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ABSTRACT

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 5-6 are 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 for developing the student's thought processes: (1) identify--activities requiring recognition from the students, (2) compare/contrast--activities providing 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 judgments about the concepts in the career generalization. The CEAK information sheets are presented for seven subject areas: language arts (14 activities), art (two activities), interdisciplinary (four activities), mathematics (eight activities), physical education (one activity), science (one activity), and social studies (24 activities). Each activity guideline includes a career generalization, career objectives). Each 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, and a teacher check list for the feedback system. (Author/EC)

