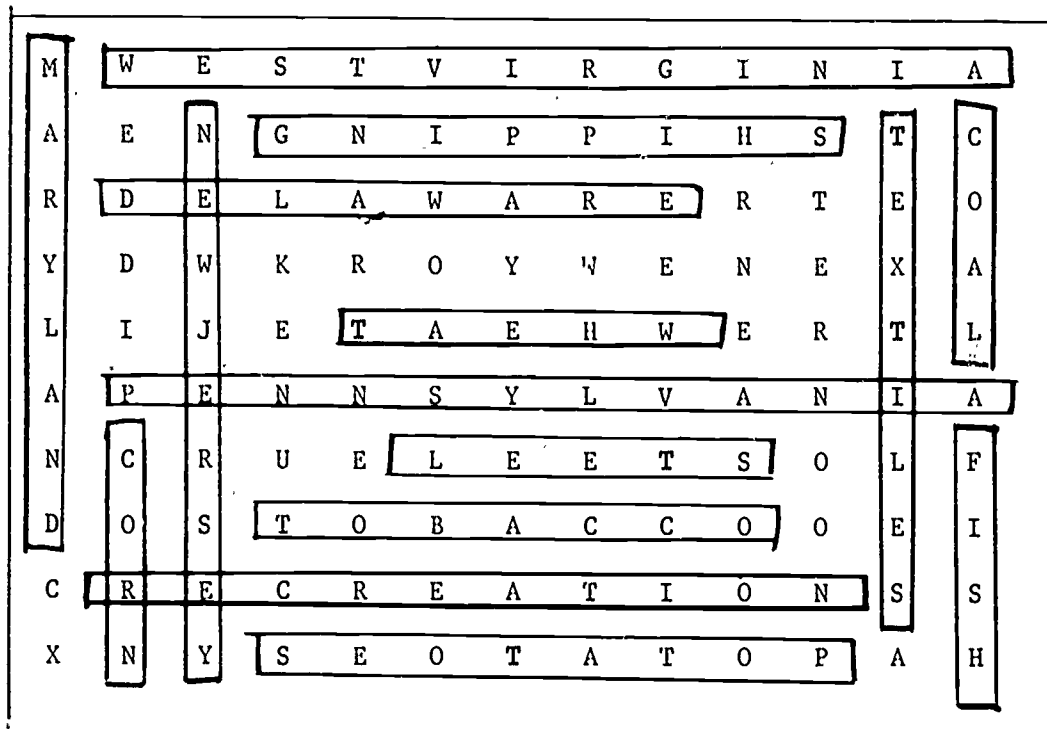
WESTERN STATES

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

- | | |
|------------|------------|
| CALIFORNIA | RECREATION |
| WASHINGTON | COTTON |
| HAWAII | FISH |
| NEVADA | AIRCRAFT |
| OREGON | OIL |
| ALASKA | STEEL |
| TIMBER | COPPER |
| CATTLE | SHEEP |
| FRUIT | COAL |
| GOLD | |

Scramble Puzzle Answer Sheet 1

MIDDLE ATLANTIC STATES



DELAWARE

RECREATION

NEW YORK

SHIPPING

NEW JERSEY

STEEL

PENNSYLVANIA

CORN

MARYLAND

POTATOES

WEST VIRGINIA

COAL

FISH

TOBACCO

TEXTILES

WHEAT

MIDWESTERN STATES

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

- | | | | |
|-----------|--------------|------------|----------|
| ILLINOIS | MISSOURI | RECREATION | WHEAT |
| INDIANA | NEBRASKA | COAL | FISH |
| IOWA | NORTH DAKOTA | CORN | OIL |
| KANSAS | SOUTH DAKOTA | STEEL | AIRCRAFT |
| MICHIGAN | OHIO | CATTLE | POTATOES |
| MINNESOTA | WISCONSIN | SALT | GOLD |

Scramble Puzzle. Answer Sheet 3

NEW ENGLAND STATES

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

CONNECTICUT

DAIRY FARMING

MASSACHUSETTS

FISH

RHODE ISLAND

TEXTILES

MAINE

TIMBER

NEW HAMPSHIRE

POTATOES

VERMONT

SHIPPING

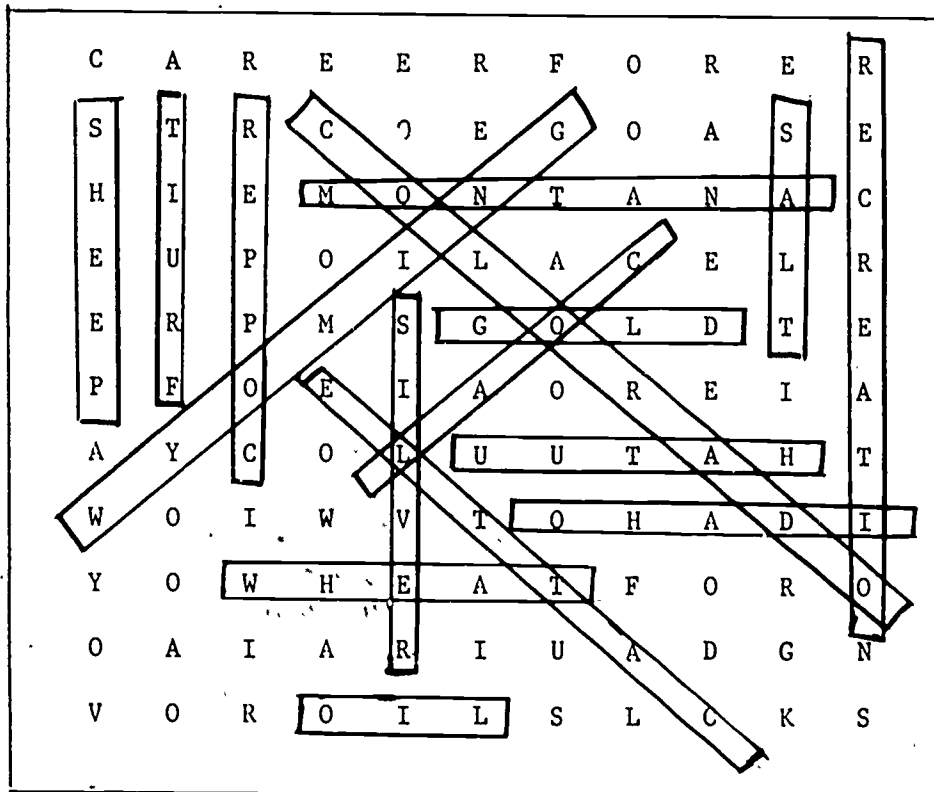
TOBACCO

CORN

FRUIT

COPPER

ROCKY MOUNTAIN STATES



COLORADO

RECREATION

IDAHO

WHEAT

MONTANA

CATTLE

UTAH

SHEEP

WYOMING

FRUIT

GOLD

OIL

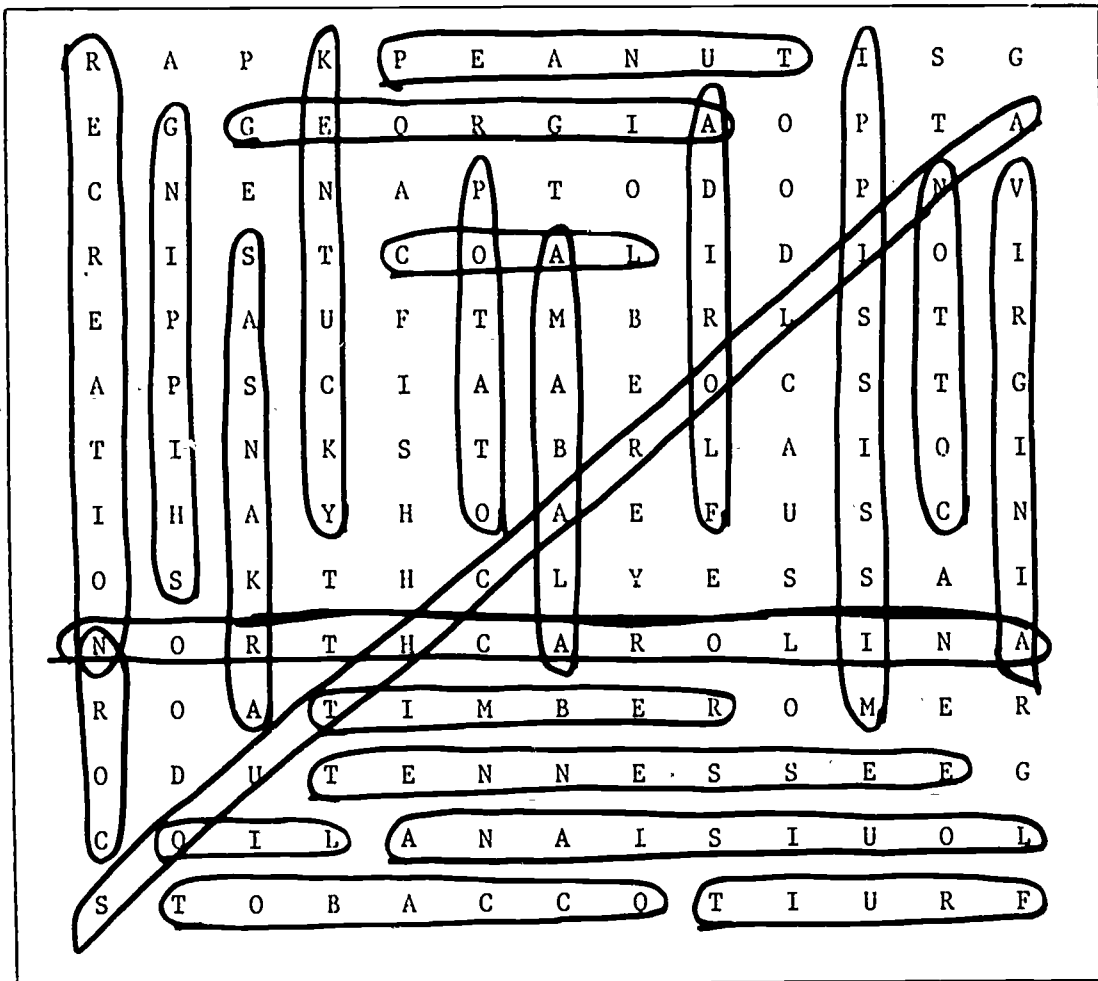
COAL

COPPER

SILVER

SALT

SOUTHERN STATES



ALABAMA

SOUTH CAROLINA

COTTON

ARKANSAS

TENNESSEE

TIMBER

FLORIDA

VIRGINIA

FRUIT

GEORGIA

PEANUT

TOBACCO

KENTUCKY

RECREATION

SHIPPING

LOUISIANA

CORN

FISH

MISSISSIPPI

OIL

POTATO

NORTH CAROLINA

COAL

SOUTHWESTERN STATES

ARIZONA

PEANUTS

OKLAHOMA

WHEAT

NEW MEXICO

COAL

TEXAS

CORN

CATTLE

TIMBER

SHEEP

FISH

COTTON

FRUIT

COPPER

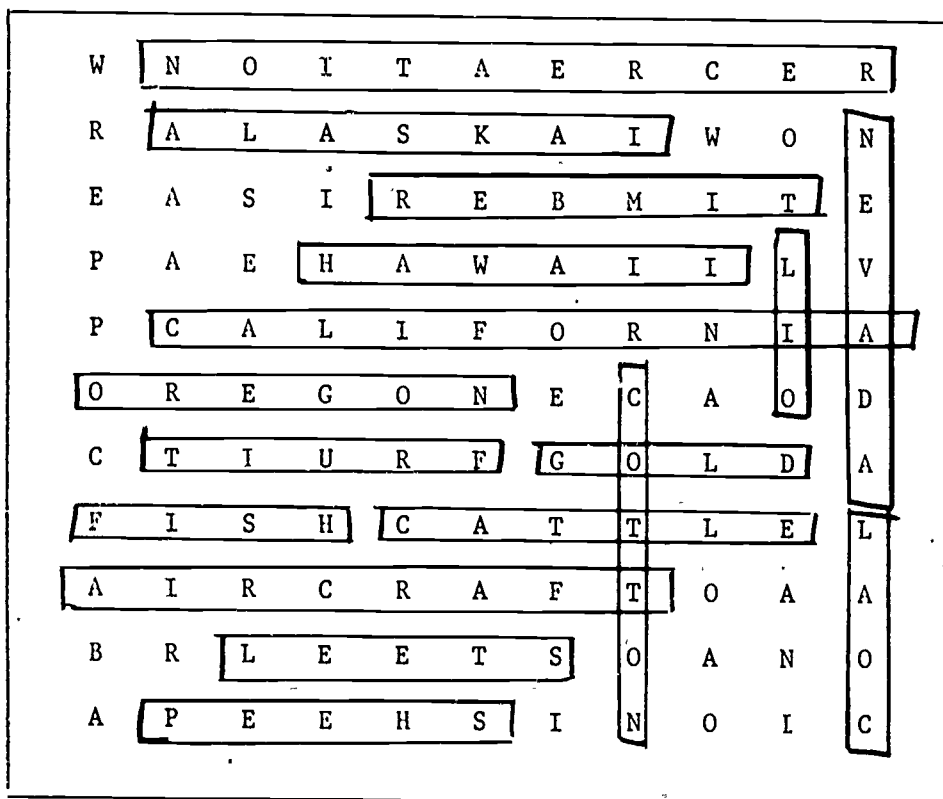
GOLD

SILVER

OIL

Scramble Puzzle Answer Sheet 7

WESTERN STATES



CALIFORNIA

RECREATION

WASHINGTON

COTTON

HAWAII

FISH

NEVADA

AIRCRAFT

OREGON

OIL

ALASKA

STEEL

TIMBER

COPPER

CATTLE

SHEEP

FRUIT

COAL

GOLD

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will compare different sets of geographical and environmental factors in relation to the kinds of occupational opportunities found.

PERFORMANCE OBJECTIVE:

The student will match products with a specific state with 100% accuracy.

MATERIALS:

- *Master Product List
- *Product Playing Cards - (6 sets --22 cards per set)
- *United States Map

PREPARATION:

The JOB PIT game is designed for three to six players. Reproduce a copy of the Master Product List for each player.

PROCEDURE:

The cards are shuffled and six cards are dealt to each player. The remaining cards are placed in a pile in easy reach of the players. Each player is also given a master list and should choose the section of the country in which he is working to find products. After the players have sorted their cards according to the areas in which he wishes to play, the player to the right of the dealer asks any player for a card he may need. For example: John may say, "Mary, may I have your potato card?" If she has one, she must give it to him. He then gets to ask someone else for another card. He has only two turns and then must draw the top card off the pile. All Product Cards belonging to the state for which the player is working are placed on the table face up. The next player to his right then asks any member of the group for a card. The player who has the most cards for the state at the end of the game, wins. Each time a player lays down a card, he must tell what section of the country in which he has worked, e.g. Southwestern States.

EVALUATION:

Each student should be able to complete his set of cards with 80% accuracy. If not, have the students play the game again, starting with a new set of cards.

MASTER PRODUCT LIST

MIDWESTERN STATES

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
South Dakota
Ohio
Wisconsin

coal
corn
steel
cattle
wheat
fish
oil
aircraft
salt
recreation
potatoes
gold

SOUTHWESTERN STATES

Arizona
Oklahoma
New Mexico
Texas

cattle
sheep
cotton
copper
silver
gold
fruit
Space Center
oil
wheat
coal
peanuts
corn
timber
fish

ROCKY MOUNTAIN STATES

Colorado
Idaho
Montana
Wyoming
Utah

gold
coal
silver
wheat
cattle
sheep
fruit
oil
recreation
copper
salt

WESTERN STATES

California
Washington
Hawaii
Nevada
Oregon
Alaska

timber
cattle
fruit
gold
cotton
fish
aircraft
oil
steel
recreation
copper
sheep
coal

NEW ENGLAND STATES

Connecticut
Massachusetts
Rhode Island
Maine
New Hampshire
Vermont

tobacco
fruit
fish
textiles
lumber
potatoes
ship building
corn
copper
dairy farming

MIDDLE ATLANTIC STATES

Delaware
New Jersey
Pennsylvania
New York
Maryland
West Virginia

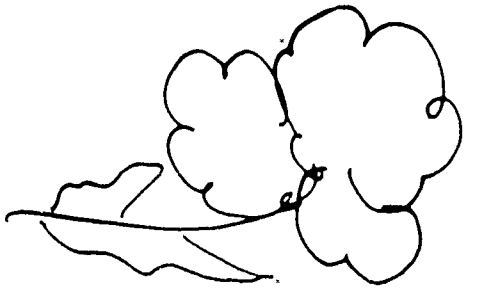
fish
textiles
ship building
steel
recreation
corn
potatoes
wheat
coal
tobacco

SOUTHERN STATES

Kentucky
Virginia
North Carolina
South Carolina
Mississippi
Tennessee
Georgia
Florida
Alabama
Arkansas
Louisiana

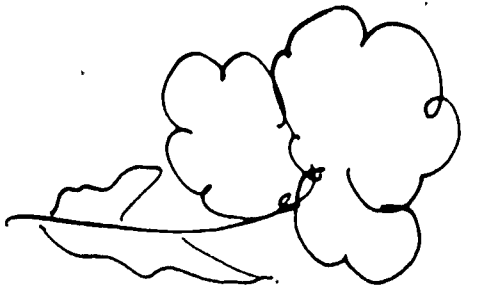
peanuts
corn
oil
cotton
lumber
recreation
ship building
fruit
tobacco
fish
potatoes
Space Center

3412B



COTTON

34128



COTTON

34128



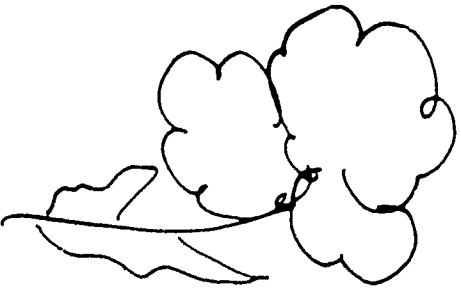
RECREATION

34128



RECREATION

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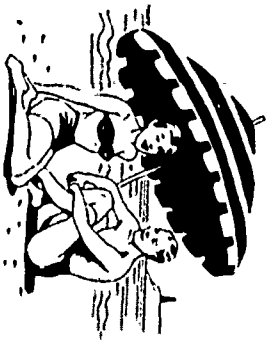
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RECREATION

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RECREATION

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RECREATION

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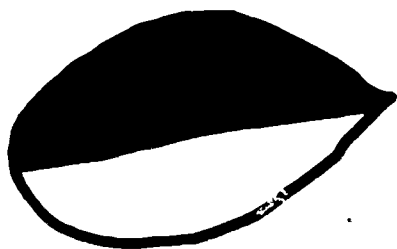
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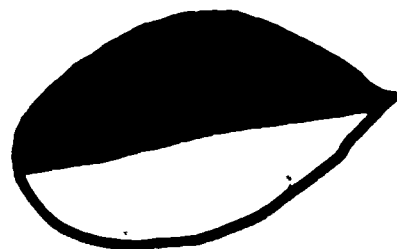
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TOBACCO

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TOBACCO

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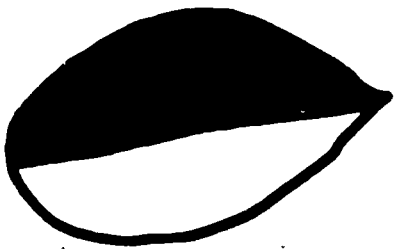
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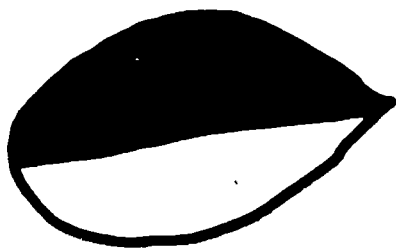
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LUMBER

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LUMBER

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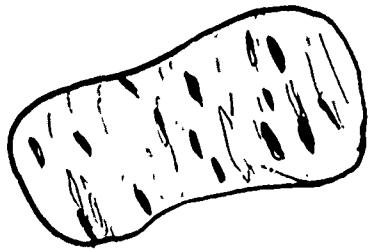
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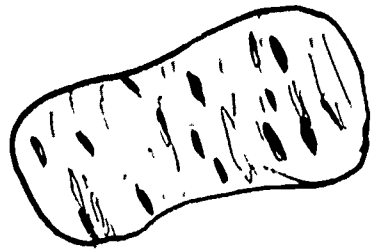
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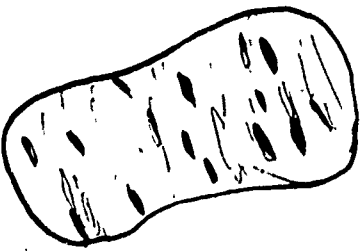
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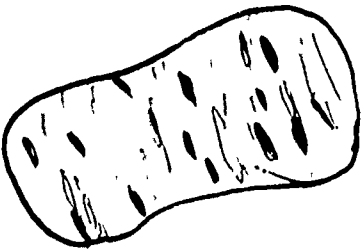
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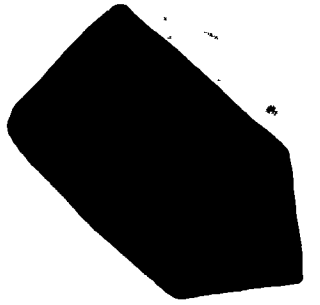
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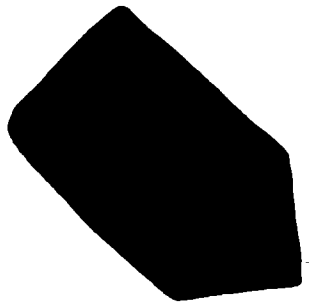
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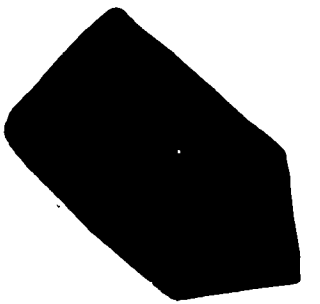
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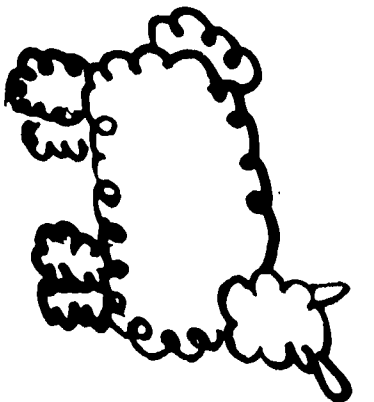
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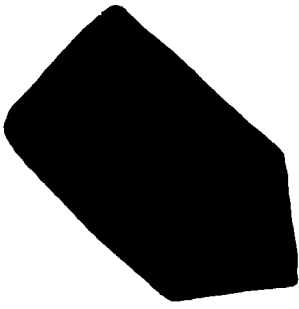
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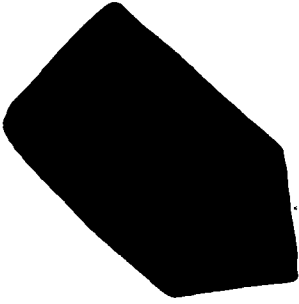
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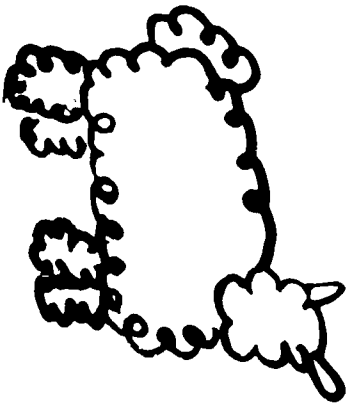
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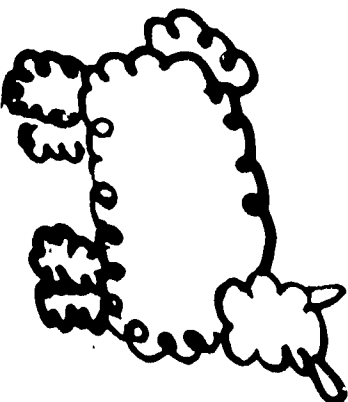
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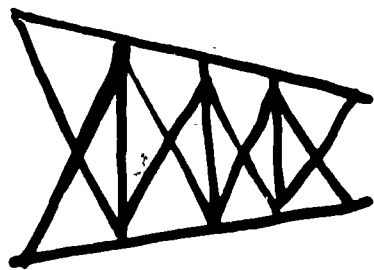
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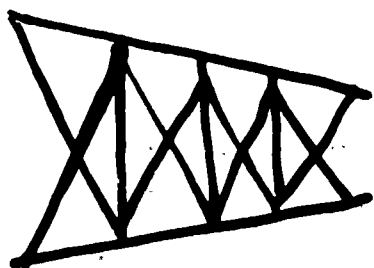
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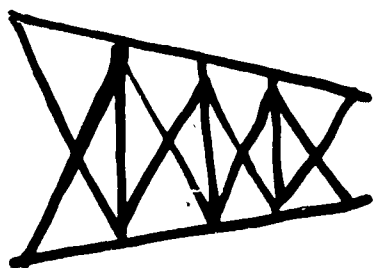
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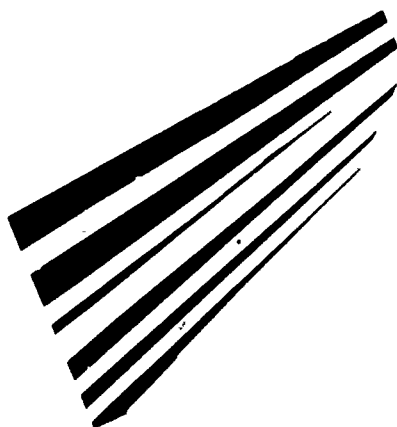
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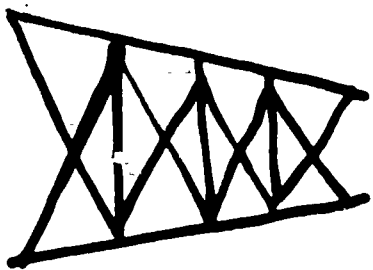
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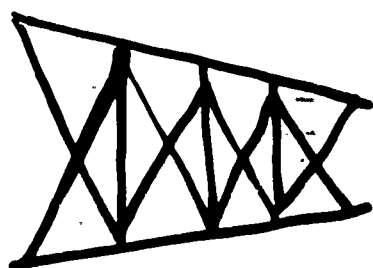
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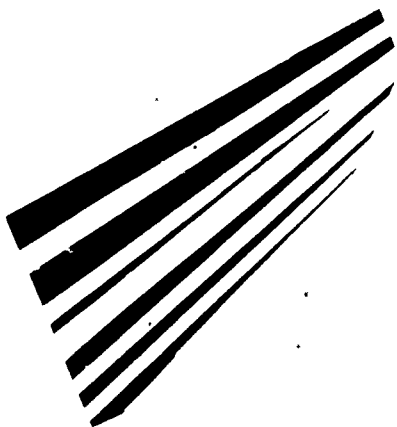
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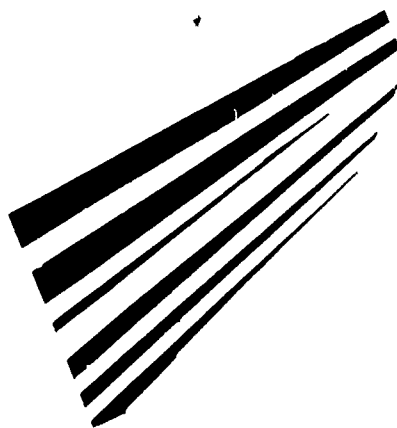
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STEEL

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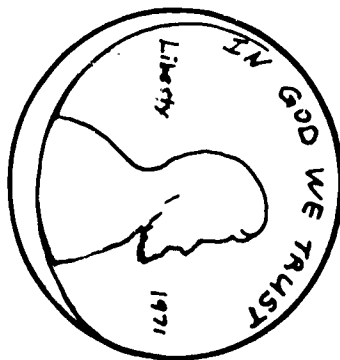
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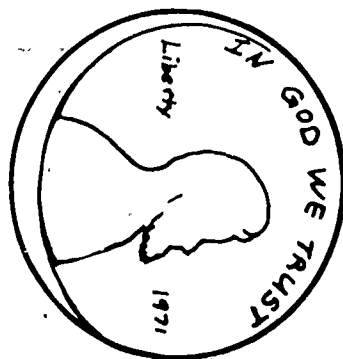
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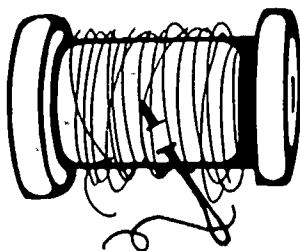
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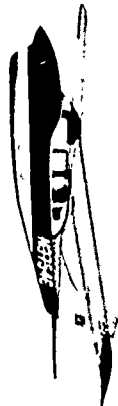
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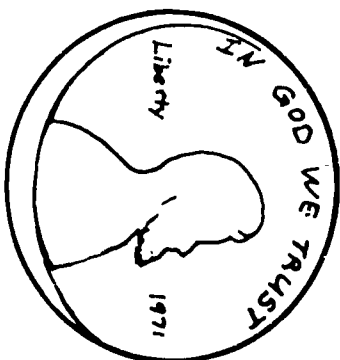
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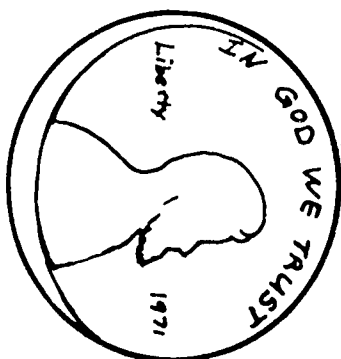
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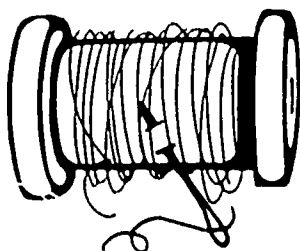
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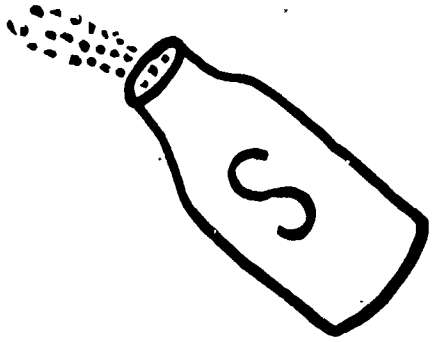
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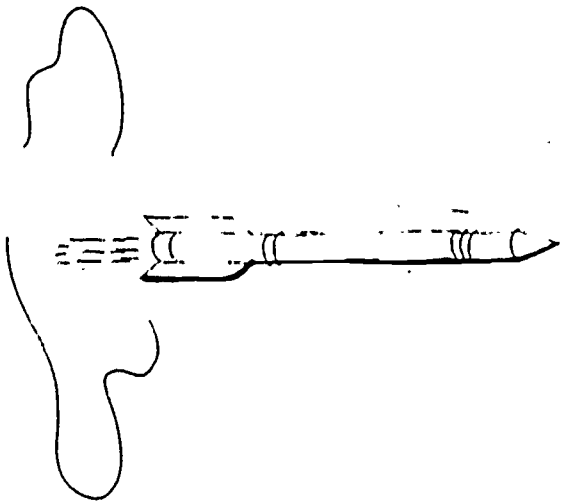
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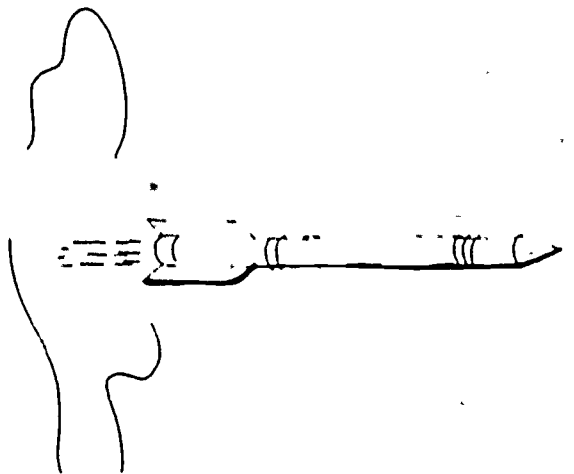
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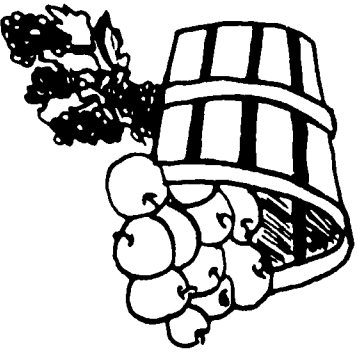
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SPACE CENTER

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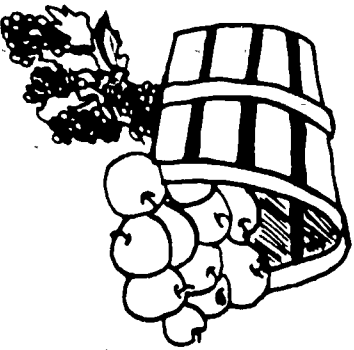
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FRUIT

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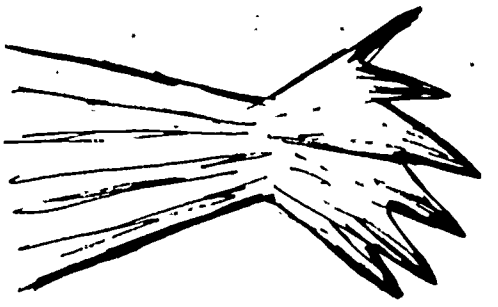


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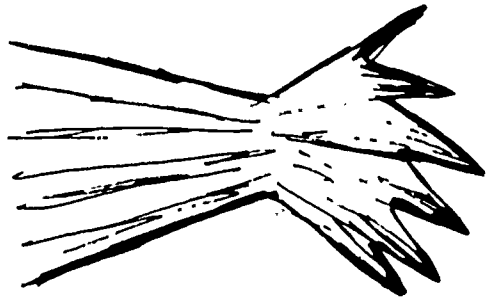


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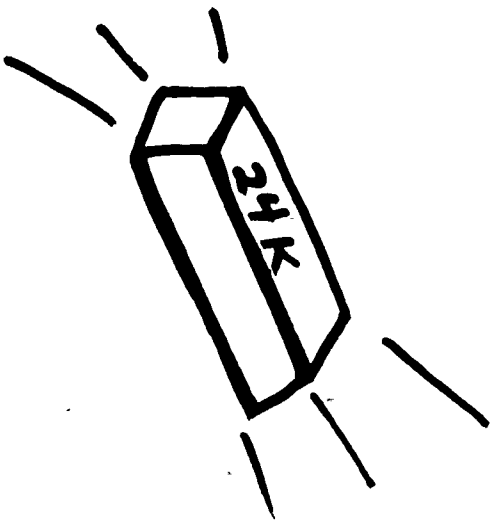
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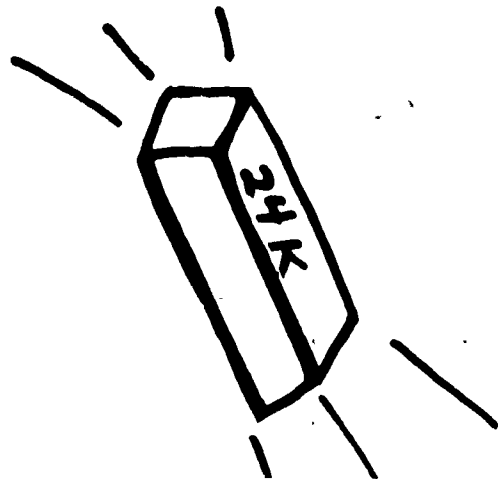
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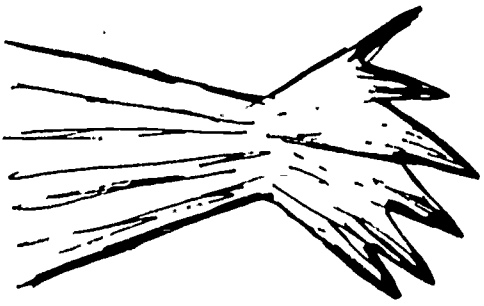
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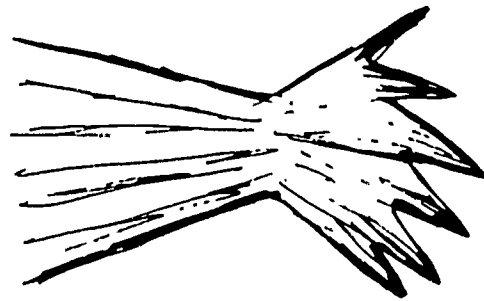
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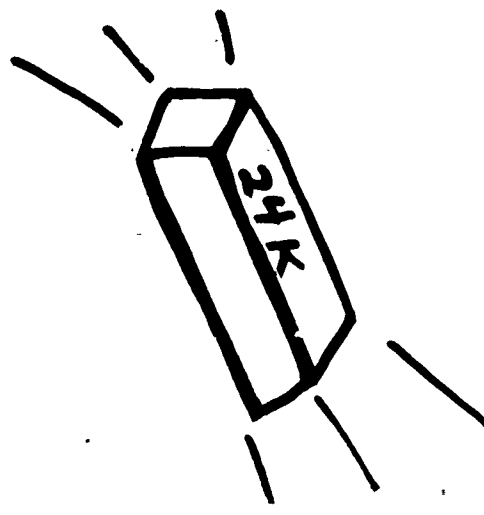
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WHEAT

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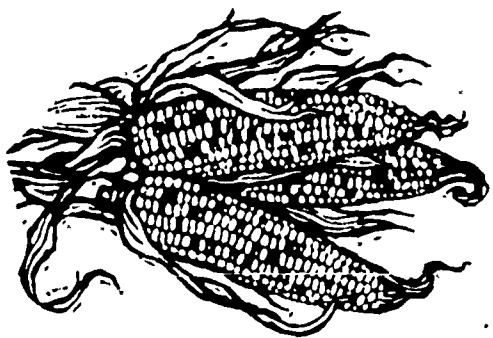
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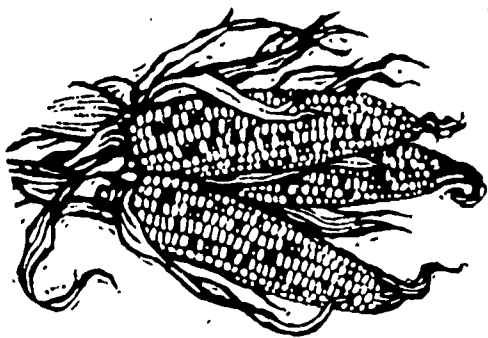
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CORN

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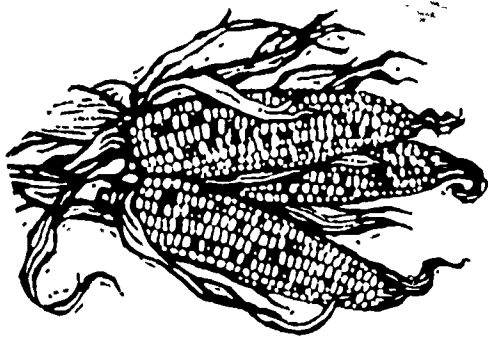
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CORN

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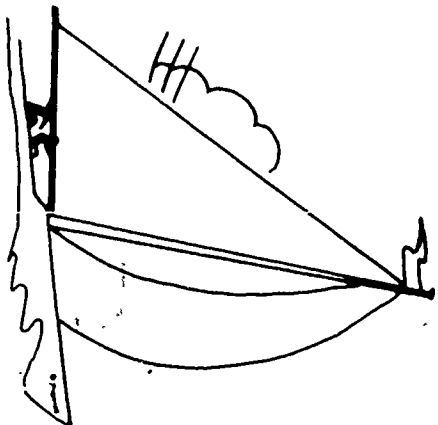
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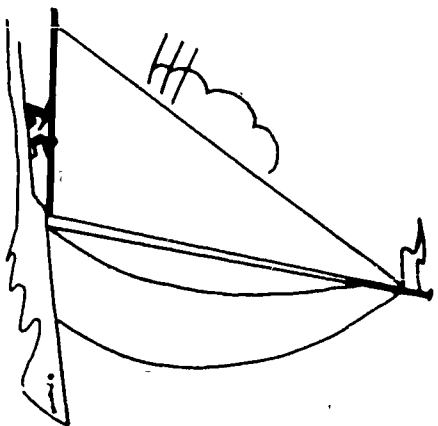
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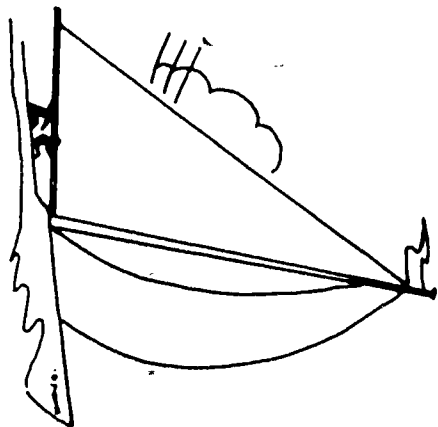
SHIPPING

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SHIPPING

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SHIPPING



FISHING

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FISHING

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FISHING

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PEANUTS

3-128



FISHING

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FISHING

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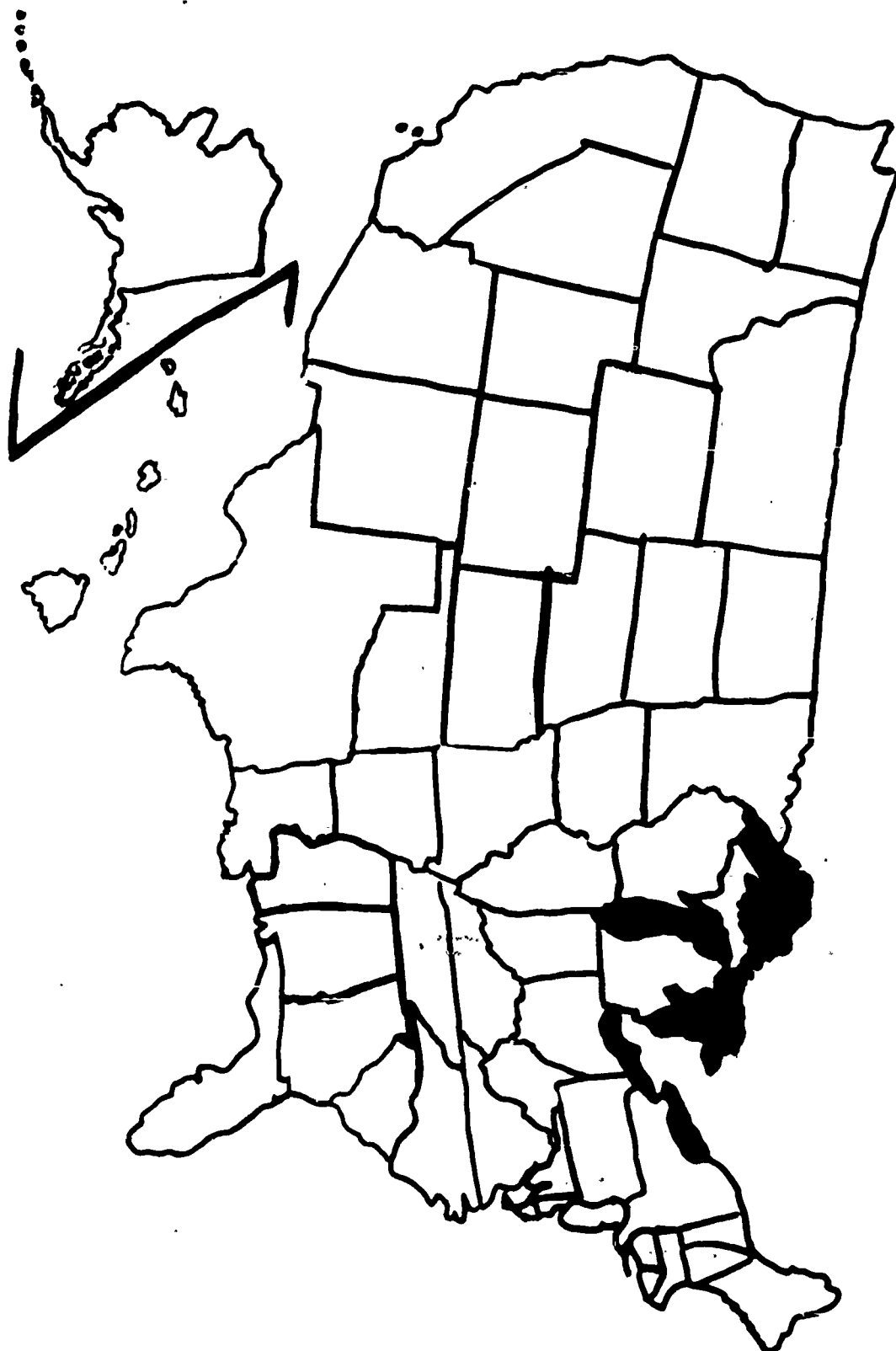


FISHING

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PEANUTS



CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there.

PERFORMANCE OBJECTIVE:

The student will be able to list three factors that affect job availability and desirability in a region.

MATERIALS:

- *"Geographic and Environmental Factors" Worksheet
- *Answer Key
- Pencils

PREPARATION:

Reproduce one sheet for each child.

PROCEDURE:

Discuss some events or situations that affect the jobs and income of the people in a mining region. For example:

- size of ore deposits in the region
- amount of ore mined
- competition from other sources of ore
- cost of production
- extent to which ore is processed in the region
- availability of transportation to markets
- amount of ore sold
- price of the ore sold

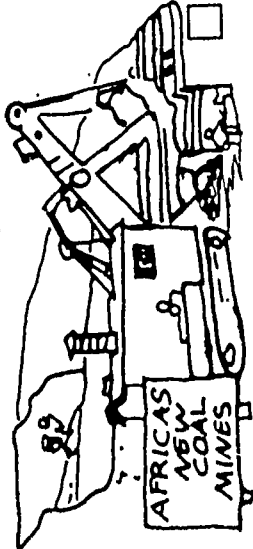

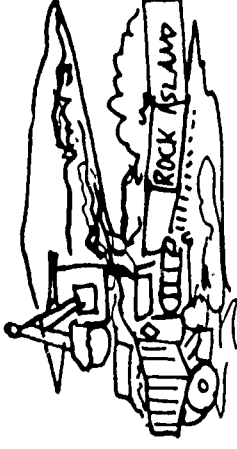
Have the students look at the pictures on the worksheet. Tell them to decide how each situation pictured would affect the job opportunities in the mining region. Have them indicate their answers by writing a + (increase) or a - (decrease) in the small box by each picture. They may check their work on the Answer Key or you may read them aloud.

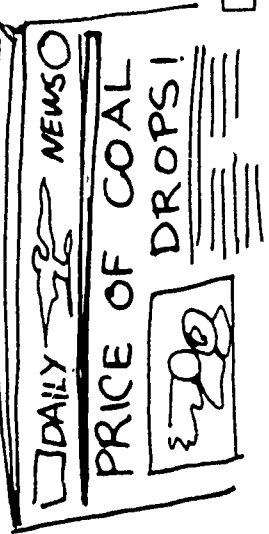


EVALUATION:

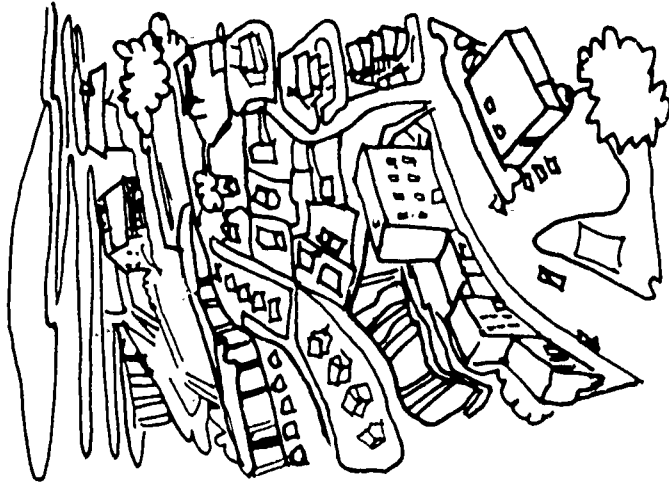
Each student should be able to list three factors that affect job availability in a region.

GEOGRAPHIC AND ENVIRONMENTAL FACTORS

DIRECTIONS: All the jobs in this coal mining town will be affected by the situations pictured. Put a + in the box if the incomes will be increased and a - in the box if the incomes will be decreased.

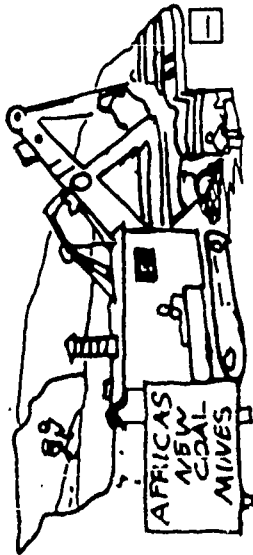
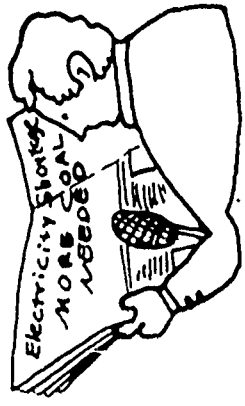
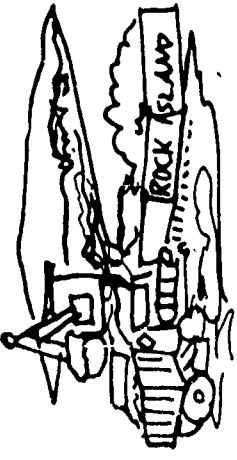
		
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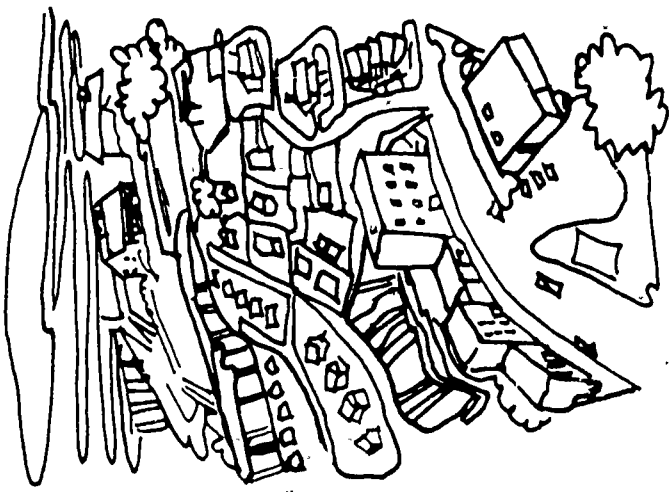
		
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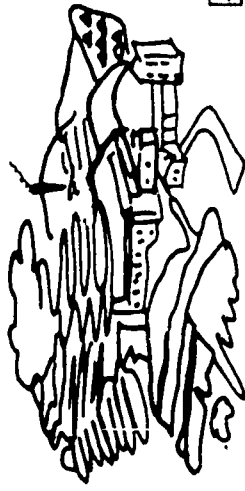
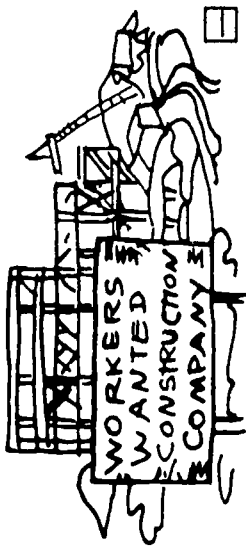


GEOGRAPHIC AND ENVIRONMENTAL FACTORS

DIRECTIONS: All the jobs in this coal mining town will be affected by the situations pictured. Put a + in the box if the incomes will be increased and a - in the box if the incomes will be decreased.

 <div style="text-align: right;">-</div>	 <div style="text-align: right;">+</div>	 <div style="text-align: right;">+</div>
---	--	---



 <div style="text-align: right;">-</div>	 <div style="text-align: right;">+</div>	 <div style="text-align: right;">-</div>
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CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

The student will evaluate the potential of a geographical and environmental setting as it relates to personal occupational aspirations and potential.

PERFORMANCE OBJECTIVE:

Given the Crossword Puzzle, the student will fill in the names of the states with 80% accuracy.

MATERIALS:

- *Crossword Puzzle
- *Crossword Puzzle Answer Sheet

PREPARATION:

The Crossword Puzzle is designed for individual students or the entire class. Reproduce as many puzzles as you will need.

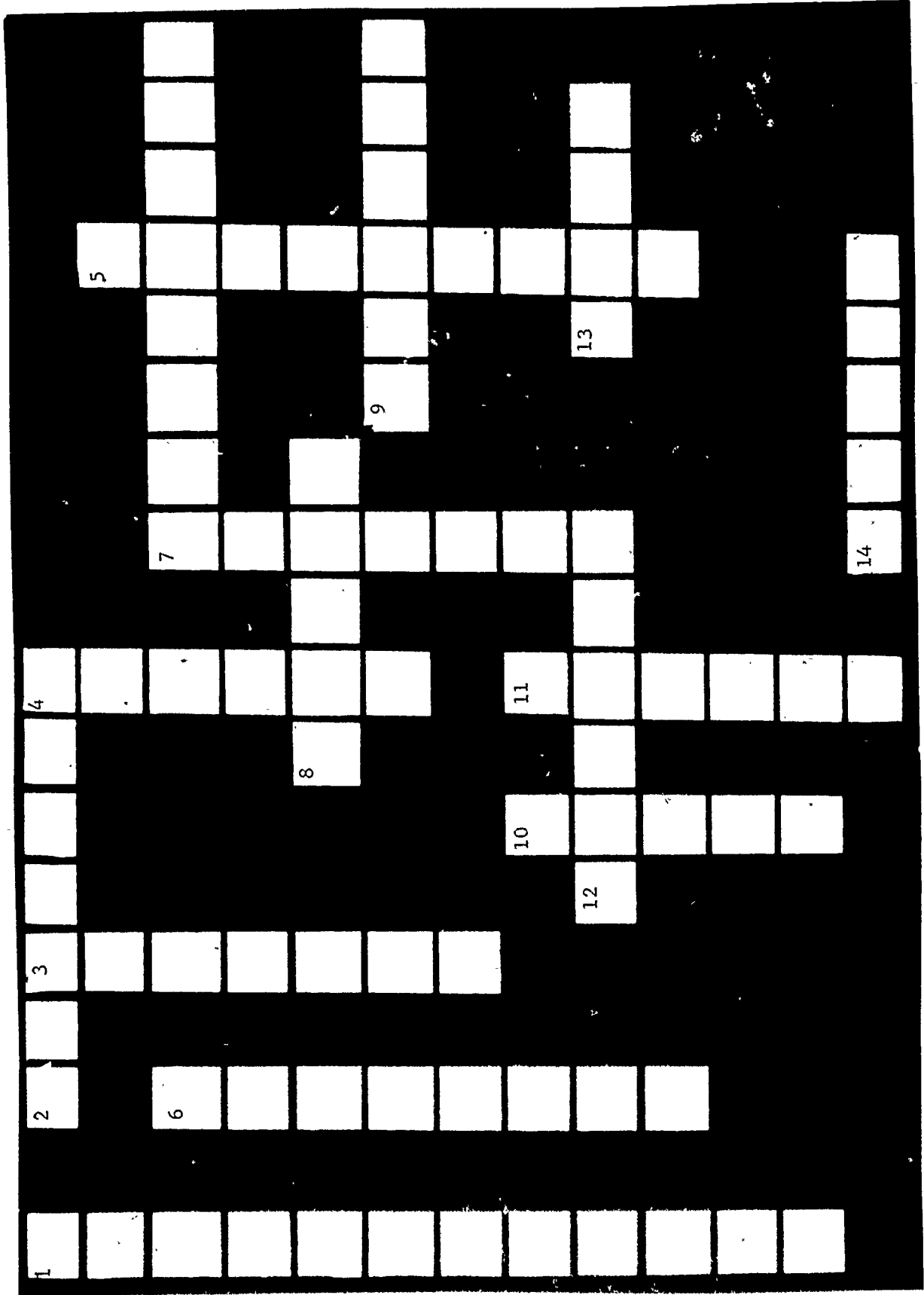
PROCEDURE:

Give each student a puzzle and ask him/her to fill in the blanks with the correct answers.

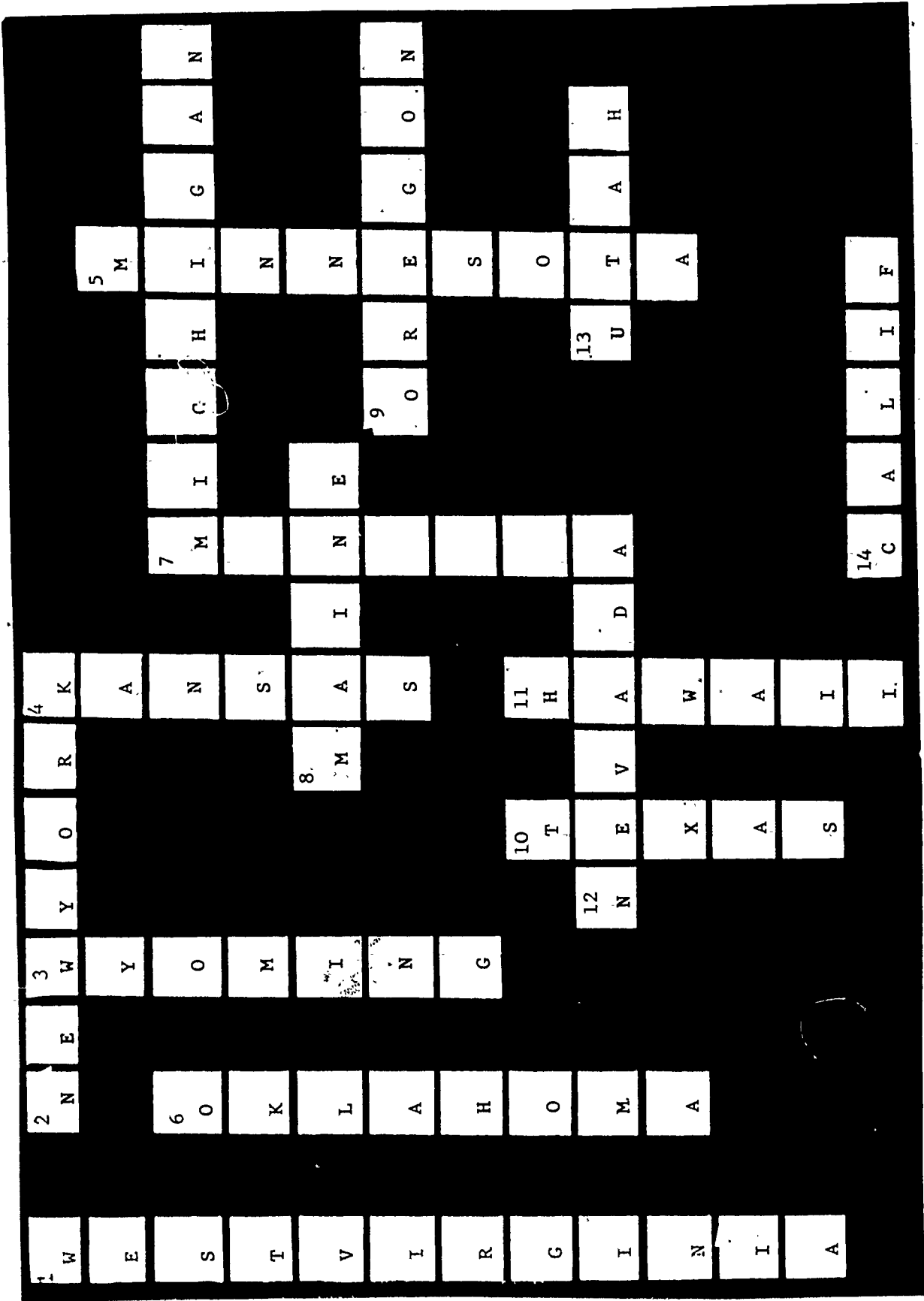
EVALUATION:

The students should be able to fill in the answers to the puzzle with 80% accuracy. If additional work is needed, individual research on the items in question may be needed.

CROSSWORD PUZZLE



ANSWERS FOR CROSSWORD PUZZLE



ACROSS

2. If you wanted to build ships, a good state in which to live would be _____.
7. A great state to live in if you wanted to manufacture cars would be _____.
8. A state containing many shipping harbors.
9. My state provides the United States with much timber.
12. This state has silver mines.
13. Copper mines are found in this state.
14. This state is called the "Fruit Bowl of America" (abbrev.)

DOWN

1. This state is famous for coal mines.
3. Raising cattle is good here.
4. This state is known as the "Air Capital of the World."
5. With 10,000 lakes this state provides much water recreation.
6. This state is famous for its oil.
10. The Space Center is found in this state.
11. This state is where everyone would like to go for a vacation.

Social Studies: Comparing and contrasting in order
to classify.

3413B

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will compare and contrast the effects of different technological and social factors on careers.

PERFORMANCE OBJECTIVE:

On a worksheet, the student will analyze statements and determine if they indicate more or less jobs in a given setting.

MATERIALS:

- *Student Worksheet
- *Teacher Answer Sheet
- Pencils

PREPARATION:

Reproduce as many student worksheets as needed.

PROCEDURE:

Discuss the following:

- Some of the factors necessary for industrial growth. (appropriate location, raw materials, manpower)
- Explain the meaning of the word hinder
- Some of the factors that may hinder the industrial growth (depletion of natural resources, scarcity of money, poor transportation, disappearance of farm and open land)

Place the materials necessary for the activity in a learning center or give to each student for independent work.

After each student has completed a worksheet, the teacher should evaluate.

EVALUATION:

The student should be able to list three technological and social changes that have had an effect on careers.

STUDENT WORKSHEET

DIRECTIONS: If the statement tells of something that might create more jobs, write MORE in the blank at the beginning of the statement. If the statement tells of something that means less jobs available, write LESS in the blank before the statement.
Below each statement write the reason for your response.

1. _____ More computers are being manufactured.

2. _____ Production in a factory is increased by one half because of more automated machinery.

3. _____ A large land area around a lake has been developed for leisure time activities, including a large amusement park.

4. _____ Numerous factories are located in the center of a large city.

5. _____ No improvements have been made on a large city's main streets and expressways in thirty years.

6. _____ Electricity is being widely used.

7. _____ Telephones are being widely used.

8. _____ There have been low wages in a large city for fifty years.

9. _____ Water and transportation are scarce in a particular city.

10. _____ New ways have been found to use iron ore.

11. _____ Much of the income of a region is from government spending.

12. _____ A region has plenty of money for loans.

13. _____ So many people have moved into an area that most of the orchards and dairy farms have been condemned for housing areas.

14. _____ Huge areas of forests have been cut down in the last one hundred years.

15. _____ Air conditioning is being widely used.

TEACHER ANSWER SHEET

DIRECTIONS: If the statement tells of something that might create more jobs, write MORE in the blank at the beginning of the statement. If the statement tells of something that means less jobs available, write LESS in the blank before the statement.

1. LESS More computers are being manufactured.

Computers are an invaluable timesaver, but have taken over many book-keeping and other jobs.

2. LESS Production in a factory is increased by one half because of more automated machinery.

Workers are going to have more leisure time and seeking more recreational activities.

3. MORE A large land area around a lake has been developed for leisure time activities, including a large amusement park.

The area and amusement park will need workers.

4. MORE OR LESS Numerous factories are located in the center of a large city

Many skilled workers are needed, but the air pollution may drive people away from the center of the city.

5. LESS No improvements have been made on a large city's main streets and expressways in thirty years.

People will become discouraged with the traffic jams and quit their jobs.

6. MORE Electricity is being widely used.

Better use of machinery and better production creates more jobs for people who package, ship, etc.

7. MORE Telephones are being widely used.

Faster communication means orders are filled more promptly and received faster.

8. LESS There have been low wages in a large city for fifty years.
People will not want to come to this region for a low income.
9. LESS Water and transportation are scarce in a particular city.
Industries must have both of these or they will not come to this region,
therefore, fewer jobs will be available.
10. MORE New ways have been found to use iron ore.
Each new industry will need more workers.
11. LESS Much of the income of a region is from government spending.
This would "lay off" a lot of workers if government spending or
contracts were suddenly stopped such as aerospace.
12. MORE A region has plenty of money for loans.
Industries often need to borrow money to enlarge factories or increase
production.
13. LESS So many people have moved into an area that most of the
orchards and dairy farms have been condemned for housing
areas.
People who depend on picking crops or dairy farming, for a living, will
be out of jobs.
14. LESS Huge areas of forests have been cut down in the last one
hundred years.
People such as lumberjacks and paper mill workers will be out of jobs.
15. MORE Air conditioning is being widely used.
Factories that are cool draw more workers and air conditioning
factories provide more jobs.

Social Studies: Draw inferences from information
in order to analyze and categorize.

3413C

Math: Addition

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will analyze the effects of specific technological and social changes on a particular setting and its occupants.

PERFORMANCE OBJECTIVE:

The student should be able to list five technological or social changes that affect a particular setting and its occupants.

MATERIALS:

- *Technology Slide Game Board
- *Game Cards
- *Answer Key
- *Dice
- Game pieces
- Pencils and paper for scoring

PREPARATION:

Laminate the game board and cards if desired.
The game is designed for three to five players.

PROCEDURE:

Discuss the fact that technology has had many good effects, but it has also brought about good and bad social changes in many regions. The children are to imagine an Industrial Region.

Place the cards, face down, in the space provided.

Each player picks a token and puts it at the STARTING LINE.

Each player throws the dice, the highest number designating the first to play.

The first player throws the dice and moves his token the number of spaces shown on the dice.

He draws the topcard from the pile. If the card tells of an Industrial Region he is to say (I), if the card tells of Farmland, he is to say (F), if the card tells of both, he is to say (B). Answers can be checked on the Answer Key.

If the player answers correctly, he gets the number of points shown in the box where he landed.

If he is incorrect, he remains where he landed, but receives no points.

The used card is returned to the bottom of the deck.

The next player throws the dice and the game continues.

The game ends when each player has gone down the slide two times.

EVALUATION:

The student should be able to list five effects of specific technological and social changes on a particular setting and its occupants.

Some people earn high incomes

Labor strikes

3413C

3413C

Clean, fresh air

Crowded housing

3413C

3413C

Pastures

Property damage from smoky air

3413C

3413C

Fields with planted crops

Property damage from factory residue

Labor "lay offs"

Electrical power lines

3413C

3413C

Labor organizations

Combines

3413C

3413C

Power plant nearby

Large water mains

3413C

3413C

Telephone lines

Poor medical facilities

3413C

Airports

3413C

Shipping docks

3413C

Dirt roads

3413C

Large banks, offices, stores

3413C

Many different schools

3413C

Unemployed people

3413C

Apartment buildings

3413C

Parking lots

3413C

Air pollution

3413C

Many highways

3413C

Problems with garbage and waste disposal

3413C

Factories

3413C

Slum areas

3413C

Many railroads nearby

3413C

Barns

3413C

Polluted water

3413C

Decay of the inner cities
in general

3413C

Loss of leadership in
the inner cities

3413C

Visual pollution

3413C

Depletion of natural resources

3413C

Use of valuable tax land for
streets, freeways, parking lots

3413C

Museums and theaters

3413C

Small stores

3413C

Traffic congestion

ANSWER KEY

- | Industrial Region (I) | Farmland (F) | Both (B) |
|---|--------------|----------|
| 1. Decay of the inner cities in general | (I) | |
| 2. Loss of leadership in the inner cities | (I) | |
| 3. Visual pollution | (B) | |
| 4. Depletion of natural resources | (I) | |
| 5. Use of valuable tax land for streets, freeways, parking lots | (I) | |
| 6. Museums and theaters | (I) | |
| 7. Small stores | (B) | |
| 8. Traffic congestion | (I) | |
| 9. Air pollution | (I) | |
| 10. Many highways | (B) | |
| 11. Problems with garbage and waste disposal | (I) | |
| 12. Factories | (I) | |
| 13. Slum areas | (B) | |
| 14. Many railroads nearby | (I) | |
| 15. Polluted water | (I) | |
| 16. Barns | (F) | |
| 17. Airports | (I) | |
| 18. Shipping docks | (I) | |
| 19. Dirt roads | (B) | |
| 20. Large banks, offices, stores | (I) | |
| 21. Many different schools | (I) | |

22. Unemployed people (B)
23. Apartment buildings (I)
24. Parking lots (I)
25. Some people earn high incomes (B)
26. Labor strikes (I)
27. Clean, fresh air (F)
28. Labor "lay offs" (I)
29. Crowded housing (I)
30. Pastures (F)
31. Property damage from smoky air (I)
32. Fields with planted crops (F)
33. Property damage from factory residue (I)
34. Electrical power lines (B)
35. Labor organizations (I)
36. Combines (F)
37. Power plant nearby (I)
38. Large water mains (I)
39. Telephone lines (B)
40. Poor medical facilities (I)

Language Arts: Listening, Word recognition, Vocabulary
development, Dictionary skills
Social Studies: Categorizing information

3414A

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Classifying Careers Sheet, the student will match the names of workers with the correct cluster with 80% accuracy.

MATERIALS:

- *Career Cluster Tree (3)
- *Career Cluster Tree Answer Sheets (15)
- *Master Cluster List
- *Worker Discs (150)
- *Career Classifications (3)
- *Career Classifications Answer Sheets (15)
- Pencil

PREPARATION:

The Career Cluster Tree Game is designed for either an entire classroom divided into groups of four or five or as individuals, each using a blank Career Cluster Tree Sheet. Each Career Cluster Tree Sheet contains ten occupations within a career cluster when the tree is filled with discs.

Reproduce as many of the blank Career Cluster Tree Sheets as needed. Each player or group of players will need a different Career Cluster Sheet.

PROCEDURE:

Distribute a blank Career Cluster Tree Sheet to each group or individual. For each worksheet, ten Worker Discs should also be distributed. The group or student is to see how many of the workers will fit his or their Career Cluster Tree. Each group or student may trade an equal number of discs. (If the game is being played in groups, a "trader" should be chosen before the game begins.) The first group or student to have all ten Worker Discs correctly placed on the Career Cluster Tree is the winner. The work can be checked against the Answer Key.

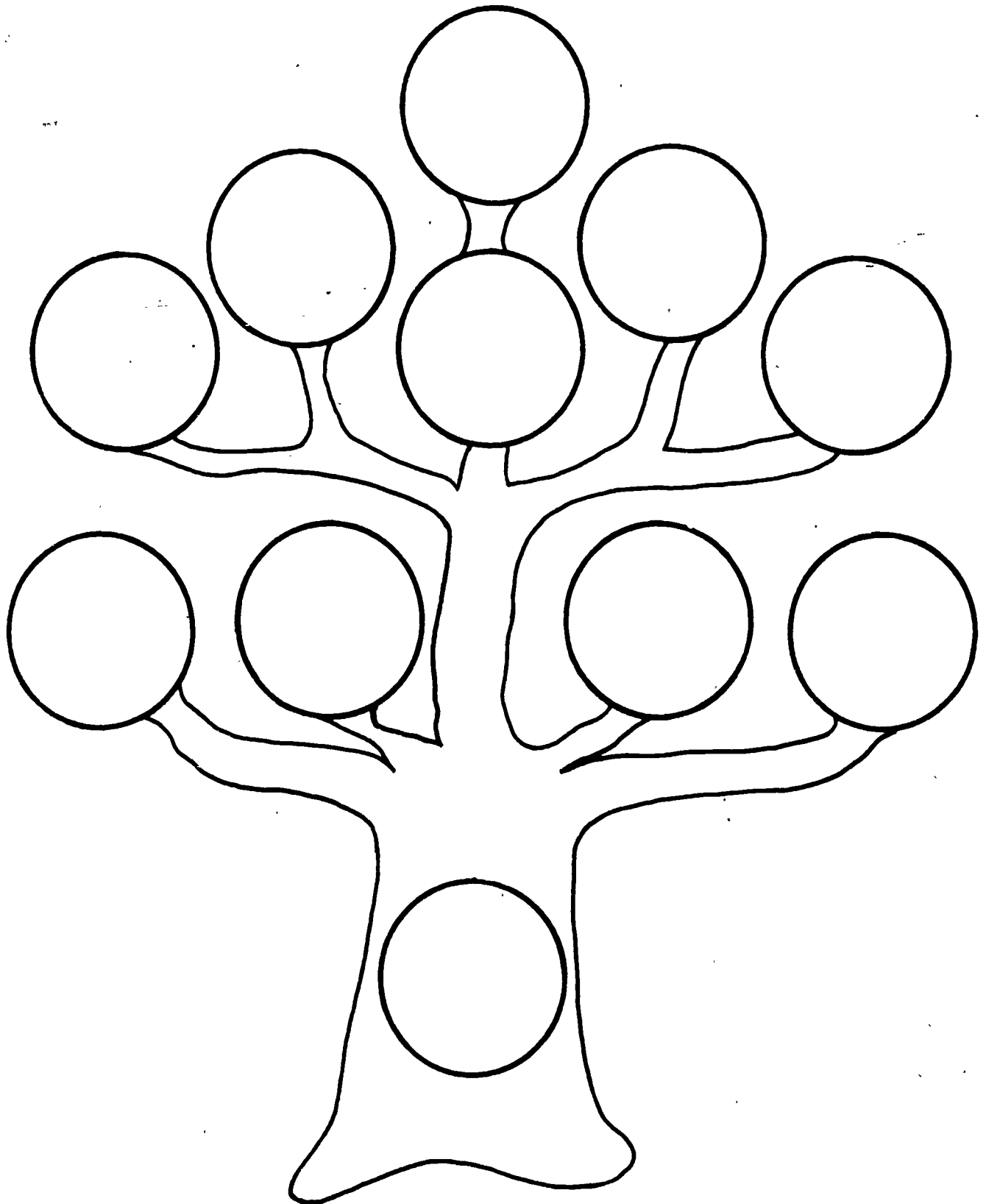
EVALUATION:

After the game is played each student should complete the Classifying Careers Sheet. Children will choose worker names, (10) from one of the three Master Career Cluster Lists, that fits the blank Career Cluster Tree Sheet that the group just placed discs on. The student must fill in the blank above the small tree to indicate which blank Career Cluster Tree he put discs on. Example: 1A, 1B, 1C, 1D, 1E; 2A, 2B, 2C, etc. These numbers are on yellow discs.

Children then continue to fill in the numbers only, for example, of group 1A. These would be: 5 (life guard), 6 (librarian), 16 (prison warden), etc.

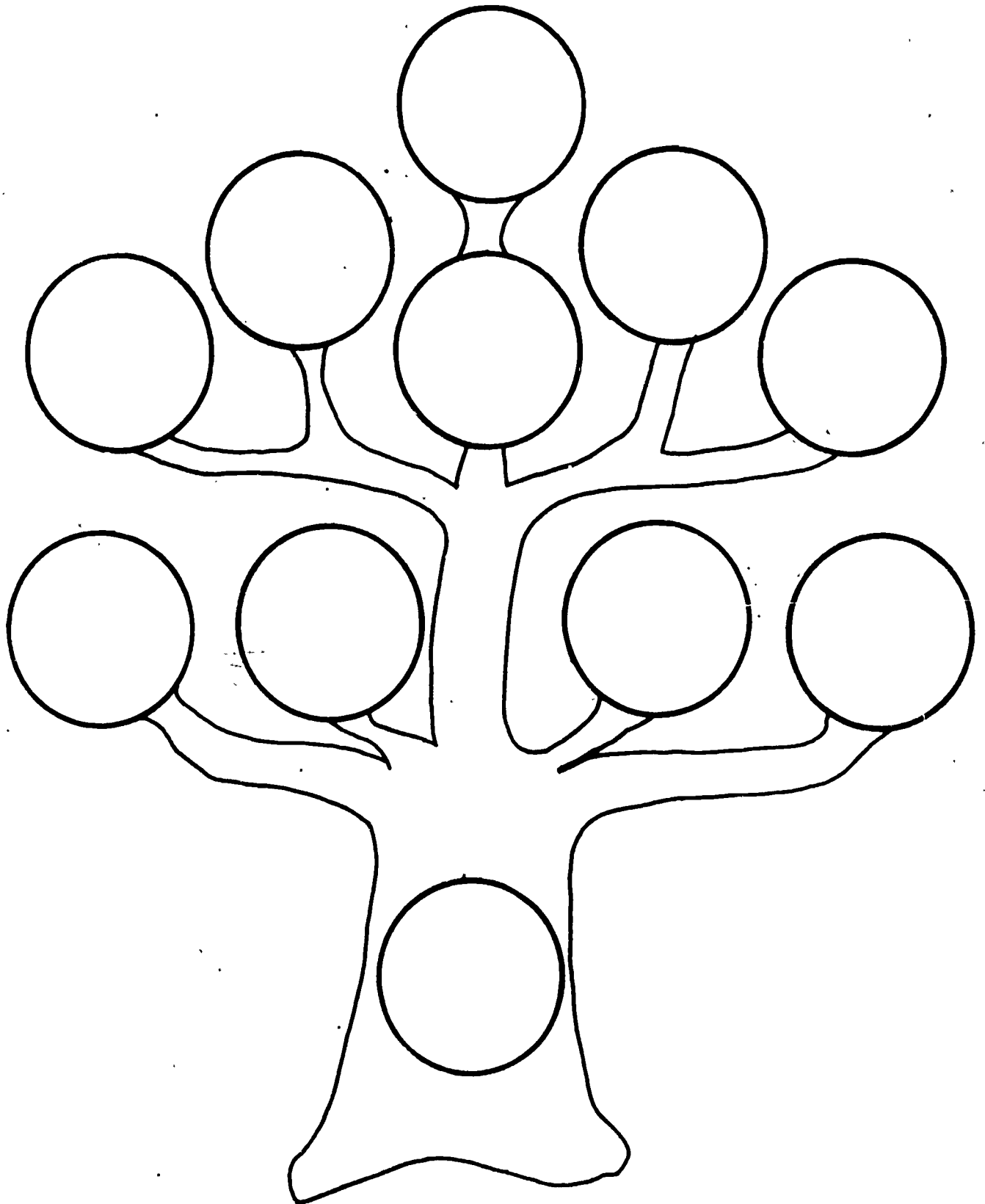
GROUP NO. 1

CAREER CLUSTER TREE



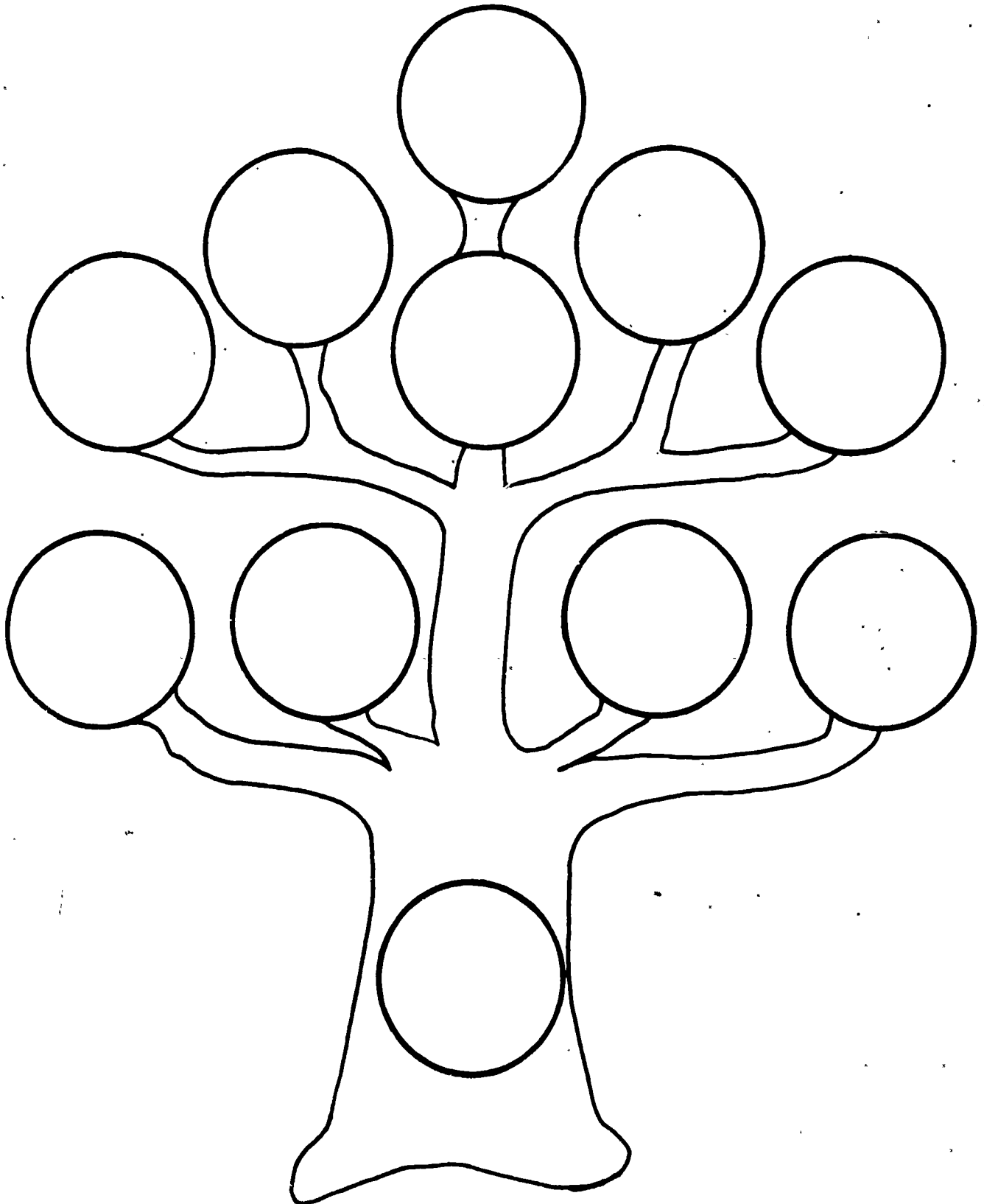
GROUP NO. 2 _____

CAREER CLUSTER TREE



GROUP NO. 3

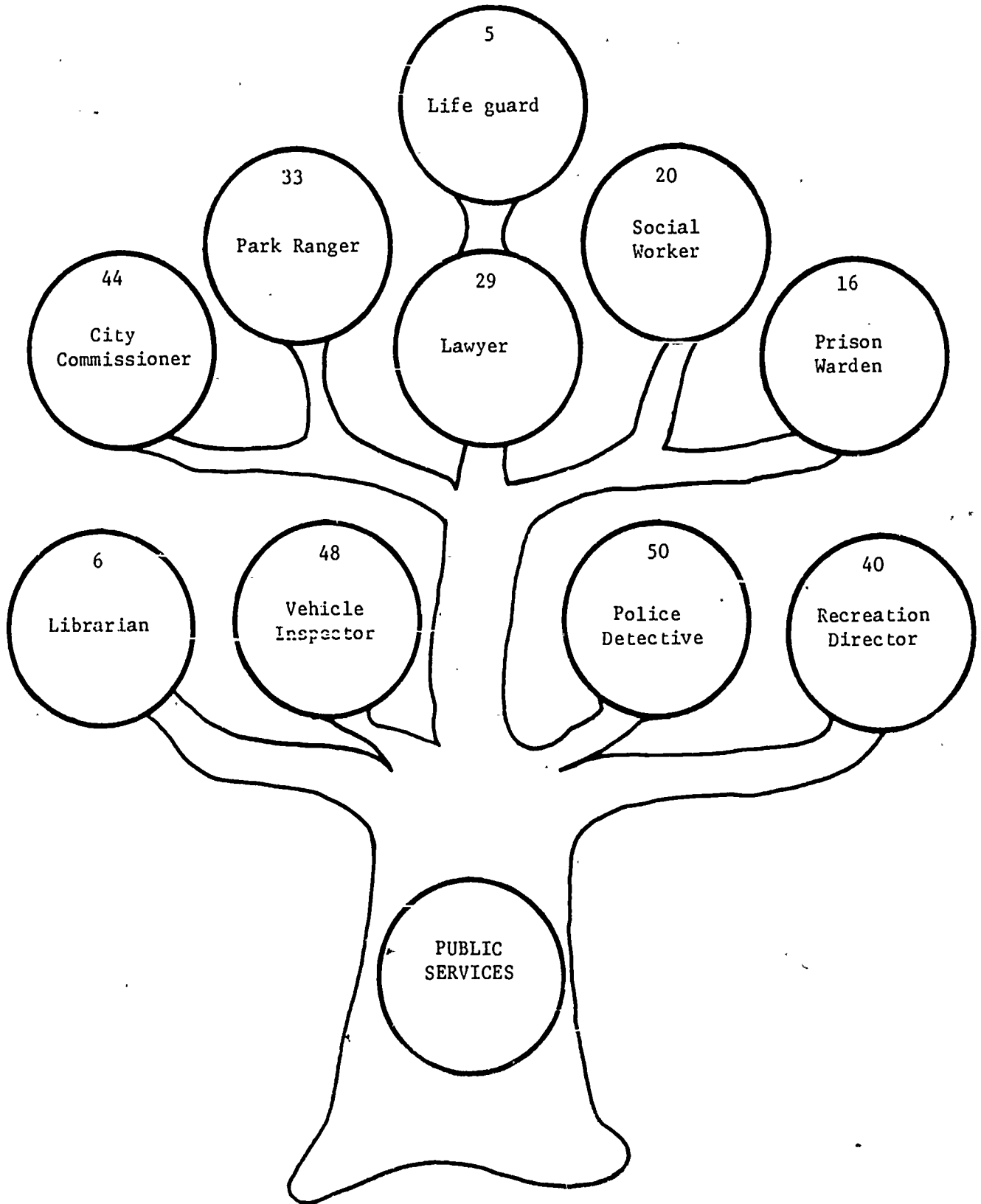
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 1A

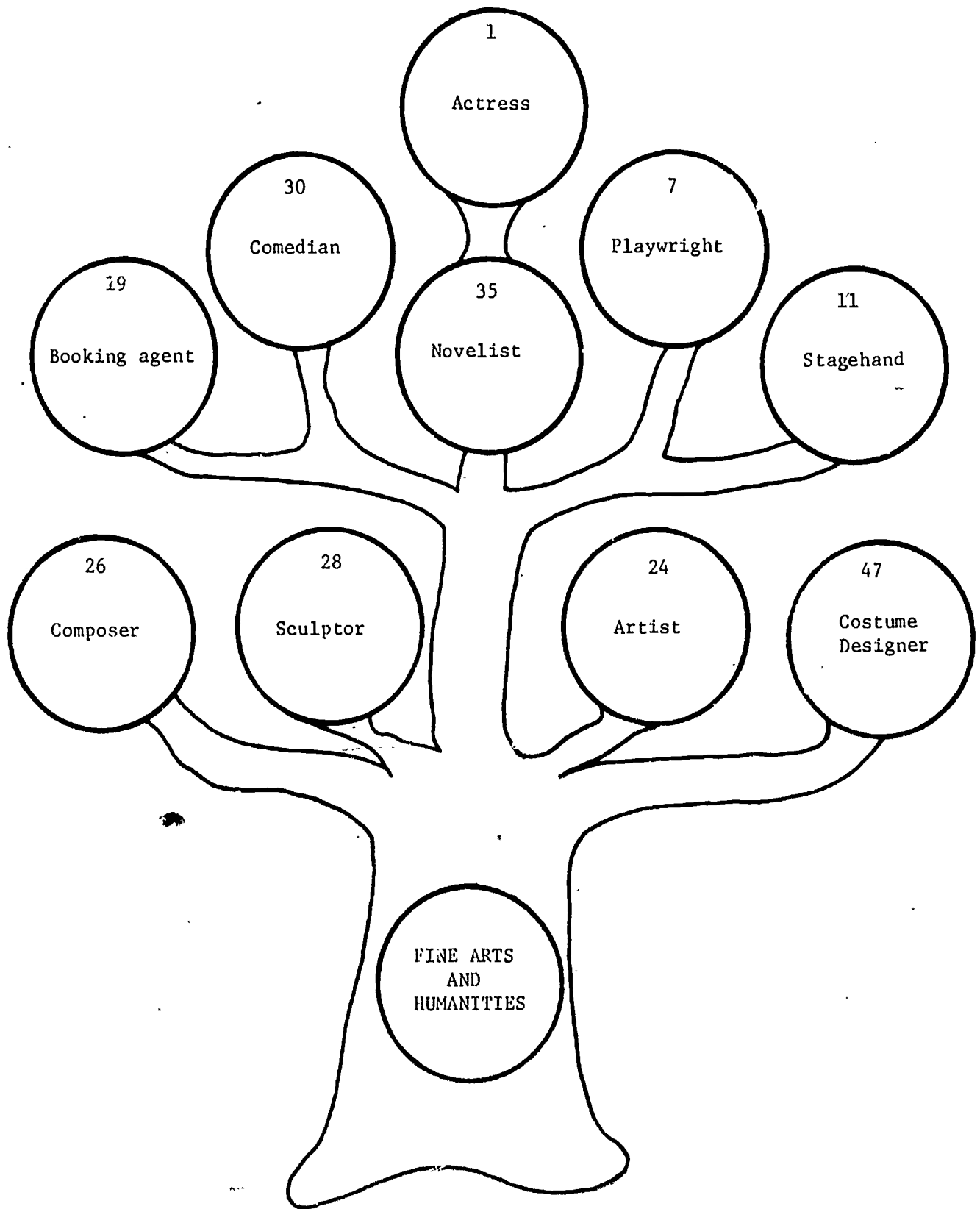
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 1B

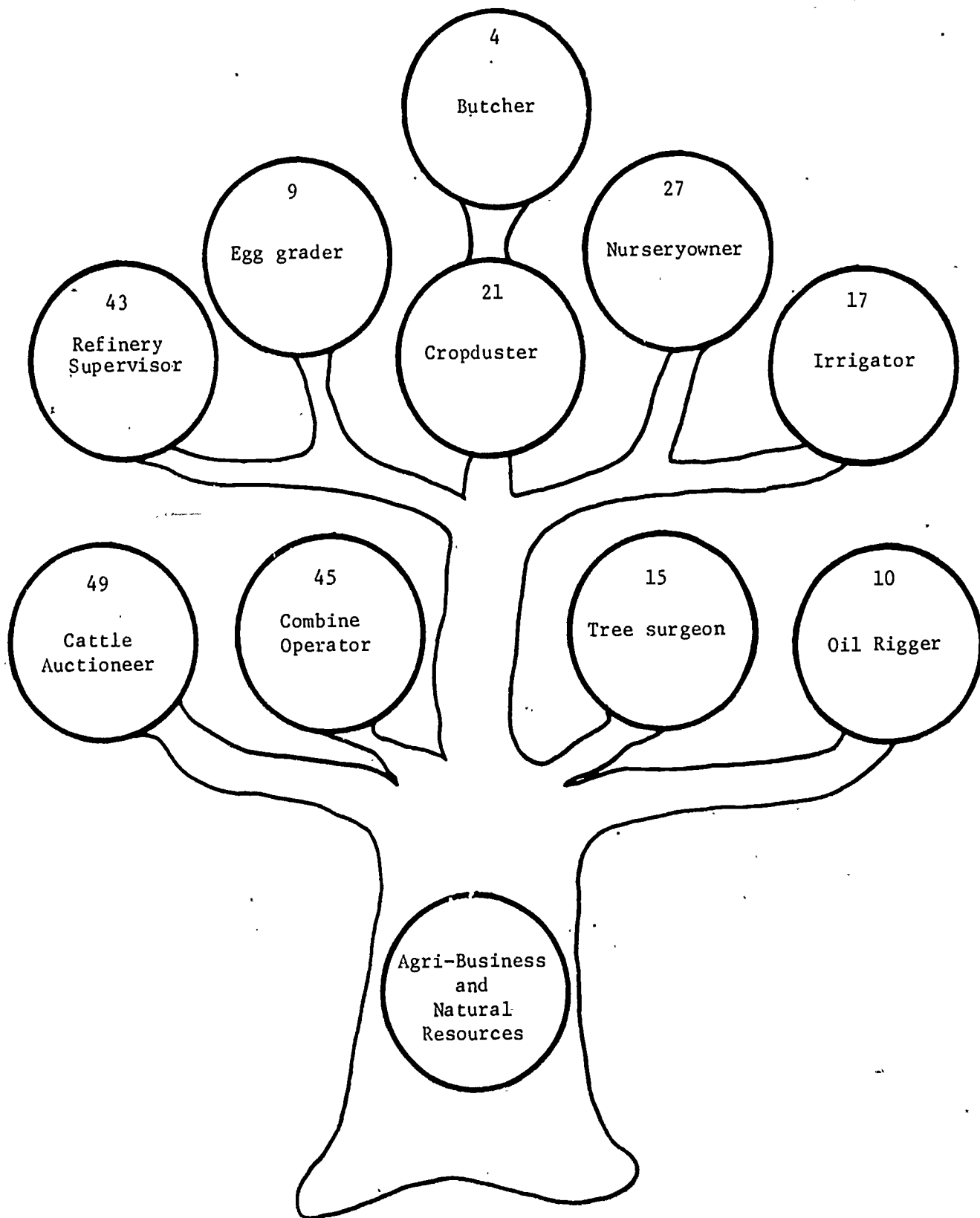
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 1C

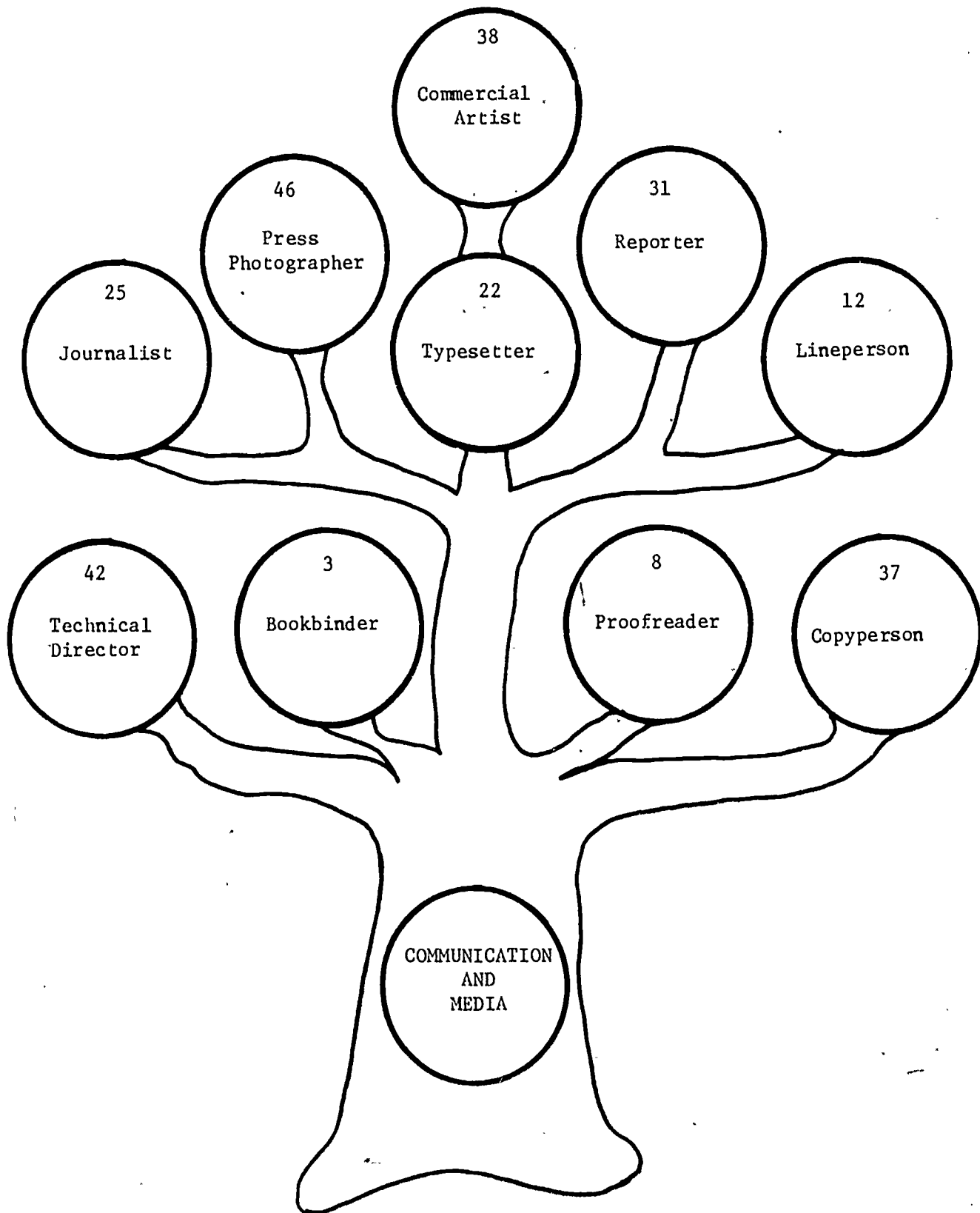
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 1D

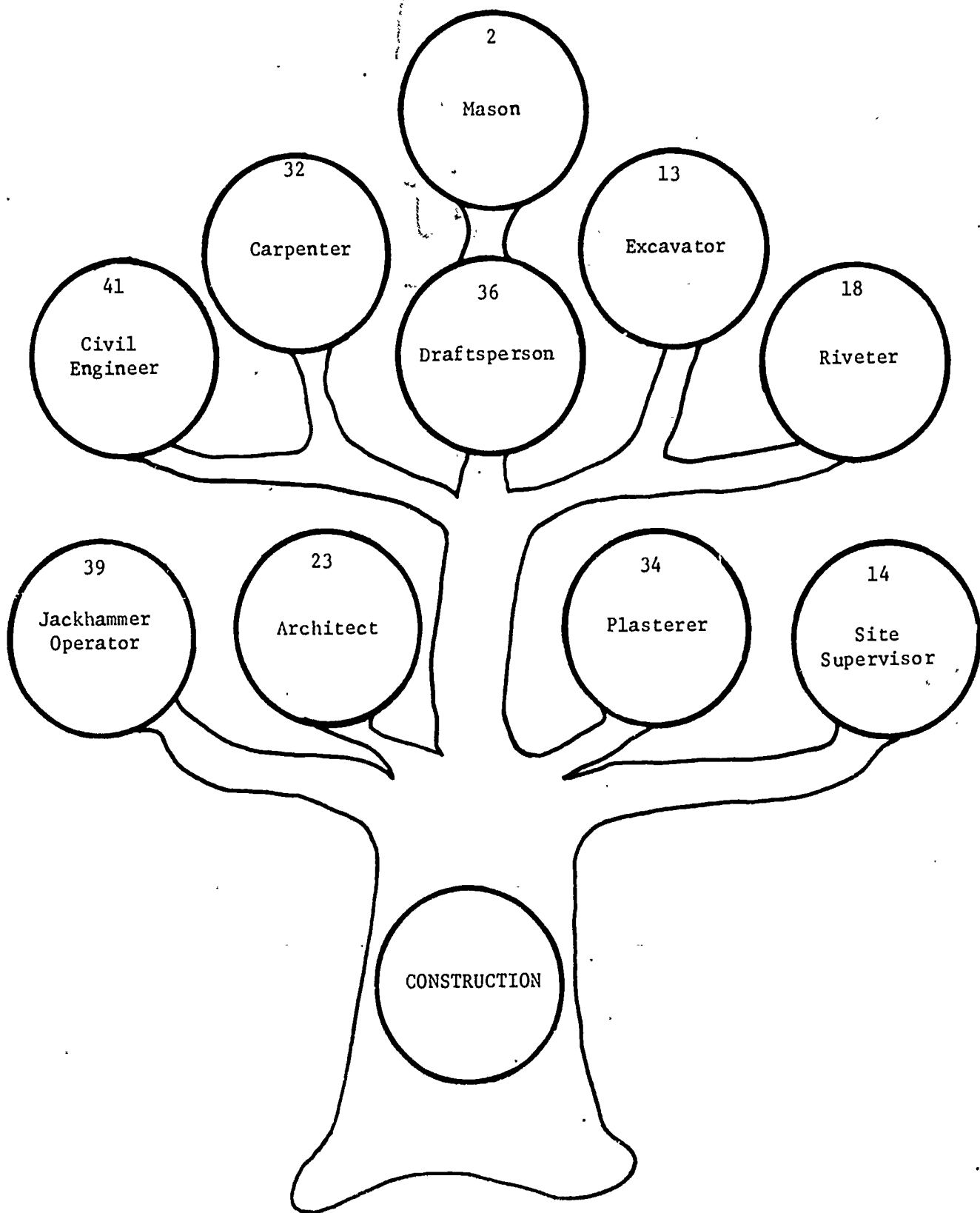
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 1E

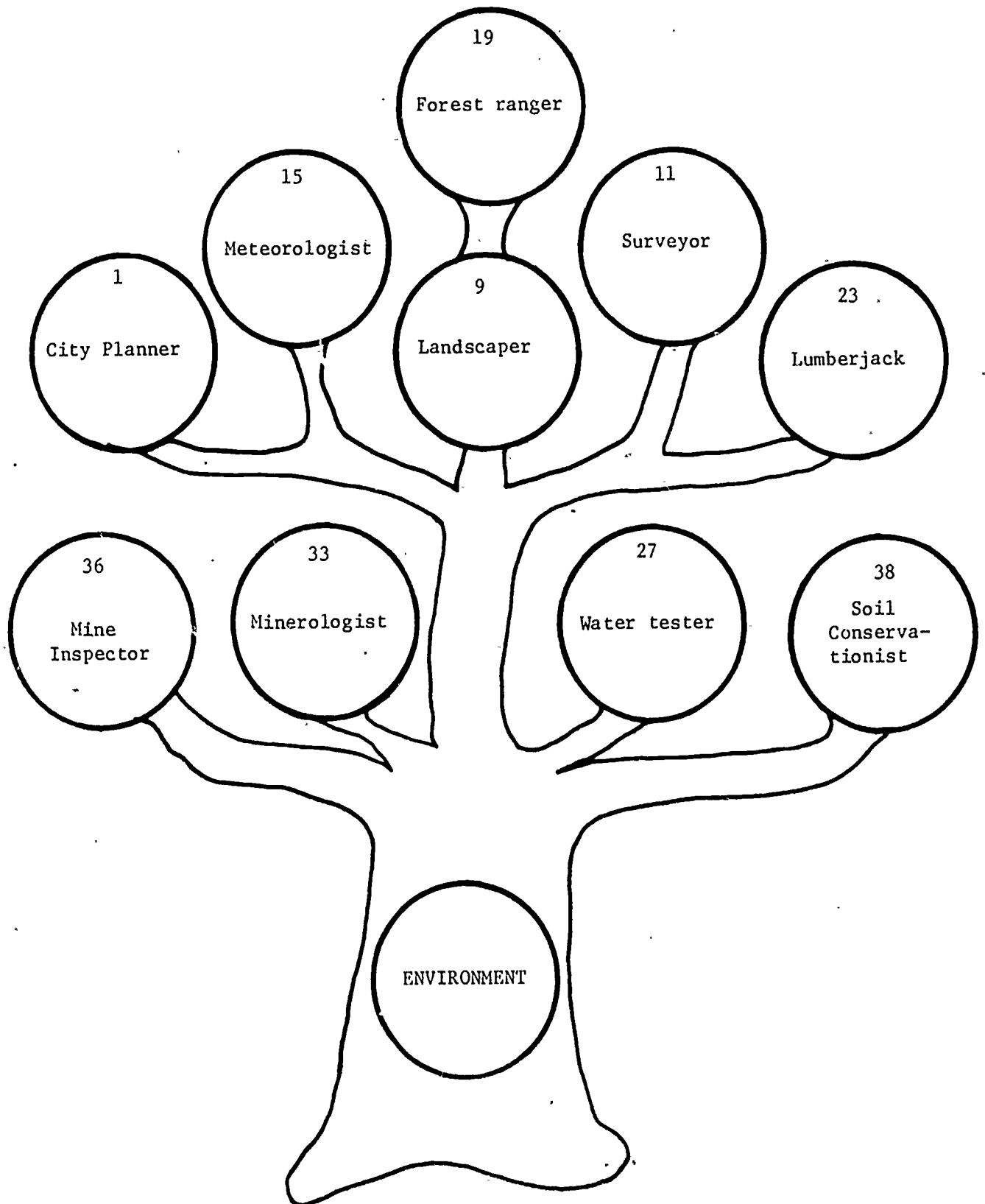
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 2A

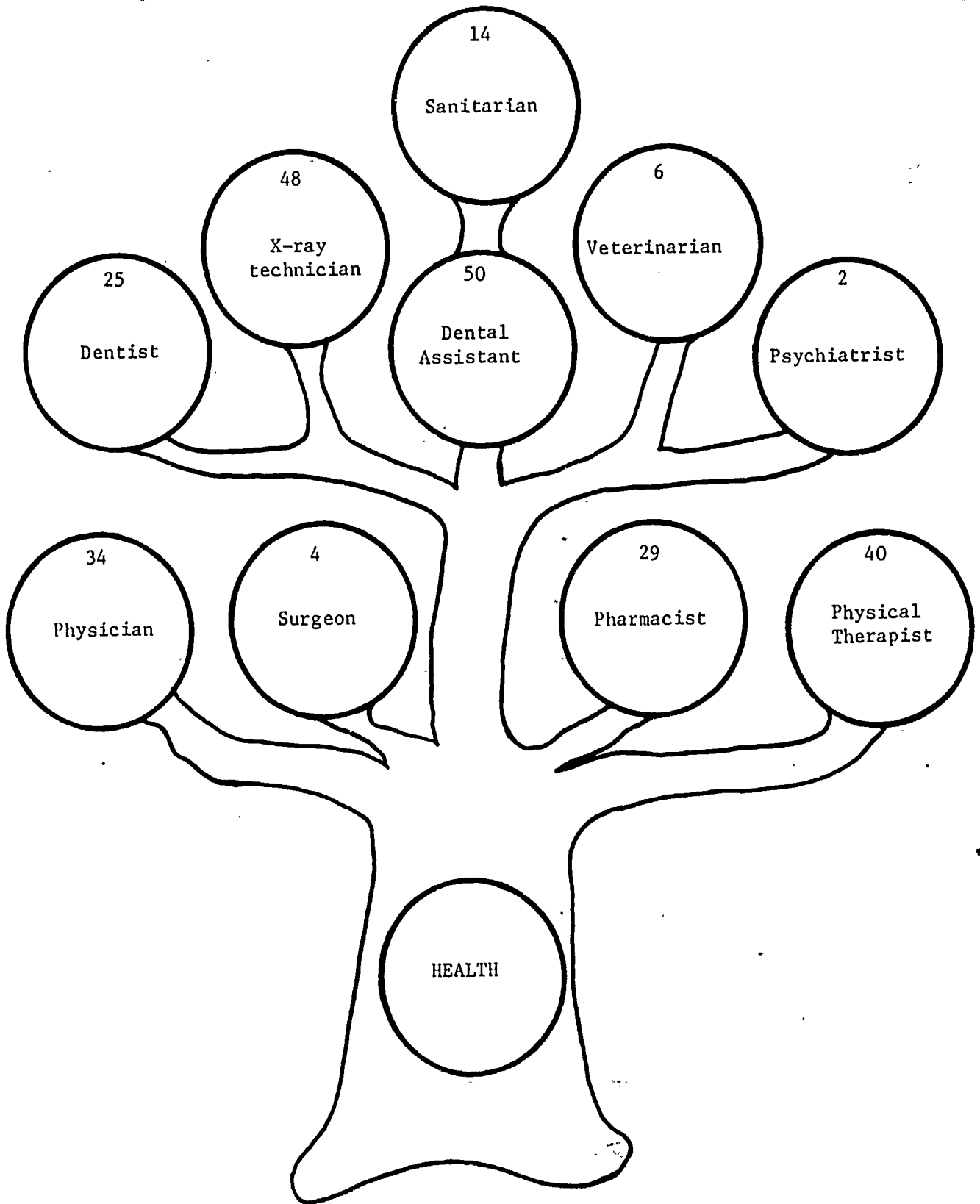
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 2B

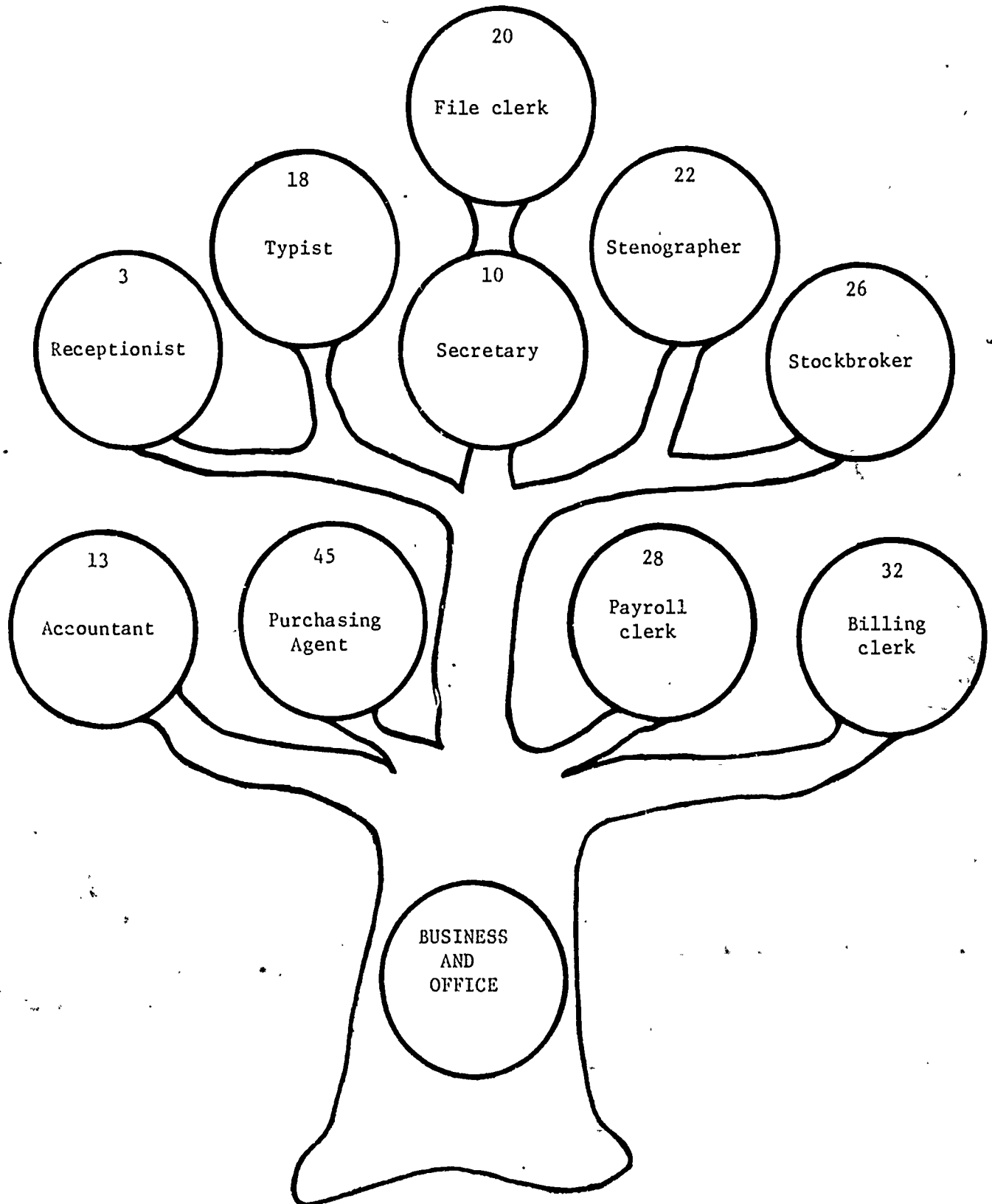
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 2C

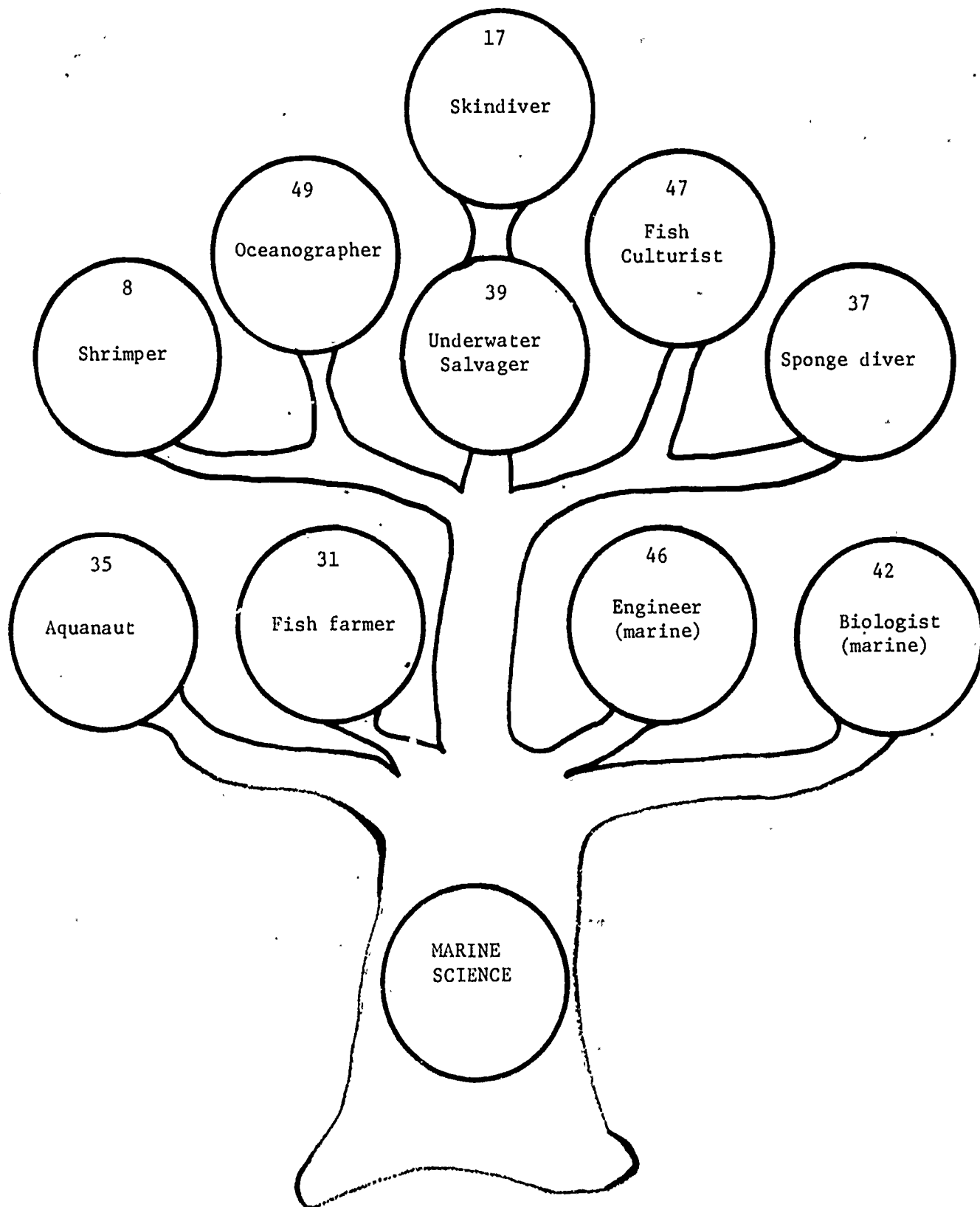
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 2D

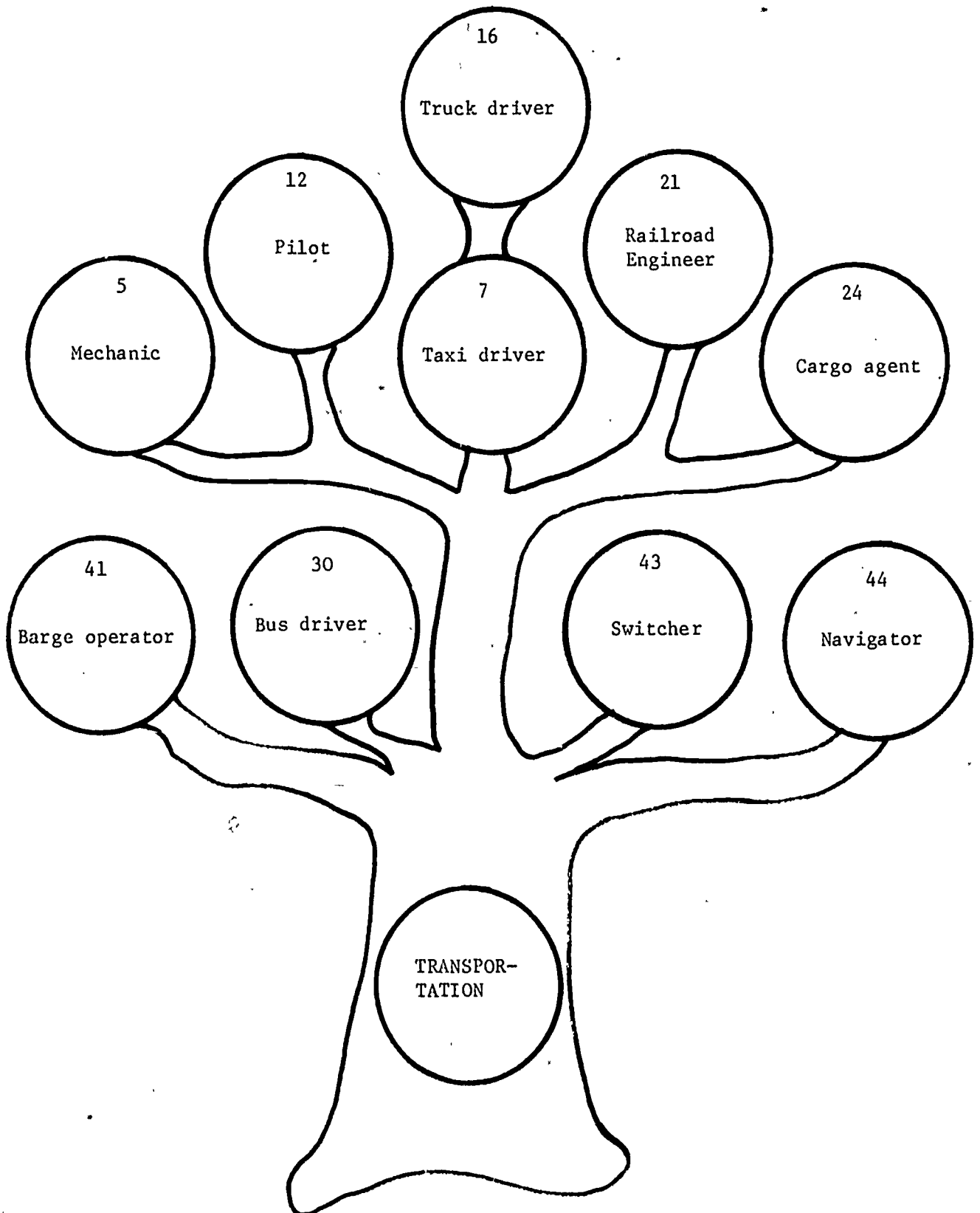
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 2E

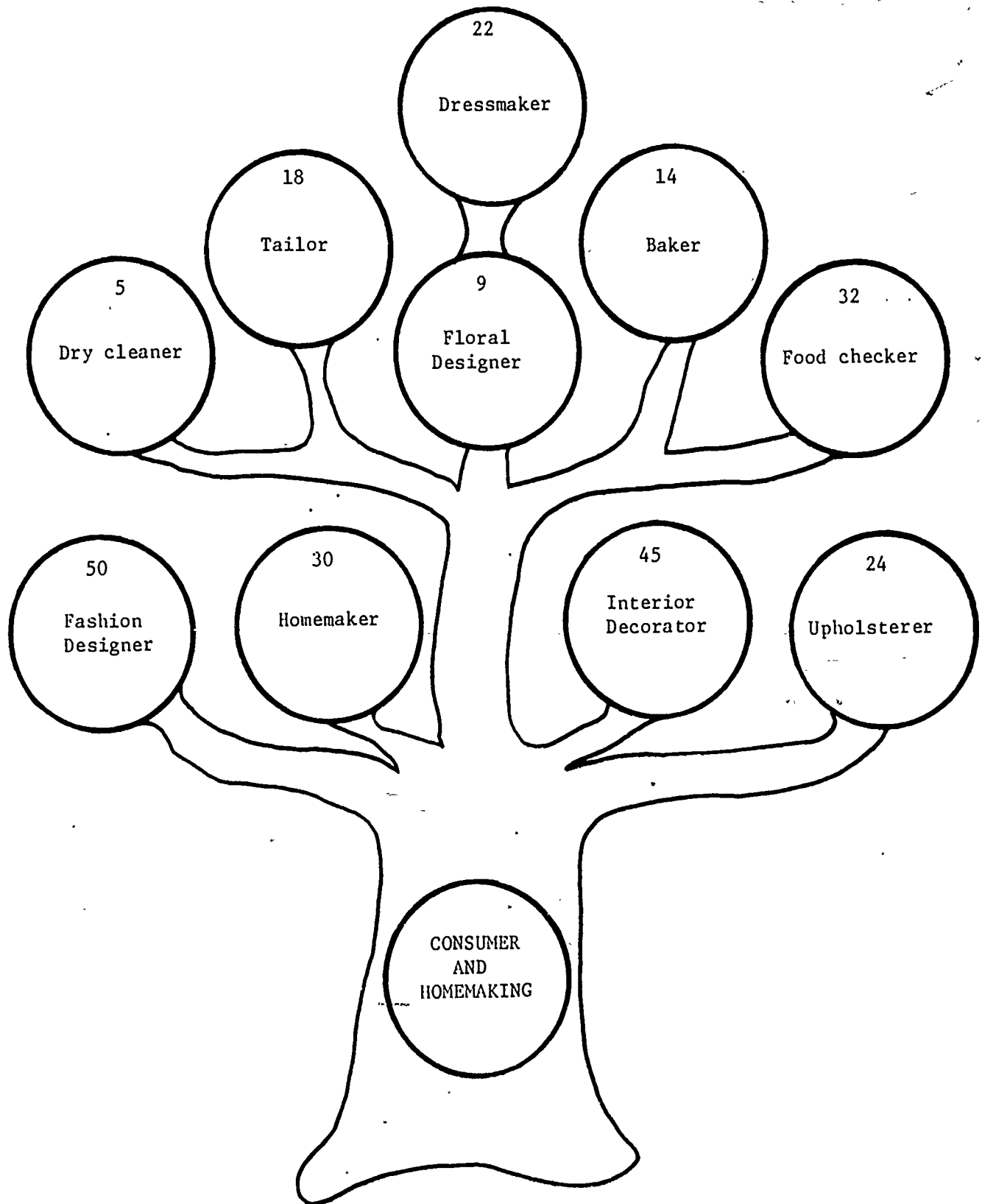
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 3A

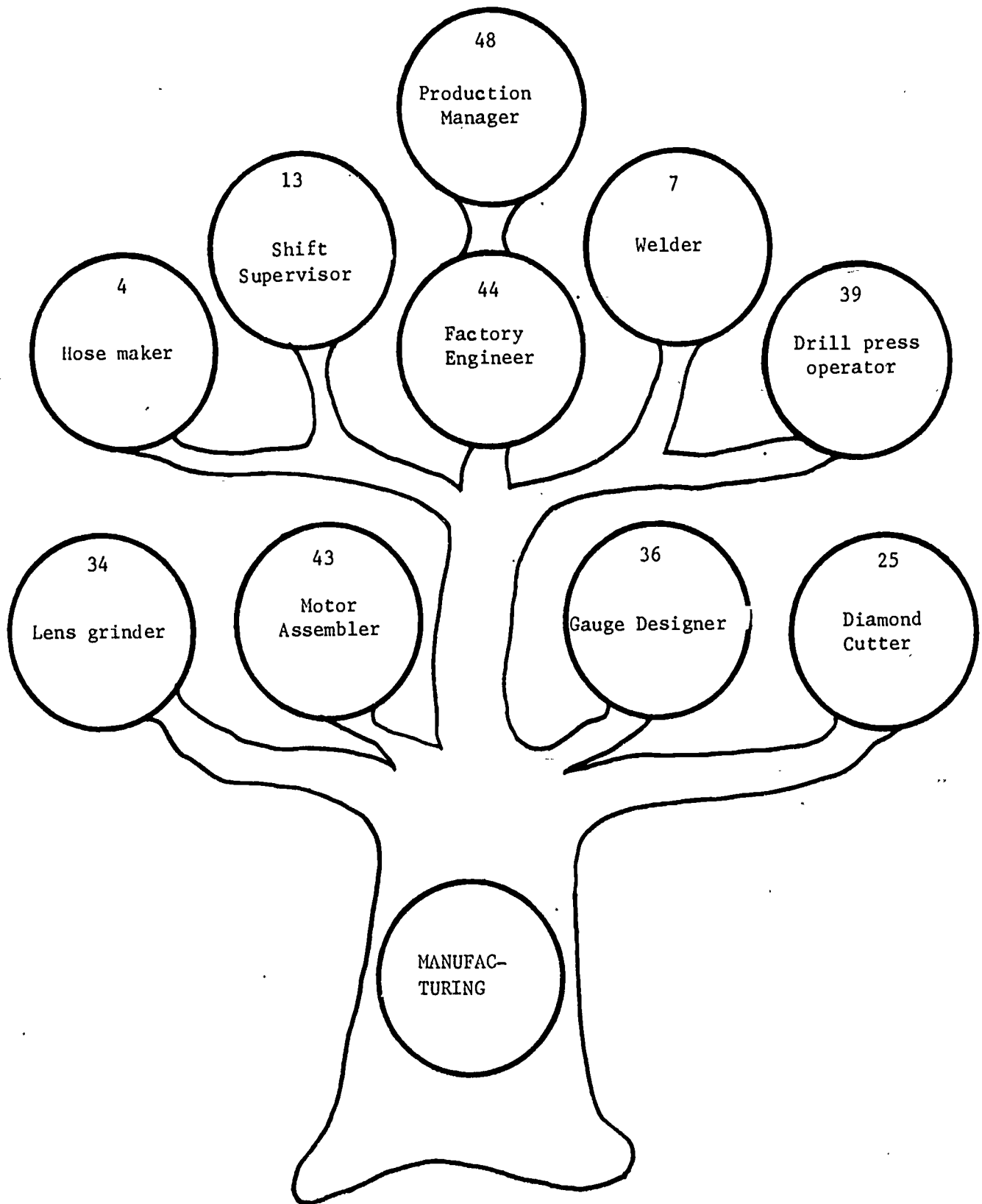
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 3B

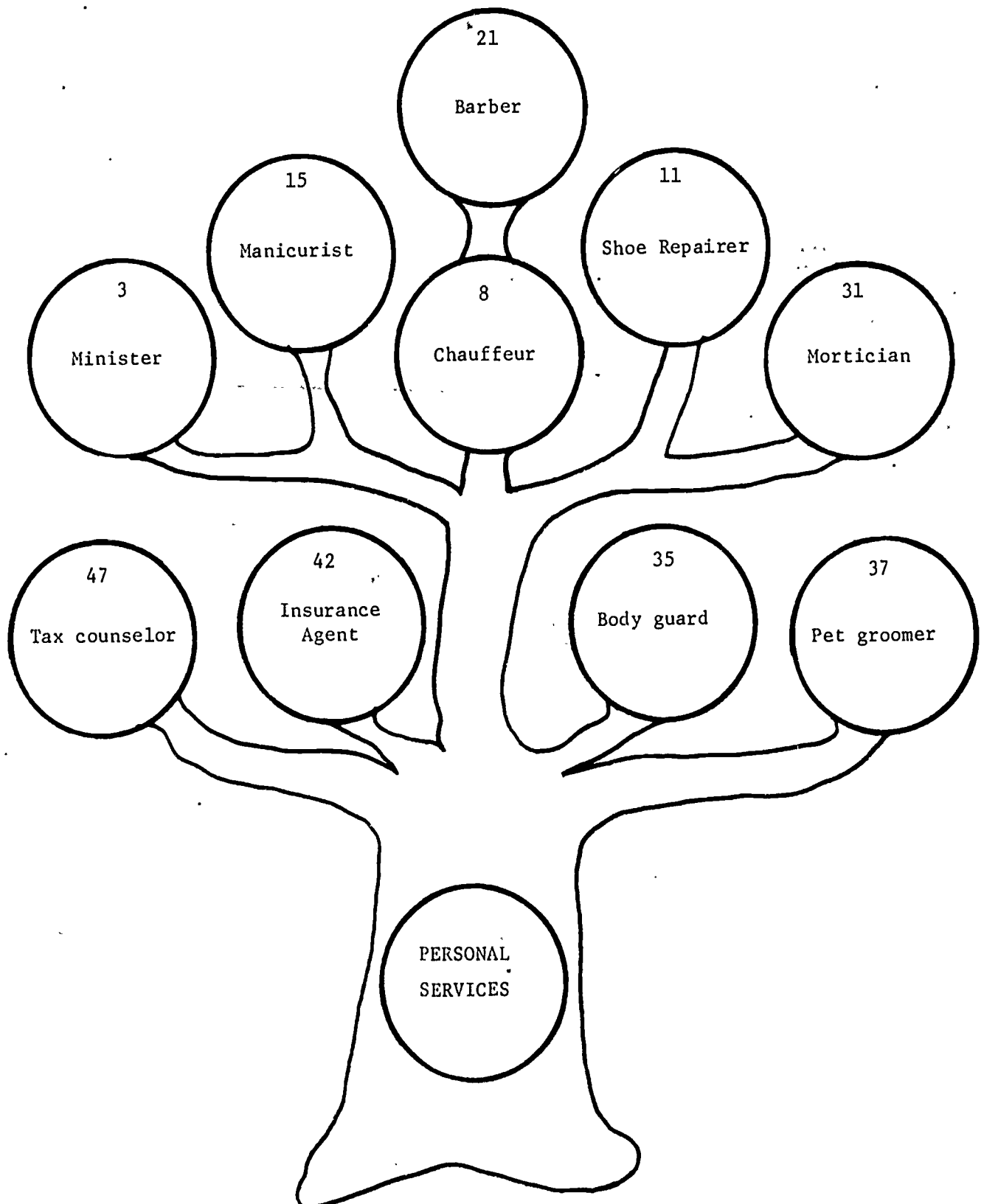
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 3C

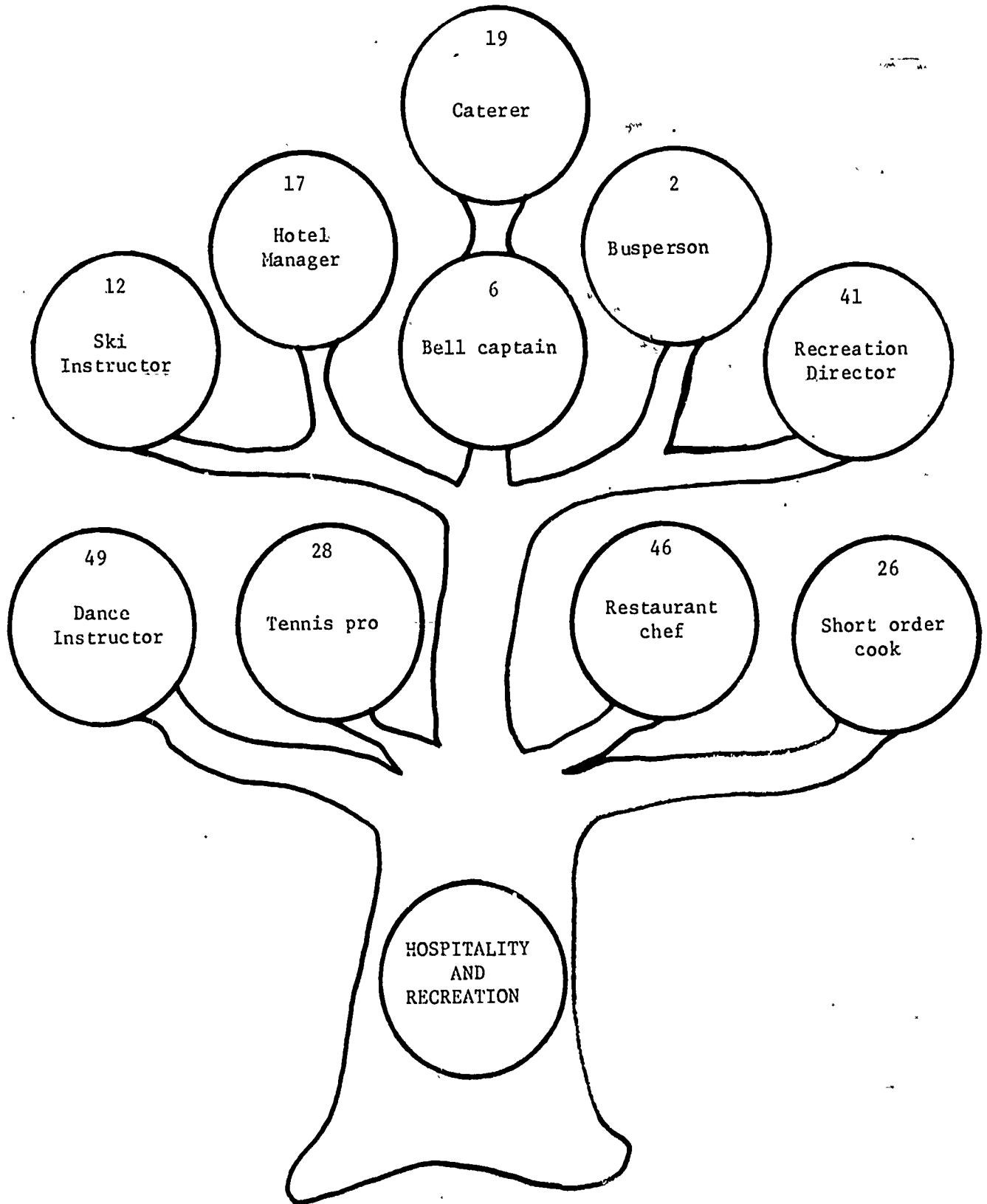
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 3D

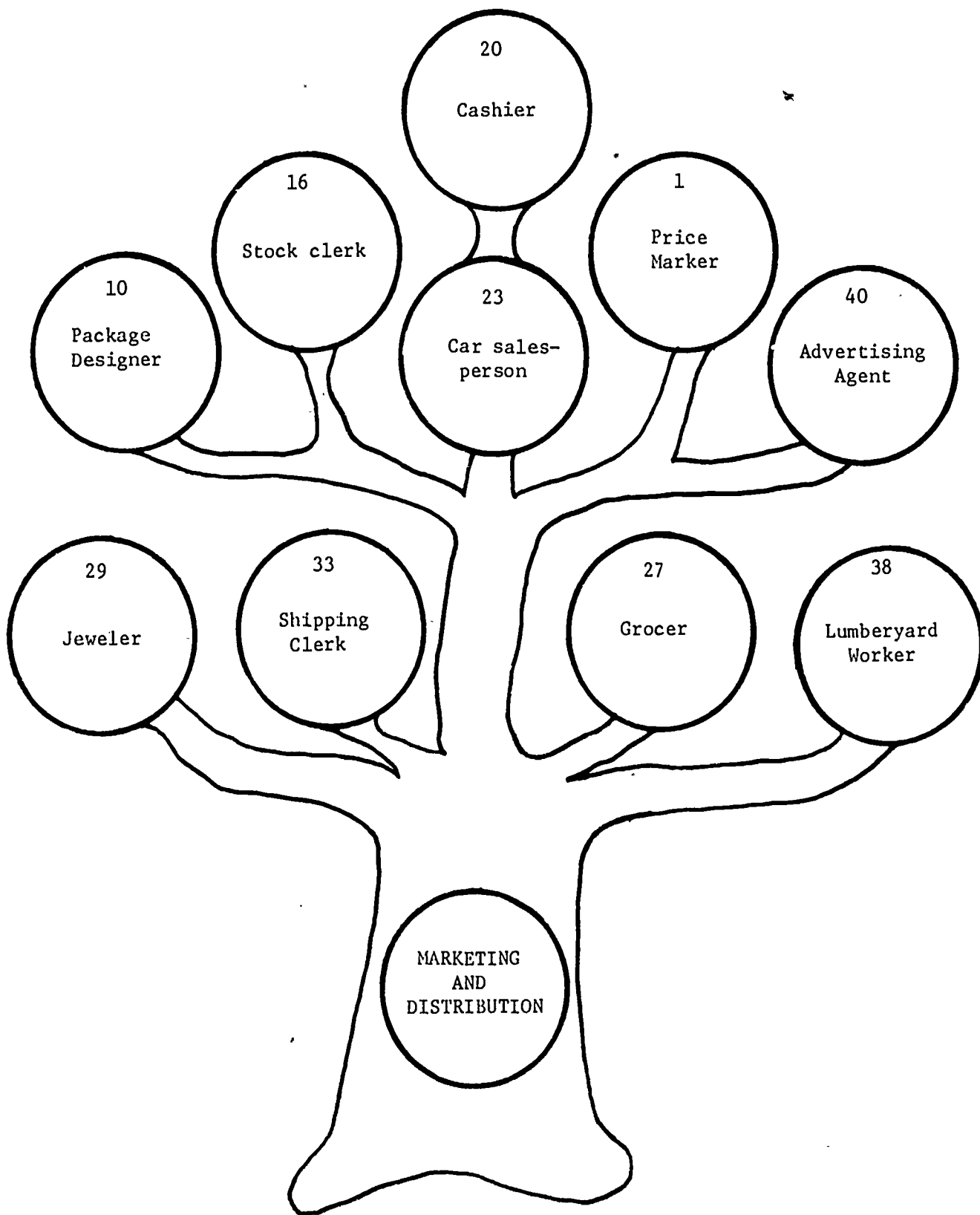
CAREER CLUSTER TREE



ANSWERS

GROUP NO. 3E

CAREER CLUSTER TREE



MASTER LIST

PUBLIC
SERVICES

1A

FINE ARTS
AND
HUMANITIES

1B

AGRI-BUSINESS
AND
NATURAL
RESOURCES

1C

COMMUNICATION
AND
MEDIA

1D

CONSTRUCTION

1E

ENVIRONMENT

2A

HEALTH

2B

BUSINESS
AND
OFFICE

2C

MARINE SCIENCE

2D

TRANSPORTATION

2E

CONSUMER
AND
HOMEMAKING

3A

MANUFACTURING

3B

PERSONAL SERVICES

3C

HOSPITALITY
AND
RECREATION

3D

MARKETING
AND
DISTRIBUTION

3E

WORKER DISCS

ENVIRONMENT
3414A

33
Minerologist
3414A

19
Forest ranger
3414A

36
Mine
Inspector
3414A

38
Soil
Conserva-
tionist
3414A

1
City Planner
3414A

27
Water tester
3414A

15
Meteorologist
3414A

23
Lumberjack
3414A

9
Landscaper
3414A

11
Surveyor
3414A

WORKER DISCS

TRANSPOR
TATION

3414A

MARINE
SCIENCE

3414A

5

Mechanic

3414A

43

Switcher

3414A

39

Underwater
Salvager

3414A

46

Engineer
(marine)

3414A

41

Barge operator

3414A

44

Navigator

3414A

37

Sponge diver

3414A

31

Fish farmer

3414A

21

Railroad
Engineer

3414A

7

Taxi driver

3414A

17

Skindiver

3414A

42

Biologist
(marine)

3414A

12

Pilot

3414A

30

Bus driver

3414A

47

Fish
Culturist

3414A

35

Aquanaut

3414A

24

Cargo agent

3414A

16

Truck driver

3414A

8

Shrimper

3414A

49

Oceanographer

3414A

WORKER DISCS

HEALTH

3414A

BUSINESS
AND
OFFICE

3414A

2

Psychiatrist

3414A

4

Surgeon

3414A

45

Purchasing
Agent

3414A

32

Billing
clerk

3414A

6

Veterinarian

3414A

29

Pharmacist

3414A

3

Receptionist

3414A

22

Stenographer

3414A

14

Sanitarian

3414A

34

Physician

3414A

13

Accountant

3414A

26

Stockbroker

3414A

40

Physical
Therapist

3414A

50

Dental
Assistant

3414A

10

Secretary

3414A

20

File clerk

3414A

25

Dentist

3414A

48

X-ray
technician

3414A

18

Typist

3414A

28

Payroll
clerk

3414A

WORKER DISCS

PUBLIC
SERVICES

3414A

40

Recreation
Director

3414A

50

Police
Detective

3414A

48

Vehicle
Inspector

3414A

33

Park Ranger

3414A

29

Lawyer

3414A

6

Librarian

3414A

44

City
Commissioner

3414A

20

Social
Worker

3414A

16

Prison
Warden

3414A

5

Life guard

3414A

WORKER DISCS

CONSTRUCTION

3414A

COMMUNICATION
AND
MEDIA

3414A

18

Riveter

3414A

2

Mason

3414A

22

Typesetter

3414A

3

Bookbinder

3414A

36

Draftperson

3414A

23

Architect

3414A

12

Lineperson

3414A

46

Press
Photographer

3414A

14

Site
Supervisor

3414A

13

Excavator

3414A

37

Copyperson

3414A

42

Technical
Director

3414A

32

Carpenter

3414A

41

Civil
Engineer

3414A

31

Reporter

3414A

38

Commercial
Artist

3414A

34

Plasterer

3414A

39

Jackhammer
Operator

3414A

8

Proofreader

3414A

25

Journalist

3414A

WORKER DISCS

Agri-Business
and
Natural
Resources

3414A

FINE ARTS
AND
HUMANITIES

3414A

49

Cattle
Auctioneer

3414A

45

Combine
Operator

3414A

26

Composer

3414A

19

Booking agent

3414A

9

Egg grader

3414A

43

Refinery
Supervisor

3414A

7

Playwright

3414A

30

Comedian

3414A

15

Tree surgeon

3414A

21

Cropduster

3414A

11

Stage hand

3414A

1

Actress

3414A

10

Oil Rigger

3414A

4

Butcher

3414A

47

Costume
Designer

3414A

35

Novelist

3414A

27

Nurseryowner

3414A

17

Irrigator

3414A

24

Artist

3414A

28

Sculptor

3414A

WORKER DISCS

MARKETING
AND
DISTRIBUTION

3414A

HOSPITALITY
AND
RECREATION

3414A

27

Grocer

3414A

38

Lumberyard
Worker

3414A

26

Short order
cook

3414A

46

Restaurant
chef

3414A

33

Shipping
Clerk

3414A

29

Jeweler

3414A

41

Recreation
Director

3414A

2

Bus boy/girl

3414A

10

Package
Designer

3414A

16

Stock clerk

3414A

19

Caterer

3414A

6

Bell captain

3414A

40

Advertising
Agent

3414A

1

Price
Marker

3414A

28

Tennis pro

3414A

17

Hotel Manager

3414A

23

Car sales
person

3414A

20

Cashier

3414A

49

Dance
Instructor

3414A

12

Ski
Instructor

3414A

WORKER DISCS

CONSUMER
AND
HOMEMAKING

3414A

45

Interior
Decorator

3414A

32

Food checker

3414A

24

Upholsterer

3414A

9

Floral
Designér

3414A

14

Baker

3414A

30

Homemaker

3414A

22

Dressmaker

3414A

5

Dry cleaner

3414A

50

Fashion
Designer

3414A

18

Tailor

3414A

WORKER DISCS

PERSONAL
SERVICES

3414A

MANUFACT-
URING

3414A

37

Pet groomer

3414A

35

Body guard

3414A

48

Production
Manager

3414A

39

Drill press
operator

3414A

42

Insurance
Agent

3414A

31

Mortician

3414A

13

Shift
Supervisor

3414A

44

Factory
Engineer

3414A

11

Shoe repair

3414A

8

Chauffeur

3414A

36

Gage designer

3414A

7

Welder

3414A

15

Manicurist

3414A

21

Barber

3414A

25

Diamond
Cutter

3414A

4

Hose maker

3414A

47

Tax counselor

3414A

3

Minister

3414A

34

Lens grinder

3414A

43

Motor
Assembler

3414A

GROUP NO. 1

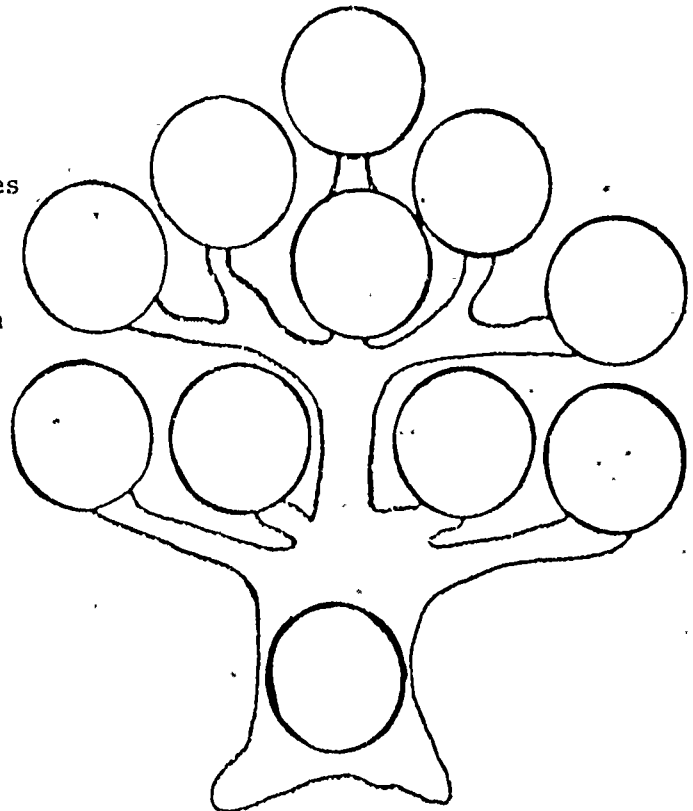
CAREER CLASSIFICATIONS

1 Actress	14 Site Supervisor	27 Nurseryowner	40 Recreation Director
2 Mason	15 Tree Surgeon	28 Sculptor	41 Civil Engineer
3 Bookbinder	16 Prison Warden	29 Lawyer	42 Technical Director
4 Butcher	17 Irrigator	30 Comedian	43 Refinery Supervisor
5 Life Guard	18 Riveter	31 Reporter	44 City Commissioner
6 Librarian	19 Booking Agent	32 Carpenter	45 Combine Operator
7 Playwright	20 Social Worker	33 Park Ranger	46 Press Photographer
8 Proofreader	21 Crop-duster	34 Plasterer	47 Costume Designer
9 Egg Grader	22 Typesetter	35 Novelist	48 Vehicle Inspector
10 Oil Rigger	23 Architect	36 Draftsperson	49 Cattle Auctioneer
11 Stagehand	24 Artist	37 Copyperson	50 Police Detective
12 Lineperson	25 Journalist	38 Commercial Artist	
13 Excavator	26 Composer	39 Jackhammer Operator	

 GROUP NO. 1 _____
 CAREER CLUSTER TREE

CAREER CLUSTER

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction



GROUP NO. 2

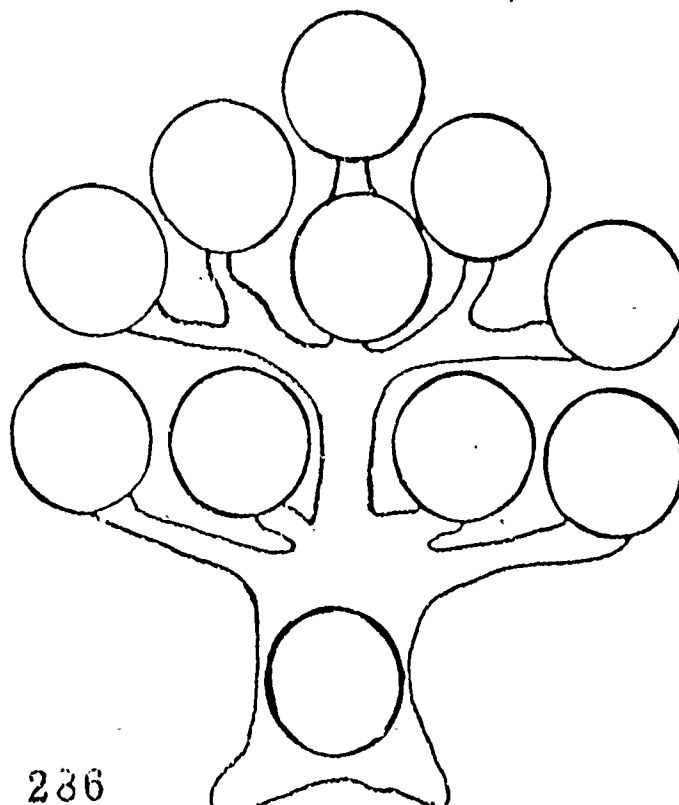
CAREER CLASSIFICATIONS

1 City Planner	14 Sanitarian	27 Water Tester	40 Physical Therapist
2 Psychiatrist	15 Meteorologist	28 Payroll Clerk	41 Barge Operator
3 Receptionist	16 Truck Driver	29 Pharmacist	42 Biologist (marine)
4 Surgeon	17 Skin Diver	30 Bus Driver	43 Switcher
5 Mechanic	18 Typist	31 Fish Farmer	44 Navigator
6 Veterinarian	19 Forest Ranger	32 Billing Clerk	45 Purchasing Agent
7 Taxi Driver	20 File Clerk	33 Minerologist	46 Engineer (marine)
8 Shrimper	21 Railroad Engineer	34 Physician	47 Fish Culturist
9 Landscaper	22 Stenographer	35 Aquanaut	48 X-Ray Technician
10 Secretary	23 Lumberjack	36 Mine Inspector	49 Oceanographer
11 Surveyor	24 Cargo Agent	37 Sponge Diver	50 Dental Assistant
12 Pilot	25 Dentist	38 Soil Conservationist	
13 Accountant	26 Stockbroker	39 Underwater Salvager	

GROUP NO. 2
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Environment
- B. Health
- C. Business and Office
- D. Marine Science
- E. Transportation



GROUP NO. 3

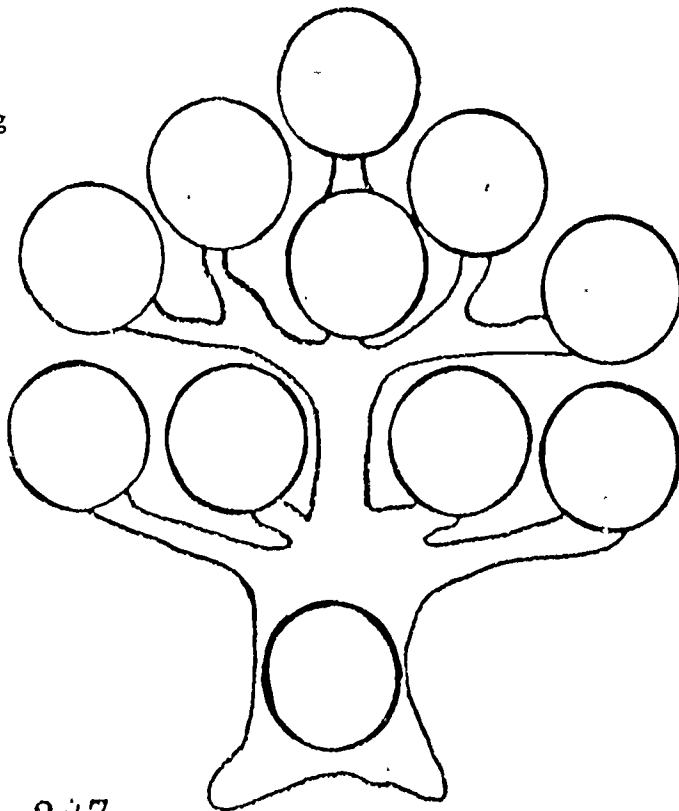
CAREER CLASSIFICATIONS

1 Price Marker	14 Baker	27 Grocer	40 Advertising Agent
2 Busperson	15 Manicurist	28 Tennis Pro	41 Recreation Director
3 Minister	16 Stock Clerk	29 Jeweler	42 Insurance Agent
4 Hose Maker	17 Hotel Manager	30 Homemaker	43 Motor Assembler
5 Dry Cleaner	18 Tailor	31 Mortician	44 Factory Engineer
6 Bell Captain	19 Caterer	32 Food Checker	45 Interior Decorator
7 Welder	20 Cashier	33 Shipping Clerk	46 Restaurant Chef
8 Chauffeur	21 Barber	34 Lens Grinder	47 Tax Counselor
9 Floral Designer	22 Dressmaker	35 Body Guard	48 Production Manager
10 Package Designer	23 Car Salesperson	36 Gauge Designer	49 Dance Instructor
11 Shoe Repairer	24 Upholsterer	37 Pet Groomer	50 Fashion Designer
12 Ski Instructor	25 Diamond Cutter	38 Lumberyard Worker	
13 Shift Supervisor	26 Short Order Cook	39 Drill Press Operator	

GROUP NO. 3 _____
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Consumer and Homemaking
- B. Manufacturing
- C. Personal Services
- D. Hospitality and Recreation
- E. Marketing and Distribution



ANSWER KEY

GROUP NO. 1A

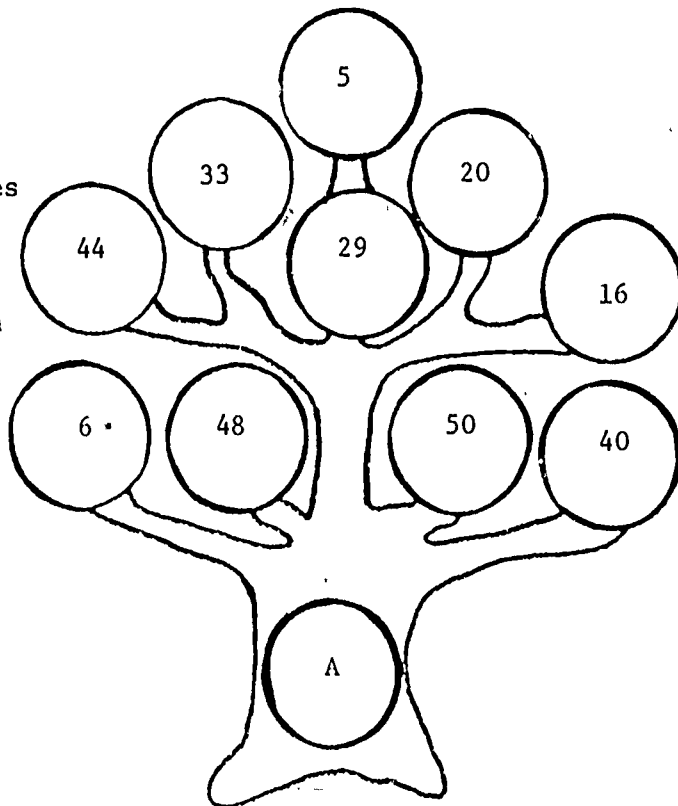
CAREER CLASSIFICATIONS

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4 Butcher	17 Irrigator	30 Comedian	43 Refinery Supervisor
5 Life Guard	18 Riveter	31 Reporter	44 City Commissioner
6 Librarian	19 Booking Agent	32 Carpenter	45 Combine Operator
7 Playwright	20 Social Worker	33 Park Ranger	46 Press Photographer
8 Proofreader	21 Crop-duster	34 Plasterer	47 Costume Designer
9 Egg Grader	22 Typesetter	35 Novelist	48 Vehicle Inspector
10 Oil Rigger	23 Architect	36 Draftsperson	49 Cattle Auctioneer
11 Stagehand	24 Artist	37 Copyperson	50 Police Detective
12 Lineperson	25 Journalist	38 Commercial Artist	
13 Excavator	26 Composer	39 Jackhammer Operator	

GROUP NO. 1 A
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction



ANSWER KEY

GROUP NO. 1B

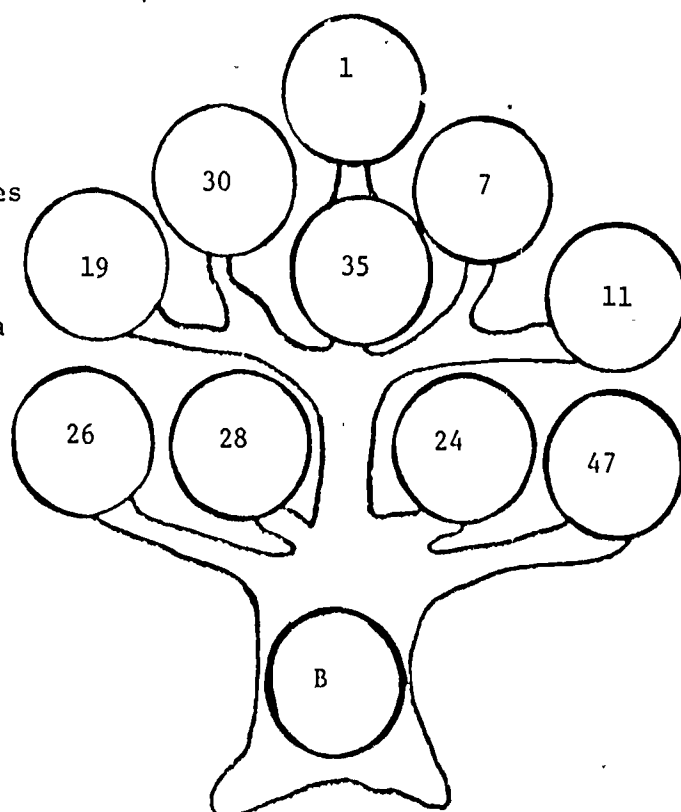
CAREER CLASSIFICATIONS

1 Actress	14 Site Supervisor	27 Nurseryowner	40 Recreation Director
2 Mason	15 Tree Surgeon	28 Sculptor	41 Civil Engineer
3 Bookbinder	16 Prison Warden	29 Lawyer	42 Technical Director
4 Butcher	17 Irrigator	30 Comedian	43 Refinery Supervisor
5 Life Guard	18 Riveter	31 Reporter	44 City Commissioner
6 Librarian	19 Booking Agent	32 Carpenter	45 Combine Operator
7 Playwright	20 Social Worker	33 Park Ranger	46 Press Photographer
8 Proofreader	21 Crop-duster	34 Plasterer	47 Costume Designer
9 Egg Grader	22 Typesetter	35 Novelist	48 Vehicle Inspector
10 Oil Rigger	23 Architect	36 Draftsperson	49 Cattle Auctioneer
11 Stagehand	24 Artist	37 Copyperson	50 Police Detective
12 Lineperson	25 Journalist	38 Commercial Artist	
13 Excavator	26 Composer	39 Jackhammer Operator	

GROUP NO. 1 B
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction



ANSWER KEY

GROUP NO. 1C

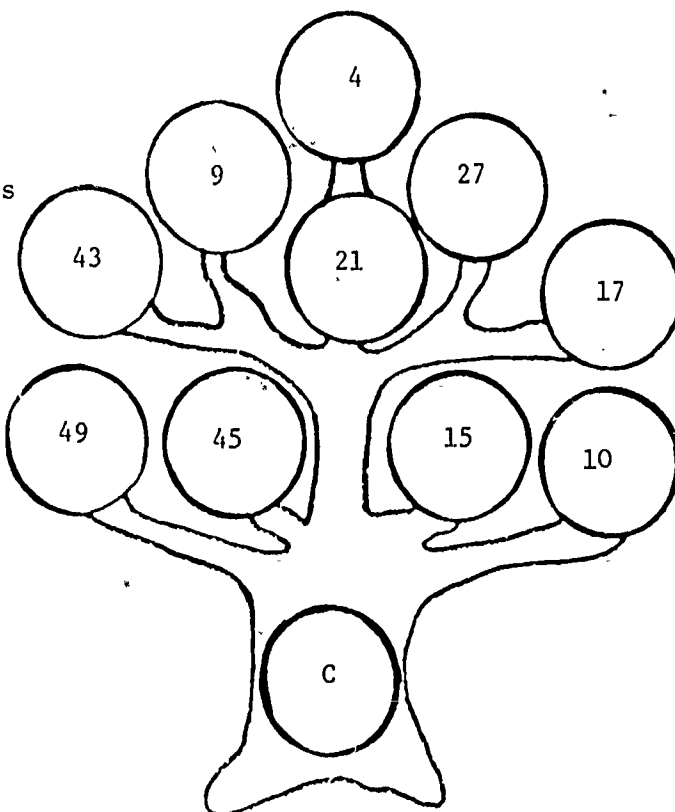
CAREER CLASSIFICATIONS

1 Actress	14 Site Supervisor	27 Nurseryowner	40 Recreation Director
2 Mason	15 Tree Surgeon	28 Sculptor	41 Civil Engineer
3 Bookbinder	16 Prison Warden	29 Lawyer	42 Technical Director
4 Butcher	17 Irrigator	30 Comedian	43 Refinery Supervisor
5 Life Guard	18 Riveter	31 Reporter	44 City Commissioner
6 Librarian	19 Booking Agent	32 Carpenter	45 Combine Operator
7 Playwright	20 Social Worker	33 Park Ranger	46 Press Photographer
8 Proofreader	21 Crop-duster	34 Plasterer	47 Costume Designer
9 Egg Grader	22 Typesetter	35 Novelist	48 Vehicle Inspector
10 Oil Rigger	23 Architect	36 Draftsperson	49 Cattle Auctioneer
11 Stagehand	24 Artist	37 Copyperson	50 Police Detective
12 Lineperson	25 Journalist	38 Commercial Artist	
13 Excavator	26 Composer	39 Jackhammer Operator	

GROUP NO. 1 C
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction



ANSWER KEY

GROUP NO. 1D

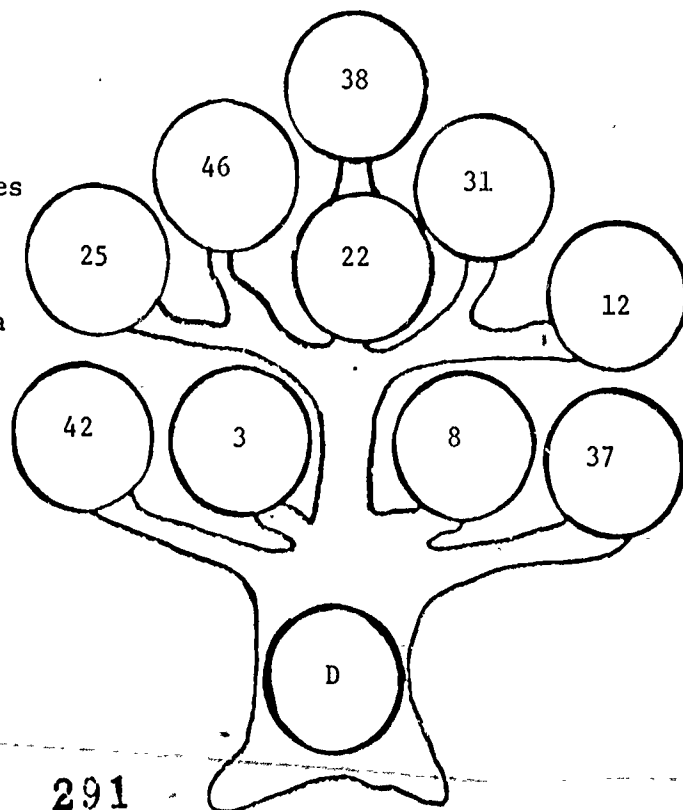
CAREER CLASSIFICATIONS

1 Actress	14 Site Supervisor	27 Nurseryowner	40 Recreation Director
2 Mason	15 Tree Surgeon	28 Sculptor	41 Civil Engineer
3 Bookbinder	16 Prison Warden	29 Lawyer	42 Technical Director
4 Butcher	17 Irrigator	30 Comedian	43 Refinery Supervisor
5 Life Guard	18 Riveter	31 Reporter	44 City Commissioner
6 Librarian	19 Booking Agent	32 Carpenter	45 Combine Operator
7 Playwright	20 Social Worker	33 Park Ranger	46 Press Photographer
8 Proofreader	21 Crop-duster	34 Plasterer	47 Costume Designer
9 Egg Grader	22 Typesetter	35 Novelist	48 Vehicle Inspector
10 Oil Rigger	23 Architect	36 Draftsperson	49 Cattle Auctioneer
11 Stagehand	24 Artist	37 Copyperson	50 Police Detective
12 Lineperson	25 Journalist	38 Commercial Artist	
13 Excavator	26 Composer	39 Jackhammer Operator	

GROUP NO. 1 D
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction



ANSWER KEY

GROUP NO. 1E

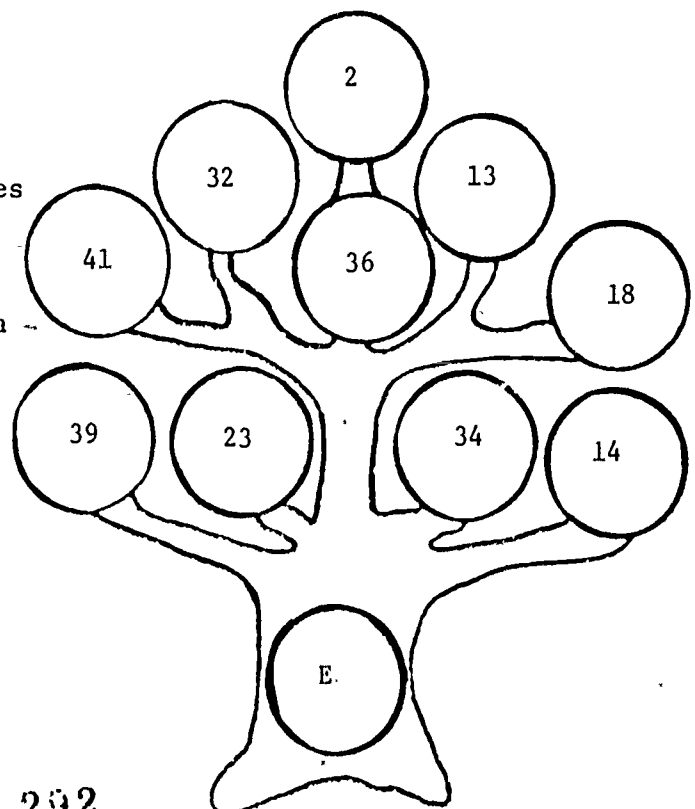
CAREER CLASSIFICATIONS

1 Actress	14 Site Supervisor	27 Nurseryowner	40 Recreation Director
2 Mason	15 Tree Surgeon	28 Sculptor	41 Civil Engineer
3 Bookbinder	16 Prison Warden	29 Lawyer	42 Technical Director
4 Butcher	17 Irrigator	30 Comedian	43 Refinery Supervisor
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6 Librarian	19 Booking Agent	32 Carpenter	45 Combine Operator
7 Playwright	20 Social Worker	33 Park Ranger	46 Press Photographer
8 Proofreader	21 Crop-duster	34 Plasterer	47 Costume Designer
9 Egg Grader	22 Typesetter	35 Novelist	48 Vehicle Inspector
10 Oil Rigger	23 Architect	36 Draftsperson	49 Cattle Auctioneer
11 Stagehand	24 Artist	37 Copyperson	50 Police Detective
12 Lineperson	25 Journalist	38 Commercial Artist	
13 Excavator	26 Composer	39 Jackhammer Operator	

GROUP NO. 1 E
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Public Services
- B. Fine Arts and Humanities
- C. Agri-Business and Natural Resources
- D. Communication and Media
- E. Construction



ANSWER KEY

GROUP NO. 2 A

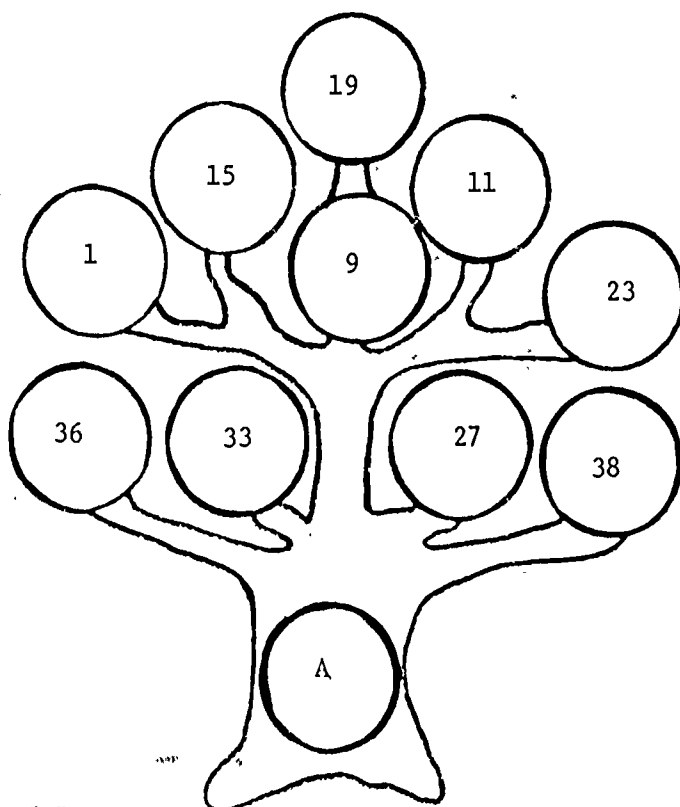
CAREER CLASSIFICATIONS

1 City Planner	14 Sanitarian	27 Water Tester	40 Physical Therapist
2 Psychiatrist	15 Meteorologist	28 Payroll Clerk	41 Barge Operator
3 Receptionist	16 Truck Driver	29 Pharmacist	42 Biologist (marine)
4 Surgeon	17 Skin Diver	30 Bus Driver	43 Switcher
5 Mechanic	18 Typist	31 Fish Farmer	44 Navigator
6 Veterinarian	19 Forest Ranger	32 Billing Clerk	45 Purchasing Agent
7 Taxi Driver	20 File Clerk	33 Minerologist	46 Engineer (marine)
8 Shrimper	21 Railroad Engineer	34 Physician	47 Fish Culturist
9 Landscaper	22 Stenographer	35 Aquanaut	48 X-Ray Technician
10 Secretary	23 Lumberjack	36 Mine Inspector	49 Oceanographer
11 Surveyor	24 Cargo Agent	37 Sponge Diver	50 Dental Assistant
12 Pilot	25 Dentist	38 Soil Conservationist	
13 Accountant	26 Stockbroker	39 Underwater Salvager	

GROUP NO. 2 A
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Environment
- B. Health
- C. Business and Office
- D. Marine Science
- E. Transportation



ANSWER KEY

GROUP NO. 2B

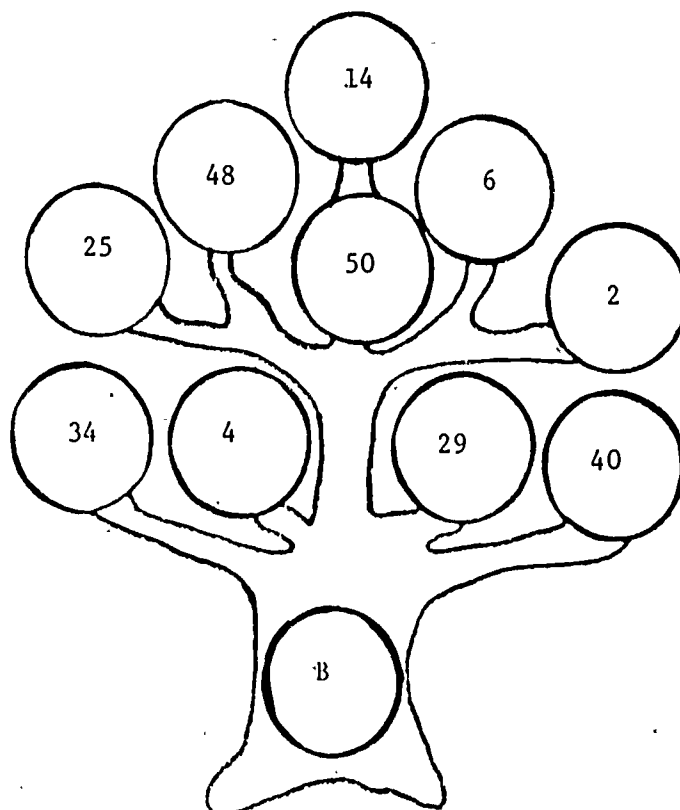
CAREER CLASSIFICATIONS

1 City Planner	14 Sanitarian	27 Water Tester	40 Physical Therapist
2 Psychiatrist	15 Meteorologist	28 Payroll Clerk	41 Barge Operator
3 Receptionist	16 Truck Driver	29 Pharmacist	42 Biologist (marine)
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10 Secretary	23 Lumberjack	36 Mine Inspector	49 Oceanographer
11 Surveyor	24 Cargo Agent	37 Sponge Diver	50 Dental Assistant
12 Pilot	25 Dentist	38 Soil Conservationist	
13 Accountant	26 Stockbroker	39 Underwater Salvager	

GROUP NO. 2 B
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Environment
- B. Health
- C. Business and Office
- D. Marine Science
- E. Transportation



ANSWER KEY

GROUP NO. 2C

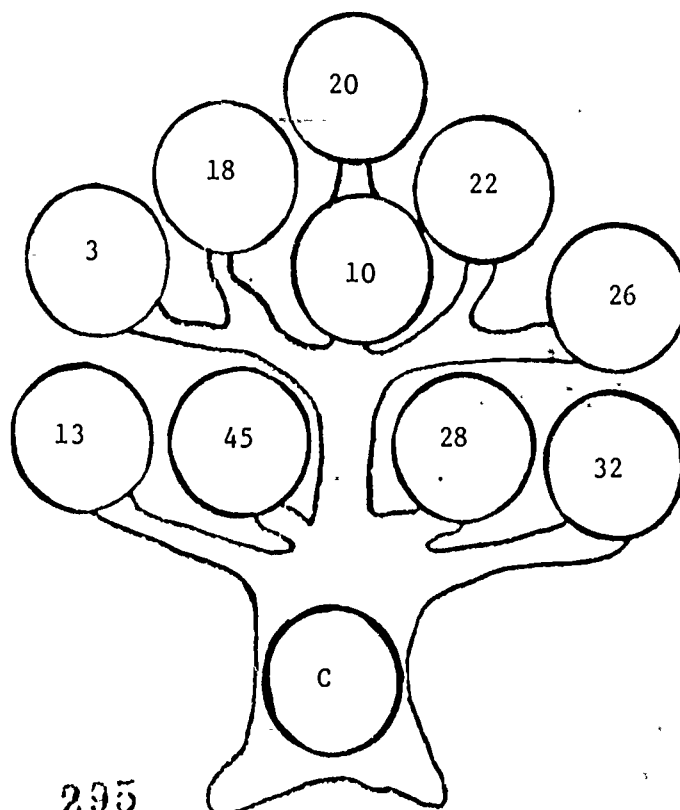
CAREER CLASSIFICATIONS

1 City Planner	14 Sanitarian	27 Water Tester	40 Physical Therapist
2 Psychiatrist	15 Meteorologist	28 Payroll Clerk	41 Barge Operator
3 Receptionist	16 Truck Driver	29 Pharmacist	42 Biologist (marine)
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9 Landscaper	22 Stenographer	35 Aquanaut	48 X-Ray Technician
10 Secretary	23 Lumberjack	36 Mine Inspector	49 Oceanographer
11 Surveyor	24 Cargo Agent	37 Sponge Diver	50 Dental Assistant
12 Pilot	25 Dentist	38 Soil Conservationist	
13 Accountant	26 Stockbroker	39 Underwater Salvager	

GROUP NO. 2 C
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Environment
- B. Health
- C. Business and Office
- D. Marine Science
- E. Transportation



ANSWER KEY

GROUP NO. 2D

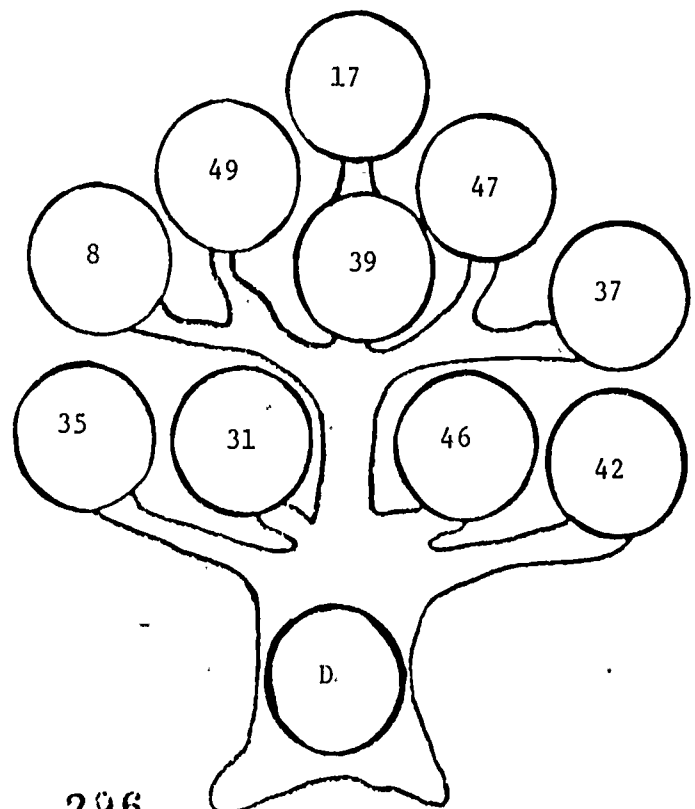
CAREER CLASSIFICATIONS

1 City Planner	14 Sanitarian	27 Water Tester	40 Physical Therapist
2 Psychiatrist	15 Meteorologist	28 Payroll Clerk	41 Barge Operator
3 Receptionist	16 Truck Driver	29 Pharmacist	42 Biologist (marine)
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10 Secretary	23 Lumberjack	36 Mine Inspector	49 Oceanographer
11 Surveyor	24 Cargo Agent	37 Sponge Diver	50 Dental Assistant
12 Pilot	25 Dentist	38 Soil Conservationist	
13 Accountant	26 Stockbroker	39 Underwater Salvager	

GROUP NO. 2 D _____
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Environment
- B. Health
- C. Business and Office
- D. Marine Science
- E. Transportation



ANSWER KEY

GROUP NO. 2E

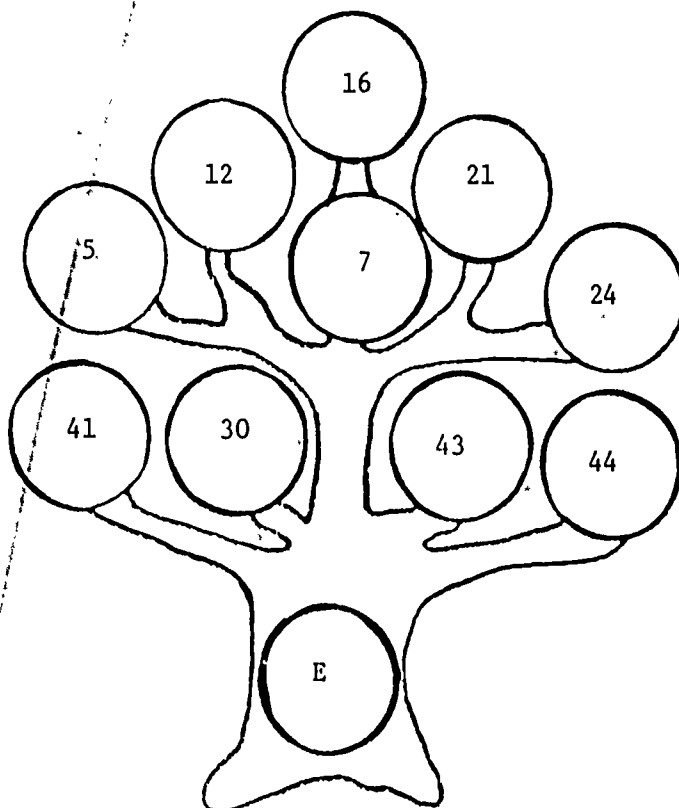
CAREER CLASSIFICATIONS

1 City Planner	14 Sanitarian	27 Water Tester	40 Physical Therapist
2 Psychiatrist	15 Meteorologist	28 Payroll Clerk	41 Barge Operator
3 Receptionist	16 Truck Driver	29 Pharmacist	42 Biologist (marine)
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10 Secretary	23 Lumberjack	36 Mine Inspector	49 Oceanographer
11 Surveyor	24 Cargo Agent	37 Sponge Diver	50 Dental Assistant
12 Pilot	25 Dentist	38 Soil Conservationist	
13 Accountant	26 Stockbroker	39 Underwater Salvager	

GROUP NO. 2 E
CAREER CLUSTER TREE

CAREER CLUSTER

- A. environment
- B. Health
- C. Business and Office
- D. Marine Science
- E. Transportation



GROUP NO. 3A

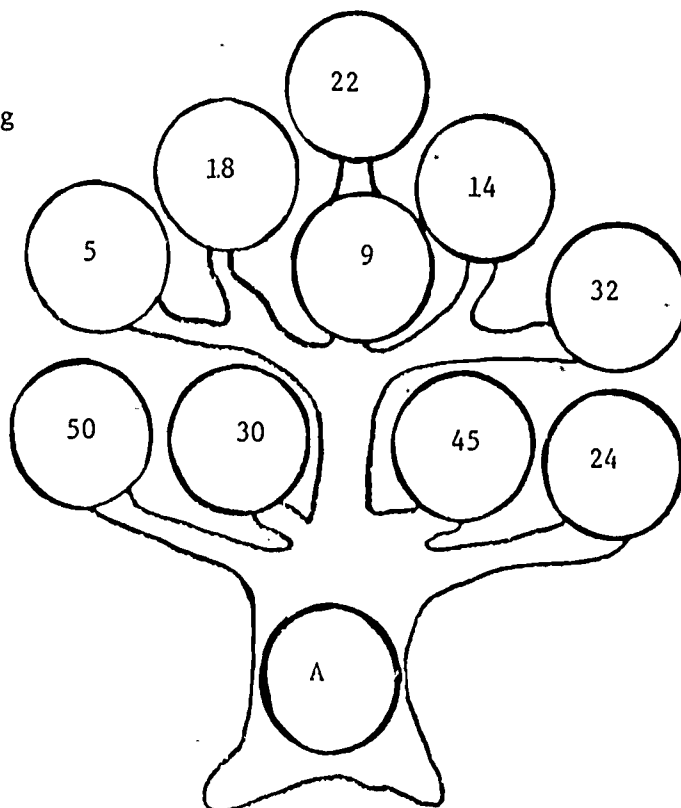
CAREER CLASSIFICATIONS

1 Price Marker	14 Baker	27 Grocer	40 Advertising Agent
2 Busperson	15 Manicurist	28 Tennis Pro	41 Recreation Director
3 Minister	16 Stock Clerk	29 Jeweler	42 Insurance Agent
4 Hose Maker	17 Hotel Manager	30 Homemaker	43 Motor Assembler
5 Dry Cleaner	18 Tailor	31 Mortician	44 Factory Engineer
6 Bell Captain	19 Caterer	32 Food Checker	45 Interior Decorator
7 Welder	20 Cashier	33 Shipping Clerk	46 Restaurant Chef
8 Chauffeur	21 Barber	34 Lens Grinder	47 Tax Counselor
9 Floral Designer	22 Dressmaker	35 Body Guard	48 Production Manager
10 Package Designer	23 Car Salesperson	36 Gauge Designer	49 Dance Instructor
11 Shoe Repairer	24 Upholsterer	37 Pet Groomer	50 Fashion Designer
12 Ski Instructor	25 Diamond Cutter	38 Lumberyard Worker	
13 Shift Supervisor	26 Short Order Cook	39 Drill Press Operator	

GROUP NO. 3 A
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Consumer and Homemaking
- B. Manufacturing
- C. Personal Services
- D. Hospitality and Recreation
- E. Marketing and Distribution



ANSWER KEY

GROUP NO. 3B

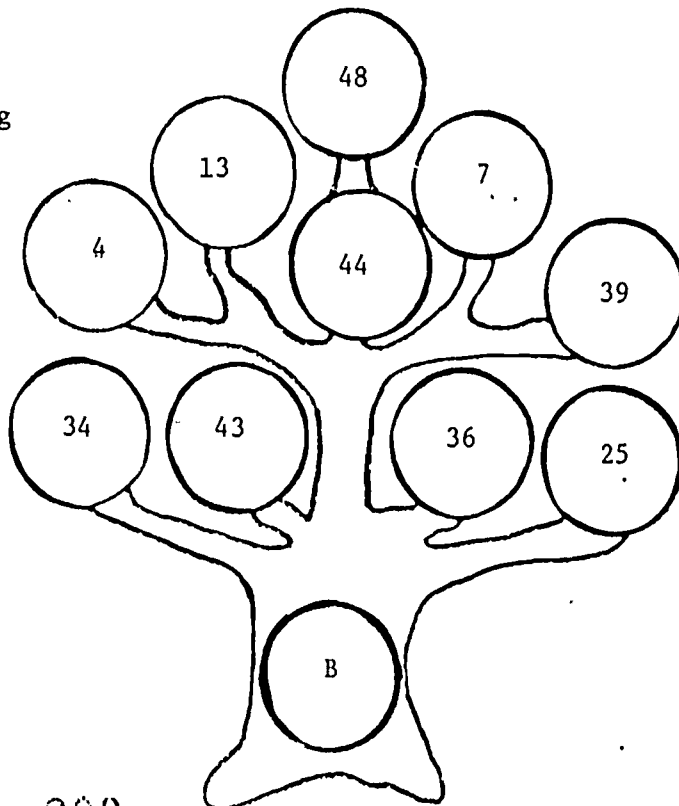
CAREER CLASSIFICATIONS

1 Price Marker	14 Baker	27 Grocer	40 Advertising Agent
2 Busperson	15 Manicurist	28 Tennis Pro	41 Recreation Director
3 Minister	16 Stock Clerk	29 Jeweler	42 Insurance Agent
4 Hose Maker	17 Hotel Manager	30 Homemaker	43 Motor Assembler
5 Dry Cleaner	18 Tailor	31 Mortician	44 Factory Engineer
6 Bell Captain	19 Caterer	32 Food Checker	45 Interior Decorator
7 Welder	20 Cashier	33 Shipping Clerk	46 Restaurant Chef
8 Chauffeur	21 Barber	34 Lens Grinder	47 Tax Counselor
9 Floral Designer	22 Dressmaker	35 Body Guard	48 Production Manager
10 Package Designer	23 Car Salesperson	36 Gauge Designer	49 Dance Instructor
11 Shoe Repairer	24 Upholsterer	37 Pet Groomer	50 Fashion Designer
12 Ski Instructor	25 Diamond Cutter	38 Lumberyard Worker	
13 Shift Supervisor	26 Short Order Cook	39 Drill Press Operator	

GROUP NO. 3 B
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Consumer and Homemaking
- B. Manufacturing
- C. Personal Services
- D. Hospitality and Recreation
- E. Marketing and Distribution



ANSWER KEY

GROUP NO. 3 C

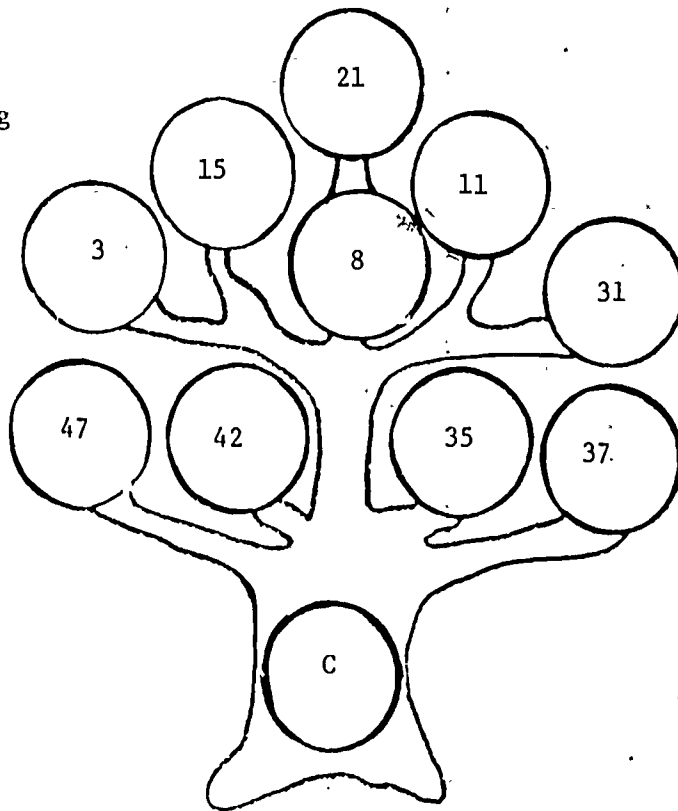
CAREER CLASSIFICATIONS

1 Price Marker	14 Baker	27 Grocer	40 Advertising Agent
2 Busperson	15 Manicurist	28 Tennis Pro	41 Recreation Director
3 Minister	16 Stock Clerk	29 Jeweler	42 Insurance Agent
4 Hose Maker	17 Hotel Manager	30 Homemaker	43 Motor Assembler
5 Dry Cleaner	18 Tailor	31 Mortician	44 Factory Engineer
6 Bell Captain	19 Caterer	32 Food Checker	45 Interior Decorator
7 Welder	20 Cashier	33 Shipping Clerk	46 Restaurant Chef
8 Chauffeur	21 Barber	34 Lens Grinder	47 Tax Counselor
9 Floral Designer	22 Dressmaker	35 Body Guard	48 Production Manager
10 Package Designer	23 Car Salesperson	36 Gauge Designer	49 Dance Instructor
11 Shoe Repairer	24 Upholsterer	37 Pet Groomer	50 Fashion Designer
12 Ski Instructor	25 Diamond Cutter	38 Lumberyard Worker	
13 Shift Supervisor	26 Short Order Cook	39 Drill Press Operator	

GROUP NO. 3 C
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Consumer and Homemaking
- B. Manufacturing
- C. Personal Services
- D. Hospitality and Recreation
- E. Marketing and Distribution



ANSWER KEY

GROUP NO. 3 D

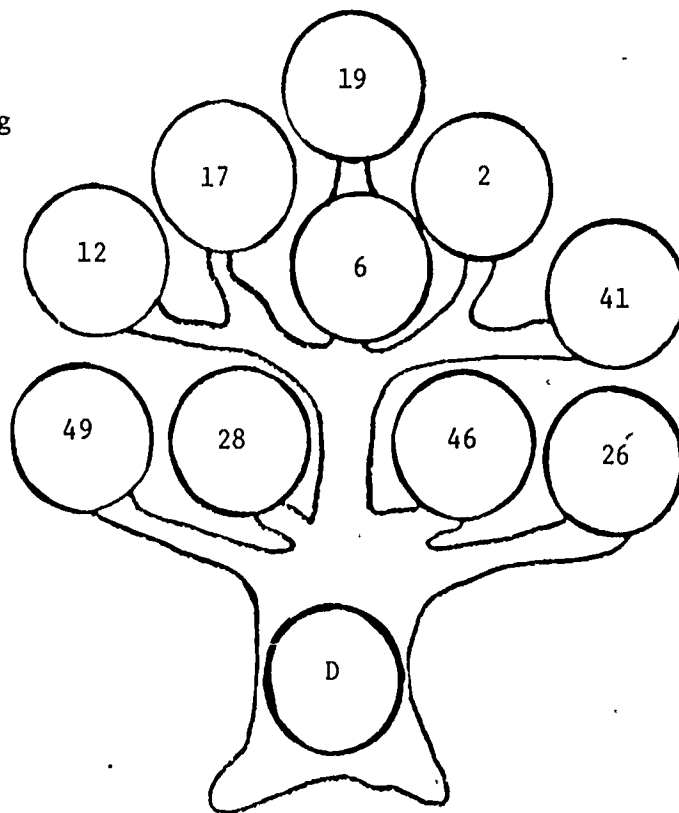
CAREER CLASSIFICATIONS

1 Press Marker	14 Baker	27 Grocer	40 Advertising Agent
2 Busperson	15 Manicurist	28 Tennis Pro	41 Recreation Director
3 Minister	16 Stock Clerk	29 Jeweler	42 Insurance Agent
4 Hose Maker	17 Hotel Manager	30 Homemaker	43 Motor Assembler
5 Dry Cleaner	18 Tailor	31 Mortician	44 Factory Engineer
6 Bell Captain	19 Caterer	32 Food Checker	45 Interior Decorator
7 Welder	20 Cashier	33 Shipping Clerk	46 Restaurant Chef
8 Chauffeur	21 Barber	34 Lens Grinder	47 Tax Counselor
9 Floral Designer	22 Dressmaker	35 Body Guard	48 Production Manager
10 Package Designer	23 Car Salesperson	36 Gauge Designer	49 Dance Instructor
11 Shoe Repairer	24 Upholsterer	37 Pet Groomer	50 Fashion Designer
12 Ski Instructor	25 Diamond Cutter	38 Lumberyard Worker	
13 Shift Supervisor	26 Short Order Cook	39 Drill Press Operator	

GROUP NO. 3 D
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Consumer and Homemaking
- B. Manufacturing
- C. Personal Services
- D. Hospitality and Recreation
- E. Marketing and Distribution



ANSWER KEY

3414A

GROUP NO. 3 E

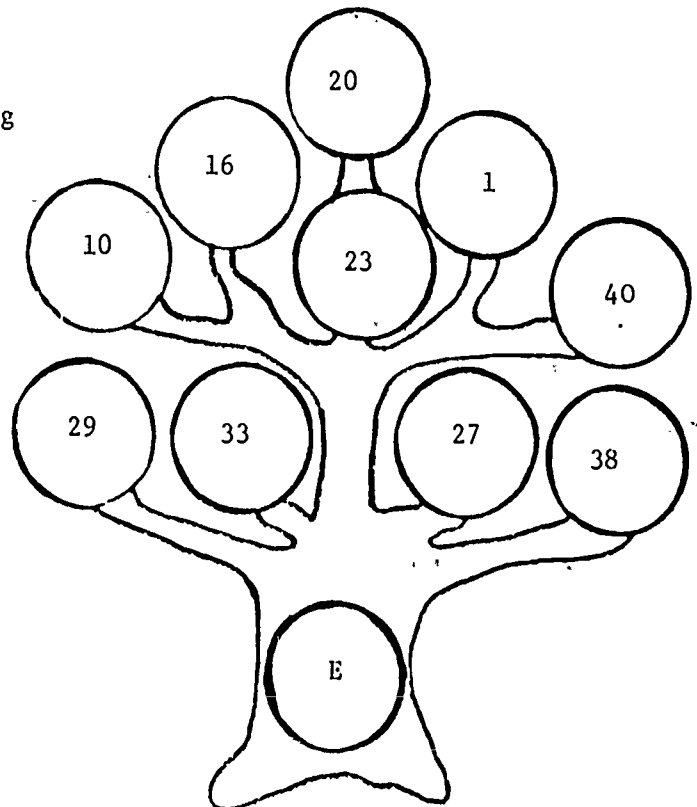
CAREER CLASSIFICATIONS

1 Price Marker	14 Baker	27 Grocer	40 Advertising Agent
2 Busperson	15 Manicurist	28 Tennis Pro	41 Recreation Director
3 Minister	16 Stock Clerk	29 Jeweler	42 Insurance Agent
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7 Welder	20 Cashier	33 Shipping Clerk	46 Restaurant Chef
8 Chauffeur	21 Barber	34 Lens Grinder	47 Tax Counselor
9 Floral Designer	22 Dressmaker	35 Body Guard	48 Production Manager
10 Package Designer	23 Car Salesperson	36 Gauge Designer	49 Dance Instructor
11 Shoe Repairer	24 Upholsterer	37 Pet Groomer	50 Fashion Designer
12 Ski Instructor	25 Diamond Cutter	38 Lumberyard Worker	
13 Shift Supervisor	26 Short Order Cook	39 Drill Press Operator	

GROUP NO. 3 E
CAREER CLUSTER TREE

CAREER CLUSTER

- A. Consumer and Homemaking
- B. Manufacturing
- C. Personal Services
- D. Hospitality and Recreation
- E. Marketing and Distribution



CAREER CLUSTER CARD GAME

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and the jobs within those clusters.

PERFORMANCE OBJECTIVE:

Given the Career Cluster Matching Sheet, the student will be able to match the cluster title with the cluster emblem and with related jobs with 80% accuracy.

MATERIALS:

- *Career Cluster Cards (60)
- *Career Cluster Matching Sheet
- *Matching Sheet Answer Key
- *Game Directions

PREPARATION:

The Career Cluster Card Game is designed for 3-6 players. Cut the cards apart. Laminate if desired. Reproduce as many of the Matching Sheets as needed.

PROCEDURE:

Place the materials at a learning center. Choose one player to shuffle and deal out the cards. Choose one player to begin the game. If necessary, help them read the Game Directions.

After the game, each student should complete the Matching Sheet. Check the answers with the Answer Key provided.

EVALUATION:

The students should be able to complete the Matching Sheet with 80% accuracy. If they cannot, have them play the game again.

RECREATION DIRECTOR

HOTEL MANAGER

RESTAURANT CHEF



(Hospitality
And Recreation)

(Hospitality
And Recreation)

(Hospitality
And Recreation)

Restaurant Chef
Hotel Manager
Ski Instructor

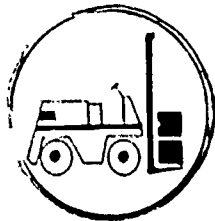
Ski Instructor
Recreation Director
Restaurant Chef

Hotel Manager
Ski Instructor
Recreation Director

CASHIER

FASHION DESIGNER

CHILD CARE



(Marketing
And Distribution)

(Consumer
And Homemaking)

(Consumer
And Homemaking)

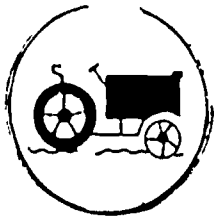
Warehouse Worker
Forklift Operator
Jeweler

Child Care
Dry Cleaner
Product Tester

Dry Cleaner
Product Tester
Fashion Designer

3414A²

REFINERY SUPERVISOR

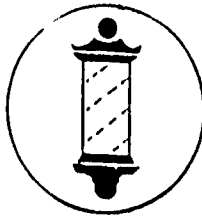


(Agri-Business and Natural Resources)

Wheat Farmer
Cattle Auctioneer
Butcher

3414A²

BARBER

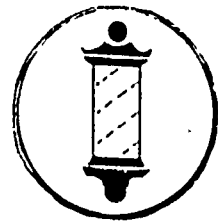


(Personal Services)

Minister
Insurance Agent
Body Guard

3414A²

MINISTER



(Personal Services)

Barber
Insurance Agent
Body Guard

3414A²

INSURANCE AGENT

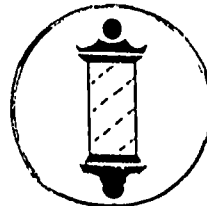


(Personal Services)

Barber
Minister
Body Guard

3414A²

BODY GUARD



(Personal Services)

Insurance Agent
Barber
Minister

3414A²

SKI INSTRUCTOR



(Hospitality And Recreation)

Hotel Manager
Recreation Director
Restaurant Chef

3414A²

PRESS PHOTOGRAPHER



(Communication
And Media)

Newscaster
Lineperson
Book Binder

3414A²

LINEPERSON



(Communication
And Media)

Book Binder
Press Photographer
Newscaster

3414A²

BOOK BINDER

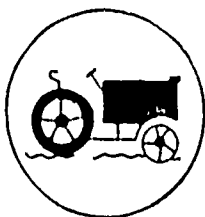


(Communication
And Media)

Press Photographer
Newscaster
Lineperson

3414A²

CATTLE AUCTIONEER

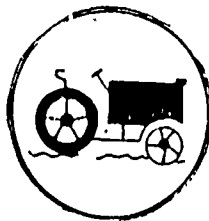


(Agri-Business and
Natural Resources)

Butcher
Refinery Supervisor
Wheat Farmer

3414A²

WHEAT FARMER

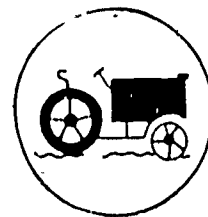


(Agri-Business and
Natural Resources)

Cattle Auctioneer
Butcher
Refinery Supervisor

3414A²

BUTCHER



(Agri-Business and
Natural Resources)

Refinery Supervisor
Wheat Farmer
Cattle Auctioneer

3414A²

FISH FARMER

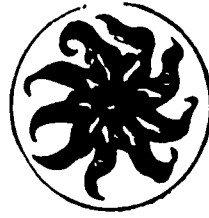


(Marine Science)

Aquanaut
Submarine Operator
Whaler

3414A²

AQUANAUT



(Marine Science)

Submarine Operator
Whaler
Fish Farmer

3414A²

CRANE OPERATOR



(Construction)

Architect
Mason
Cabinet Maker

3414A²

CABINET MAKER



(Construction)

Crane Operator
Architect
Mason

3414A²

MASON



(Construction)

Cabinet Maker
Crane Operator
Architect

3414A²

ARCHITECT

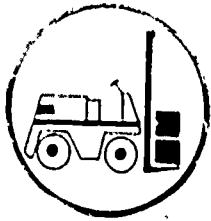


(Construction)

Mason
Cabinet Maker
Crane Operator

3414A²

WAREHOUSE WORKER

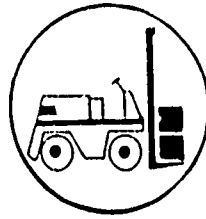


(Marketing
And Distribution)

Forklift Operator
Jeweler
Cashier

3414A²

FORKLIFT OPERATOR

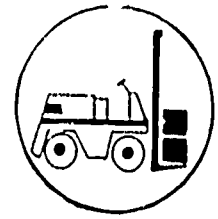


(Marketing
And Distribution)

Jeweler
Cashier
Warehouse Worker

3414A²

JEWELER



(Marketing
And Distribution)

Cashier
Warehouse Worker
Forklift Operator

3414A²

DRY CLEANER



(Consumer
And Homemaking)

Fashion Designer
Child Care
Product Tester

3414A²

PRODUCT TESTER



(Consumer
And Homemaking)

Fashion Designer
Child Care
Dry Cleaner

3414A²

GOVERNOR



(Public Services)

Librarian
Life Guard
Park Ranger

3414A²

COSTUME DESIGNER



(Fine Arts
And Humanities)

Comedian
Stage Hand
Composer

3414A²

COMPOSER

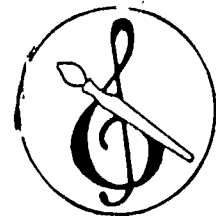


(Fine Arts
And Humanities)

Costume Designer
Comedian
Stage Hand

3414A²

STAGE HAND



(Fine Arts
And Humanities)

Composer
Costume Designer
Comedian

3414A²

COMEDIAN



(Fine Arts
And Humanities)

Stage Hand
Composer
Costume Designer

3414A²

NEWSCASTER



(Communication
And Media)

Lineperson
Book Binder
Press Photographer

3414A²

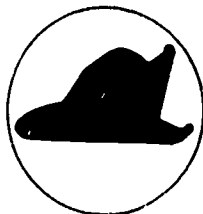
INVENTOR



(Business and Office)

Accountant
Order Clerk
Key Punch Operator

PARK RANGER



(Public Services)

Life Guard
Governor
Librarian

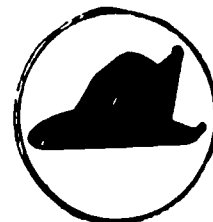
LIBRARIAN



(Public Services)

Life Guard
Park Ranger
Governor

LIFE GUARD



(Public Services)

Park Ranger
Governor
Librarian

KEY PUNCH OPERATOR



(Business and Office)

Inventor
Accountant
Order Clerk

SUBMARINE OPERATOR



(Marine Science)

Whaler
Fish Farmer
Aquanaut

WHALER



(Marine Science)

Fish Farmer
Aquanaut
Submarine Operator

3414A²

SWITCHER



(Transportation)

Merchant Marine
Bus Driver
Airport Manager

3414A²

MERCHANT MARINE



(Transportation)

Bus Driver
Airport Manager
Switcher

3414A²

BUS DRIVER



(Transportation)

Airport Manager
Switcher
Merchant Marine

3414A²

AIRPORT MANAGER



(Transportation)

Switcher
Merchant Marine
Bus Driver

3414A²

ORDER CLERK



(Business and Office)

Key Punch Operator
Inventor
Accountant

3414A²

ACCOUNTANT

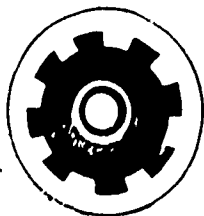


(Business and Office)

Order Clerk
Key Punch Operator
Inventor

3414A²

DIAMOND CUTTER

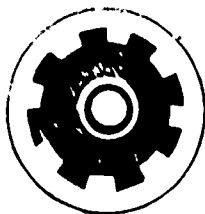


(Manufacturing)

Welder
Tool and Dye Maker
Factory Engineer

3414A²

WELDER

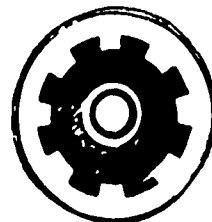


(Manufacturing)

Tool and Dye Maker
Factory Engineer
Diamond Cutter

3414A²

TOOL AND DYE MAKER

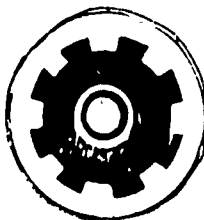


(Manufacturing)

Factory Engineer
Diamond Cutter
Welder

3414A²

FACTORY ENGINEER

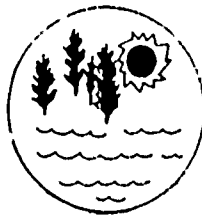


(Manufacturing)

Diamond Cutter
Welder
Tool and Dye Maker

3414A²

MINE INSPECTOR

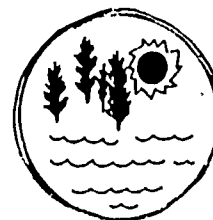


(Environment)

Forest Ranger
Meteorologist
Landscape

3414A²

LANDSCAPER

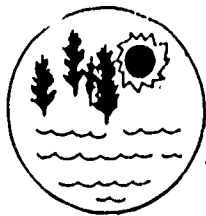


(Environment)

Mine Inspector
Forest Ranger
Meteorologist

3414A²

METEOROLOGIST

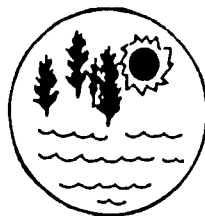


(Environment)

Landscaper
Mine Inspector
Forest Ranger

3414A²

FOREST RANGER



(Environment)

Meteorologist
Landscaper
Mine Inspector

3414A²

HOSPITAL ORDERLY



(Health)

Surgeon
Ambulance Driver
Dental Assistant

3414A²

SURGEON



(Health)

Ambulance Driver
Hospital Orderly
Dental Assistant

3414A²

AMBULANCE DRIVER



(Health)

Dental Assistant
Hospital Orderly
Surgeon

3414A²

DENTAL ASSISTANT



(Health)

Hospital Orderly
Surgeon
Ambulance Driver

CAREER CLUSTER MATCHING SHEET

Place the number of the Career Cluster symbol by the matching cluster title and by the matching jobs belonging to that cluster.

Cluster Titles

- ___ Public Service
 ___ Environment
 ___ Health
 ___ Business and Office
 ___ Marine Science
 ___ Transportation
 ___ Consumer and Homemaking
 ___ Manufacturing
 ___ Personal Services
 ___ Hospitality and Recreation
 ___ Marketing and Distribution
 ___ Fine Arts and Humanities
 ___ Agri-Business and Natural Resources
 ___ Communication and Media
 ___ Construction

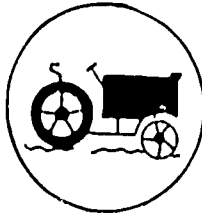
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9.



2.



10.



3.



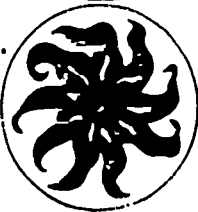
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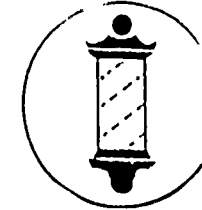
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12.



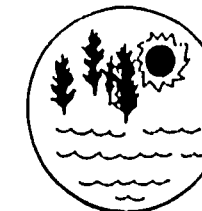
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13.



6.



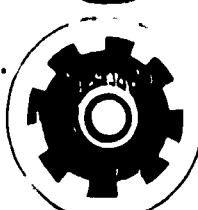
14.



7.



15.



8.

Jobs

- ___ Life Guard
 ___ Mason
 ___ Butcher
 ___ Composer
 ___ Newscaster
 ___ Landscaper
 ___ Surgeon
 ___ Accountant
 ___ Fish Farmer
 ___ Bus Driver
 ___ Child Care
 ___ Barber
 ___ Welder
 ___ Hotel Manager
 ___ Cashier
 ___ Forest Ranger
 ___ Hospital Orderly
 ___ Switcher
 ___ Aquanaut
 ___ Inventor
 ___ Fashion Designer
 ___ Minister
 ___ Restaurant Chef
 ___ Factory Engineer
 ___ Librarian
 ___ Stage Hand
 ___ Wheat Farmer

CAREER CLUSTER MATCHING SHEET

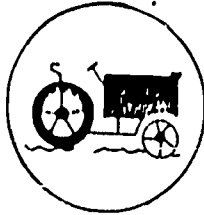
Place the number of the Career Cluster symbol by the matching cluster title and by the matching jobs belonging to that cluster.

Cluster Titles9 Public Service6 Environment13 Health14 Business and Office12 Marine Science3 Transportation1 Consumer and Homemaking15 Manufacturing5 Personal Services8 Hospitality and Recreation11 Marketing and Distribution10 Fine Arts and Humanities2 Agri-Business and Natural Resources7 Communication and Media4 Construction

1.



2.



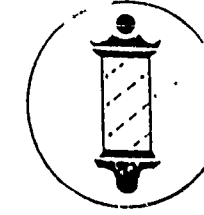
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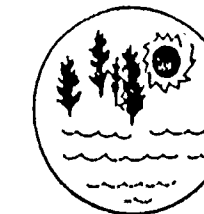
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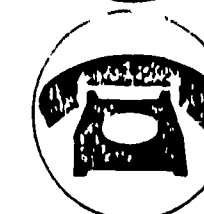
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6.



7.



8.



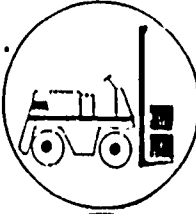
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10.



11.



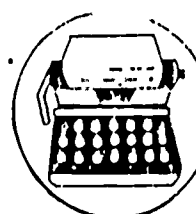
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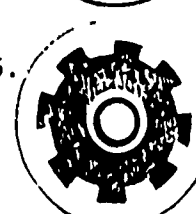
13.



14.



15.

Jobs9 Life Guard4 Mason2 Butcher10 Composer7 Newscaster6 Landscaper13 Surgeon14 Accountant12 Fish Farmer3 Bus Driver1 Child Care5 Barber15 Welder8 Hotel Manager11 Cashier6 Forest Ranger13 Hospital Orderly3 Switcher12 Aquanaut14 Inventor1 Fashion Designer5 Minister8 Restaurant Chef15 Factory Engineer9 Librarian10 Stage Hand

DIRECTIONS FOR GAME

The object of the game is to call for cards from the other players to complete the set of four cards for each Career Cluster. Each time a player completes a set of four cards, the player should lay the set down.

The job listed at the top of the card is the card's title. The jobs listed at the bottom of the card are the card titles the player needs to call for from the other players. The symbol in the middle of the card stands for the "career cluster" that all of the jobs listed belong in. The cards should be well shuffled. Deal out four cards to each player. The rest of the cards are placed face down in the center of the group. A chosen player begins by calling for a card from another player. If the caller gets the card he calls for, he takes another turn. If he doesn't get the card, he draws one card from the card stack in the center of the group. If the player draws the card he called for, he continues to play until he doesn't receive the card he calls for. The player to his left then begins his turn.

The game is over when all of the cards have been drawn from the stack. The player with the most sets of cards wins.

Language Arts: Word recognition
Social Studies: Categorizing information
Math: Establishing sets

3414B

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will compare and contrast the essential characteristics of the different occupational clusters.

PERFORMANCE OBJECTIVE:

Given a set of Worker Cards, the student will sort them out according to like job functions. After the student has sorted the cards into as few categories as possible, the student will label each of his "clusters" of workers and explain why he sorted them together into that "cluster".

MATERIALS:

- *Worker Cards (35)
- *"Sort Out Directions"
- Pencil
- Paper Label

PREPARATION:

Cut cards apart, laminate and place in a learning center.

PROCEDURE:

Place the cards with direction in a center or give them to a student for independent work. After the student has completed the categorizing of the cards, have him/her explain his/her category clusters and justify them to you.

EVALUATION:

Check the work done by the student and listen to his/her rationale for categorizing as he/she did. If the groupings do not seem to have any discreteness or logic, work with the student on establishing similarities and differences among different job functions.

"SORT OUT DIRECTIONS"

Sort out the Worker Cards into jobs that are alike or or similar. (For example, skiing and baseball might go together because they are both outdoor sports occupations.) Try to put the cards into as few categories as possible.

After you have finished sorting the cards, give each category of jobs a name or a label.

Language Arts: Listening, word recognition,
vocabulary development
Social Studies: Analyzing relationships
Math: Addition

3414C

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will analyze the relationships between the various occupational clusters and/or jobs within clusters.

PERFORMANCE OBJECTIVE:

Given a card with two occupations, the student will verbally relate how the two occupations depend on each other.

MATERIALS:

- *Career Ties Game Board
- *Career Ties Game Cards (40)
- *Career Ties Answer Key
- *Student Evaluation Sheet
- *Evaluation Answer Key
- *Dice
- Game Pieces (5)
- Paper and pencil to keep score

PREPARATION:

The Career Ties Game is designed for three to five students. Place the materials necessary to play the game in a learning center. Place the Career Ties Cards face down. Each player picks a token and puts it at the STARTING LINE. Each player throws the dice and moves his token the number of spaces shown on the dice. He draws the top Career Ties Card from the pile. The player must tell how the two workers on the card depend on each other. If the player names at least one correct relationship, he gets the number of points shown in the box where he landed. If he is incorrect, he remains where he landed, but receives no points. The correct answers are on the Answer Key. The used Career Ties Card is returned to the bottom of the deck. The next player throws the dice and the game continues. The game ends when the first player reaches the STARTING LINE, or when the allotted time ends.

PROCEDURE:

After the game is played, each student should be able to complete the Student Evaluation Sheet.

EVALUATION:

The students should be able to complete the Student Evaluation Sheet with 80% accuracy. Informally check their work.

3414C

DOCTOR

NURSE

1

3414C

LAWYER

JUDGE

2

3414C

ENGINEER

DRAFTSPERSON

3

3414C

TEACHER

PRINCIPAL

4

3414C

BOOKING AGENT

ACTRESS/ACTOR

5

3414C

IRRIGATOR

WHEAT FARMER

6

3414C

COPY EDITOR

PROOFREADER

7

3414C

ARCHITECT

CONTRACTOR

8

3414C

FOREST RANGER

LUMBERJACK

9

3414C

DENTIST

DENTAL ASSISTANT

10

3414C

SECRETARY

BUSINESS MACHINE SERVICER

11

3414C

MARINE CONSERVATIONIST

COMMERICAL FISHER

12

3414C

RAILROAD ENGINEER

SWITCHER

13

3414C

GROCERY STORE MANAGER

FOOD CHECKER

14

3414C

PRODUCTION MANAGER

MOVING MACHINE OPERATOR

15

3414C

MINISTER

MARRIAGE COUNSELOR

16

3414C

RECREATION DIRECTOR

SNOW SKI INSTRUCTOR

17

3414C

HOTEL MANAGER

MAITRE DE

18

3414C

COFFEE SHOP MANAGER

SHORT ORDER COOK

19

3414C

HOME ECONOMIST

RECIPE WRITER

20

3414C

INTERIOR DECORATOR

FABRIC CONSULTANT

21

3414C

FACTORY ENGINEER

SHIFT SUPERVISOR

22

3414C

LIFE GUARD

CAMP COUNSELOR

23

3414C

SOCIAL WORKER

JUVENILE CASEWORKER

24

3414C

POLICE DETECTIVE

POLICE CHEMIST

25

3414C

PLAYWRIGHT

ACTRESS/ACTOR

26

3414C

SET DESIGNER

STAGE HAND

27

3414C

MEAT PACKING PLANT MANAGER

BUTCHER

28

3414C

NURSERY OWNER

FLORIST

29

3414C

CATTLE AUCTIONEER

RANCHER

30

3414C

COMBINE OPERATOR

GRAIN ELEVATOR OPERATOR

31

3414C

BUILDING INSPECTOR

ELECTRICIAN

32

3414C

X-RAY TECHNICIAN

SURGEON

33

3414C

EXCAVATOR

MASON

34

3414C

REFINERY SUPERVISOR

GAS TESTER

35

3414C

T. V. ANNOUNCER

TELEVISION NEWSWRITER

36

3414C

COMPOSITOR

BOOK BINDER

37

3414C

CIVIL ENGINEER

DRAFTSPERSON

38

3414C

AIRPORT MANAGER

PILOT

39

3414C

WAREHOUSE SUPERVISOR

SHIPPING AND RECEIVING CLERK

40

344

CAREER TIES ANSWER KEY

1. Doctor - diagnoses and tells nurse what medication, tools, etc., are needed.
Nurse - performs tasks for doctor, acquires tools and gets patient ready for examination.
2. Lawyer - presents case.
Judge - presides over case.
3. Engineer - designs material
Draftsperson - draws up plans.
4. Teacher - carries out duties set up by principal.
Principal - sets up duties to be carried out by teacher.
5. Booking Agent - goes out and hunts up places where actress/actor can perform.
Actress/Actor - performs when and where agent has arranged.
6. Irrigator - installs equipment to water crops.
Wheat Farmer - grows and harvests wheat.
7. Copy Editor - reads over articles written by newsmen and makes changes needed.
Proofreader - makes sure there are no spelling or typesetting errors.
8. Architect - draws plans for buildings.
Contractor - person who employs the people who build bridges, buildings, and highways.
9. Forest Ranger - patrols the forests.
Lumberjack - cuts down and hauls trees.
10. Dentist - cares for the health of teeth and gums.
Dental Assistant - acquires tools, performs tasks for dentist and prepares patient for examination.
11. Secretary - performs office skills.
Business Machine Servicer - tends to the upkeep, and repairs machines.
12. Marine Conservationist - tends to the welfare and safety of marine life.
Commercial Fisher - catches seafood for a living.
13. Railroad Engineer - operates locomotive.
Switcher - directs railroad engines in terminals and routes.
14. Grocery Store Manager - tends to the general operation and business of a grocery store.
Food Checker - totals a customer's grocery bill on the cash register.
15. Production Manager - analyzes output and operation of manufacturing.
Moving Machine Operator - operates machinery.

16. Minister - person who is authorized to conduct religious services.
Marriage Counselor - person authorized to counsel married couples.
17. Recreation Director - plans and coordinates physical and social activities.
Snow Ski Instructor - teaches snow skiing.
18. Hotel Manager - supervises the business and services of a hotel.
Maitre De - supervises all the waiters and waitresses.
19. Coffee Shop Manager - supervises the business and services of a coffee shop.
Short Order Cook - prepares food orders of customers.
20. Home Economist - specializes in all phases of homemaking.
Recipe Writer - creates and tests different combinations of ingredients.
21. Interior Decorator - plans and sometimes carries out the decor of
rooms and buildings.
Fabric Consultant - advises people as to the use, availability,
endurance, etc., of fabrics.
22. Factory engineer - supervises the design and installation of systems
of personnel, materials, machinery and equipment.
Shift Supervisor - person responsible for the supervision of that
particular shift.
23. Life Guard - supervises activities and safety rules of a water
recreation area.
Camp Counselor - person responsible for the safety and welfare of
people at a camp.
24. Social Worker - person renders assistance to individuals and groups
with personal problems.
Juvenile Caseworker - person renders assistance to young people with
personal problems.
25. Police Detective - investigates and solves criminal cases.
Police Chemist - examines and gives reports on evidence.
26. Playwright - writes the script for plays.
Actress/Actor - person who takes part in a performance.
27. Set Designer - Designs the scenery for a production.
Stage Hand - performs tasks of arranging scenery, equipment, etc.,
for production.
28. Meat Packing Plant Manager - supervises the operation of slaughtering,
butchering, and general processing of a
meat packing plant.

Butcher - cuts animal carcass into specific pieces.
29. Nursery Owner - raises many types of plants and flowers.
Florist - designs floral pieces and sells plants and flowers.

STUDENT EVALUATION SHEET

DIRECTIONS: Draw lines from the end of the words on the left that have a relationship to the occupation on the right.

- | | |
|---------------------------|-------------------------|
| 1. COPY EDITOR | MAITRE DE |
| 2. HOTEL MANAGER | COMMERCIAL FISHER |
| 3. PRODUCTION MANAGER | PROOFREADER |
| 4. INTERIOR DECORATOR | MOVING MACHINE OPERATOR |
| 5. MARINE CONSERVATIONIST | FABRIC CONSULTANT |
| 6. NURSERY OWNER | GRAIN ELEVATOR OPERATOR |
| 7. COMBINE OPERATOR | PLAYWRIGHT |
| 8. EXCAVATOR | FLORIST |
| 9. ACTRESS/ACTOR | BOOK BINDER |
| 10. COMPOSITOR | MASON |

EVALUATION ANSWER SHEET

DIRECTIONS: Draw lines from the end of the words on the left that have a relationship to the occupation on the right.

- | | |
|---------------------------|-------------------------|
| 1. COPY EDITOR | MAITRE DE |
| 2. HOTEL MANAGER | COMMERCIAL FISHER |
| 3. PRODUCTION MANAGER | PROOFREADER |
| 4. INTERIOR DECORATOR | MOVING MACHINE OPERATOR |
| 5. MARINE CONSERVATIONIST | FABRIC CONSULTANT |
| 6. NURSERY OWNER | GRAIN-ELEVATOR OPERATOR |
| 7. COMBINE OPERATOR | PLAYWRIGHT |
| 8. EXCAVATOR | FLORIST |
| 9. ACTRESS/ACTOR | BOOK BINDER |
| 10. COMPOSITOR | MASON |

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters.

PERFORMANCE OBJECTIVE:

Given the "I'd Rather Be" sheet, the student will select an alternative for each item.

MATERIALS:

- Learning Activity #1
- *Career Cluster Decision Chart
- *Information Sheet
- Learning Activity #2
- *More or Less Game Cards (22)
- Learning Activity #3
- *Master Copy of "I'd Rather Be" (3 sheets)

PREPARATION:

Learning Activity #1 is designed for the entire class. You will need one Career Cluster Decision Chart and an Information Sheet.

Learning Activity #2 can be played with large or small groups. You will need a set of 22 cards.

Learning Activity #3 requires duplication of as many of the "I'd Rather Be" sheets as needed.

PROCEDURE:

Learning Activity #1 - Place Career Cluster Decision Chart where students can see it and explain that jobs can be put into various clusters. Let students choose jobs to learn about. The Information Sheet can be used to help them learn about the various jobs.

Learning Activity #2 - Place the More and Less Game Cards where students can see them. Remaining cards should be passed out in sets. Children receiving a set or sets should decide which he likes more and which less. The cards are placed under the More or Less Game Cards as children are called on.

Learning Activity #3 - Each child will be given the "I'd Rather Be" sheets and should follow the instructions given.

EVALUATION:

The students will be able to complete the "I'd Rather Be" sheet.
There will be no right or wrong answers.

ACTIVITY #1
Information Sheet for



Explanation of the Career Categories

Salary - Tells you the average pay per year, after the necessary Educational Requirements are met. Salaries for some careers will rise after a few years of experience in the career.

Educational Requirements

No high school - diploma not necessary
 High School - diploma generally required
 Formal training - apprenticeship, business or technical school, or junior college required
 Bachelor - one college degree required
 Graduate - master's or doctoral degree required

Job Location

Scattered - Jobs all over the United States
 Concentrated - jobs only in certain locations

Employment Outlook

Slow - few openings
 Moderate - more than few
 Favorable - job opportunities available
 Rapid increase - new positions developing every year
 Excellent - many openings in the near future

Compulearn Composite

Fair - will be a few disadvantages to this career
 Good - good facts outweigh the bad facts in this job
 Excellent - most aspects of this job are good

SERVICE

Barber

\$5000 - \$7000
 Formal training
 Scattered
 Slow
 Good

Librarian

\$7500 - 10,000
 Graduate work
 Scattered
 Favorable
 Good

Beauty Operator

\$7500 - 10,000
 Formal training
 Scattered
 Favorable
 Good

Teacher - Elementary

\$7000 - \$10,000
 Bachelor's degree
 Scattered
 Slow
 Good

HEALTH

Dentist

\$20,000 and above
Graduate work
Concentrated
Favorable
Excellent

Nurse

\$7000 - \$10,000
Formal training
Scattered
Rapid
Excellent

Psychologist

\$10,000 - \$60,000
Graduate work
Scattered
Excellent
Excellent

Dietician

\$7000 - \$10,000
Bachelor's degree
Scattered
Rapid
Excellent

Physician

\$20,000 and up
Graduate work
Scattered
Rapid
Excellent

Veterinarian

\$20,000 and up
Graduate work
Scattered
Favorable
Good

COMMUNICATION

Newspaper Reporter

\$5000 - \$7000
Bachelor's degree
Scattered
Favorable
Good

Radio/T.V. Announcer

\$7000 - \$10,000
High School
Scattered

Excellent

CONSTRUCTION

Architect

\$20,000 and up
Bachelor's degree
Scattered
Rapid
Good

Bricklayer

\$10,000 - \$20,000
Formal training
Scattered
Rapid
Excellent

Carpenter

\$10,000 - 20,000
Formal training
Scattered
Rapid
Excellent

Electrician

\$10,000 - \$20,000
Formal training
Scattered
Rapid
Excellent

Painter
 \$7000 - \$10,000
 Formal training
 Scattered
 Rapid
 Excellent

Plumber
 \$10,000 - \$20,000
 Formal training
 Scattered
 Rapid

TRANSPORTATION

Bus Driver
 \$7000 - \$10,000
 No high school
 Scattered
 Slow
 Excellent

Pilot
 \$10,000 - \$20,000
 High School Diploma
 Concentrated
 Rapid
 Good

Taxi Driver
 \$5000 - \$7000
 No high school
 Concentrated
 Rapid
 Good

Truck Driver
 \$10,000 - \$20,000
 No high school
 Scattered
 Moderate
 Excellent

NATURAL RESOURCES

Farmer (Dairy)
 \$10,000 - \$20,000
 No high school
 Concentrated
 Slow
 Good

Forest Ranger
 \$6000 - \$10,000
 Bachelor's degree
 Scattered
 Moderate
 Good

I'D RATHER BE

1. A person working on a woman's hair.
A person talking to a patient.
2. A person driving a bus.
A person writing on a piece of paper who is watching the Indianapolis 500.
3. A person in a plane.
A person hammering on the frame of a house.
4. A person painting a house.
A person working on someone's teeth.
5. A person writing on a chalkboard.
A person with a herd of cows.
6. A person in a forest ranger suit standing by a parked car in a forest area.
A person who works in a library.
7. A person on a plow.
A person talking into a microphone.
8. A person driving a truck.
A person giving a dog a shot.
9. A person with a plunger working on a kitchen sink.
A person in a nurse's uniform holding a child.

Look over each of the following sets. For each set, which one would you rather be? Circle your choice.

I'D RATHER BE

1.



BEAUTY OPERATOR

OR



PSYCHOLOGIST

2.



BUS DRIVER

OR



NEWSPAPER REPORTER

3.



PILOT

335

OR



CARPENTER

4.



PAINTER

OR



DENTIST

5.



TEACHER

OR



DAIRY FARMER

6.



FOREST RANGER

OR



LIBRARIAN

7.



RADIO ANNOUNCER

8.

3414 D



TRUCK DRIVER



VETERINARIAN

OR

9.



PLUMBER



NURSE

OR

Career Education Curriculum Consortium
July 1974

GENERALIZATIONS AND OBJECTIVES

1. People work for various rewards and satisfactions
 - A The student will identify a variety of reasons why people work
 - B The student will compare reasons why people work in different situations
 - C The student will analyze the behaviors of workers and infer why they are working
 - D The student will evaluate his/her own reasons for working in given settings

2. Education and training are required for most work
 - A The student will identify the formal and informal educational requirements for specific occupations and identify the educational resources available to help him/her prepare for work
 - B The student will compare and contrast the educational requirements for different occupations as well as the educational resources available for preparing for certain occupations
 - C The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations
 - D The student will evaluate the educational options available in relation to his/her personal objectives and needs

3. Specialization results in interactions and interdependencies among workers
 - A The student will identify different work roles and their interrelatedness in given specialized work situations
 - B The student will compare and contrast the types of interdependencies in given specialized work situations

CONCEPTS

respect
pride
money
social (family, peer, community) pressure
security
grades/points
recognition
prestige
enjoyment

formal education
informal education
skills
apprenticeships
internships
community resources
accreditation/
credentials
continuous learning

specialization
interdependence
roles
technology
productivity
division of labor
synergism

CONCEPTS

GENERALIZATIONS AND OBJECTIVES

C The student will analyze the interdependent roles and interrelationships in given specialized work settings

D The student will evaluate the degree of specialization best suited to himself/herself and or a specific work setting

D The student will evaluate the effects of specialized roles on a whole product, process, or interaction

4. Different occupations require different abilities, skills, and interests

A The student will identify some universal abilities, skills, and interests required for engaging in successful work activities

A The student will identify specific abilities, skills, and interests required for specific occupations

B The student will compare the abilities, skills, and interests required for the different occupations

C The student will analyze the work of different occupations and infer the different abilities, skills, and interests required for successful performance in those occupations

D The student will evaluate his/her own abilities, skills, and interests in relation to different occupational opportunities

5. Career development is a life-long process

A The student will identify the determinants of career development

B The student will compare and contrast determinants as they affect individuals in their career development

C The student will analyze a career path in relation to its determinants

D The student will evaluate and select the determinants that will positively affect his/her own career path

basic job acquisition skills (job finding, application, interviewing, etc.) abilities
interests skills

family
peers
community
personal evolution
job changes
exploration
avocations
luck / chance
adaptation
vocations
interests
sex
education
values
abilities

GENERALIZATIONS AND OBJECTIVES

6. Each person is valuable and can be a worthwhile worker
- A The student will identify the positive contributions made by himself/herself and/or others in a given work setting
 - B The student will compare and contrast the different contributions made by different individuals in a given work setting
 - C The student will analyze, in a given work setting, the variety of contributions made by all individuals involved
 - D The student will evaluate the effect that one person (self or other) has on a given groups interaction or task
7. Every occupation contributes to society
- A The student will identify the contributions of different occupations to society
 - B The student will compare and contrast the contributions made by different occupations to society
 - C The student will analyze the contributions made to our society by specializations within the economy.
 - D The student will evaluate which occupations would be needed to achieve certain objectives
8. A person may be suited for several different occupations, and different levels of performance in that occupational area
- A The student will identify a cluster of occupations that require similar skills.
 - A The student will identify the range of performance, competence, and responsibility in different occupational areas
 - B The student will compare and contrast the range of performance and responsibility in given occupations
 - D The student will evaluate his/her opportunities in relation to potential and capacities

CONCEPTS

self worth
dignity
individual contribution
individual potential

goods
services
public welfare
interdependence
dignity of all workers
planning
public sector of economy
private sector of economy

skills
abilities
interests
adaptability
competence
responsibility
potential
personal goals

GENERALIZATIONS AND OBJECTIVES

9. Choice of career usually involves an optimization of greater and lesser needs
- A The student will identify the components (positive and negative aspects) of a career-related decision
- B The student will compare and contrast the consequences of different career decisions
- C The student will analyze the components of a career-related decision in terms of projected consequences
- D The student will evaluate the alternatives in a career-related decision to produce an optimal decision in relation to his/her personal needs, values, and aspirations
10. Getting along with people is an important part of a successful career
- A The student will identify some human relations and communication skills that are important to a successful career
- B The student will compare and contrast the settings in which specific human relations and communication skills are most appropriate for productive results
- C The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results
- D The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings
11. Different job functions require different clothing, equipment, instruments, and/or tools
- A The student will identify the clothing, equipment, instruments, and/or tools related to different occupations
- B The student will compare and contrast the different functions of different clothing, tools, equipment, and instruments in a variety of occupations

CONCEPTS

self
work
leisure
family/peers
citizenship
goal selections
risk-taking
decision-making
relative values
Individual responsibilities
consequences
career planning

human relations skills
communication skills
respect
empathy

specialization
clothing
tools
equipment
technology

GENERALIZATIONS AND OBJECTIVESCONCEPTS

- : The student will analyze an occupational task and determine the clothing, tools, equipment, and/or instruments necessary for those tasks
- : The student will evaluate the efficiency and effectiveness of different clothing, tools, equipment, and/or instruments for different occupational tasks

12. Geography and environment influence the world of work

economic resources
natural resources
culture/history
technology

- A The student will identify the geographic and environmental factors that are in operation in a given setting
- B The student will compare different sets of geographic and environmental factors in relation to the kinds of occupational opportunities found
- C The student will analyze geographic and environmental factors and infer the kinds of work available or desirable there
- D The student will evaluate the potential of a geographic and environmental setting as it relates to personal occupational aspirations and potential

13. Changing social and technological conditions affect careers and career opportunities

social change
technological change
civil rights
laws/enforcement
mobility
"progress"
history
cultural mores
supply and demand

- A The student will identify how career patterns change and the social and technological factors inherent in those changes
- B The student will compare and contrast the effects of different technological and social factors on careers
- C The student will analyze the effects of specific technological and social changes on a particular settings and its occupants
- D The student will evaluate the worth and merit of particular technological and social changes as they relate to his/her own career and to the total community

GENERALIZATIONS AND OBJECTIVES

14. Different occupations are related in many ways
- A The student will identify the different occupational clusters, and the jobs withing those clusters
 - B The student will compare and contrast the essential characteristics of the different occupational clusters
 - C The student will analyze the relationships between the various occupational clusters and/or jobs within clusters
 - D The student will evaluate his/her own abilities, interests, and skills in relation to the occupational clusters

CONCEPTS

career clusters
career functions
interdependence

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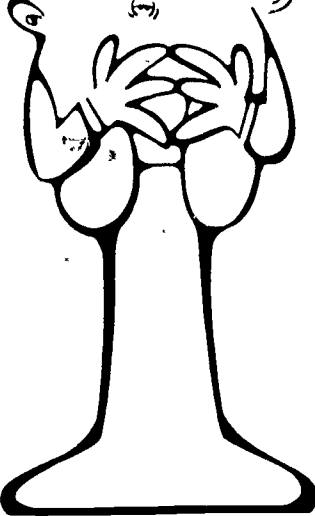
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PROBLEM



ANY WEHELP

THE FEEDBACK SYSTEM

As with any new curriculum we anticipate some problems. In order for the CEAK program to be successful in the future we must have a means for revising the materials after the field test--hence, this feedback system.

You are the key to the system. As the person utilizing the kit you are the only one who can assess the kit's value for your students. Without your feedback, upgrading the materials will be impossible.

The check list on the following page is designed to gather pertinent information in the least amount of time. We estimate a maximum of 5 minutes per check list. Please complete one check list for each coded activity.

After completing the check list, insert it in the miscellaneous section of your handbook. Periodically during the field test, the check lists will be gathered and tabulated. At the end of the field test we will use your suggestions to revise the CEAK program for district wide dissemination.

If problems occur that require immediate attention, we want to help. When you need help call:

Ken Best
Coordinator, Career Education
268-7845 office
684-5931 home

CEAK Feedback System

Teacher Check List

Teacher _____	School _____
Activity Code _____	Grade _____

Directions: Place a check mark where appropriate. When specific information is requested please be as concise as possible.

1. How much time was required to prepare for the activity?

- | | |
|---|---|
| <input type="checkbox"/> no advance preparation | <input type="checkbox"/> up to 15 minutes |
| <input type="checkbox"/> 15 to 30 minutes | <input type="checkbox"/> 30 to 45 minutes |
| <input type="checkbox"/> 45 to 60 minutes | <input type="checkbox"/> more than 60 minutes |

2. Can you suggest ways to shorten the preparation time? _____

3. How much time was required to teach this activity?

- | | |
|---|---|
| <input type="checkbox"/> up to 15 minutes | <input type="checkbox"/> 30 to 45 minutes |
| <input type="checkbox"/> 15 to 30 minutes | <input type="checkbox"/> 45 to 60 minutes |
| <input type="checkbox"/> more than 60 minutes | |

4. Please circle the number below that best indicates the students' response.

- | | | | | |
|---------------------------|------------------|-------------------------------|---|---|
| Inattentive
Boxed-Dull | About
Average | Attentive and
Enthusiastic | | |
| 1 | 2 | 3 | 4 | 5 |

5. Please identify why the children did or did not enjoy the activity. _____

6. Was the vocabulary in the activity:

Too Difficult		At the Student's Level		Too Easy
1	2	3	4	5

7. Please identify vocabulary that was:

Too Difficult

Too Simple

8. Were the materials provided for the activity:

Poor		Fair		Excellent
1	2	3	4	5

9. Can you identify reasons why the materials were particularly effective or ineffective?

10. Were the directions for this activity:

unclear/confusing		OK		very clear and direct
1	2	3	4	5

11. If unclear please identify.

12. Please include any other information you think will be helpful.
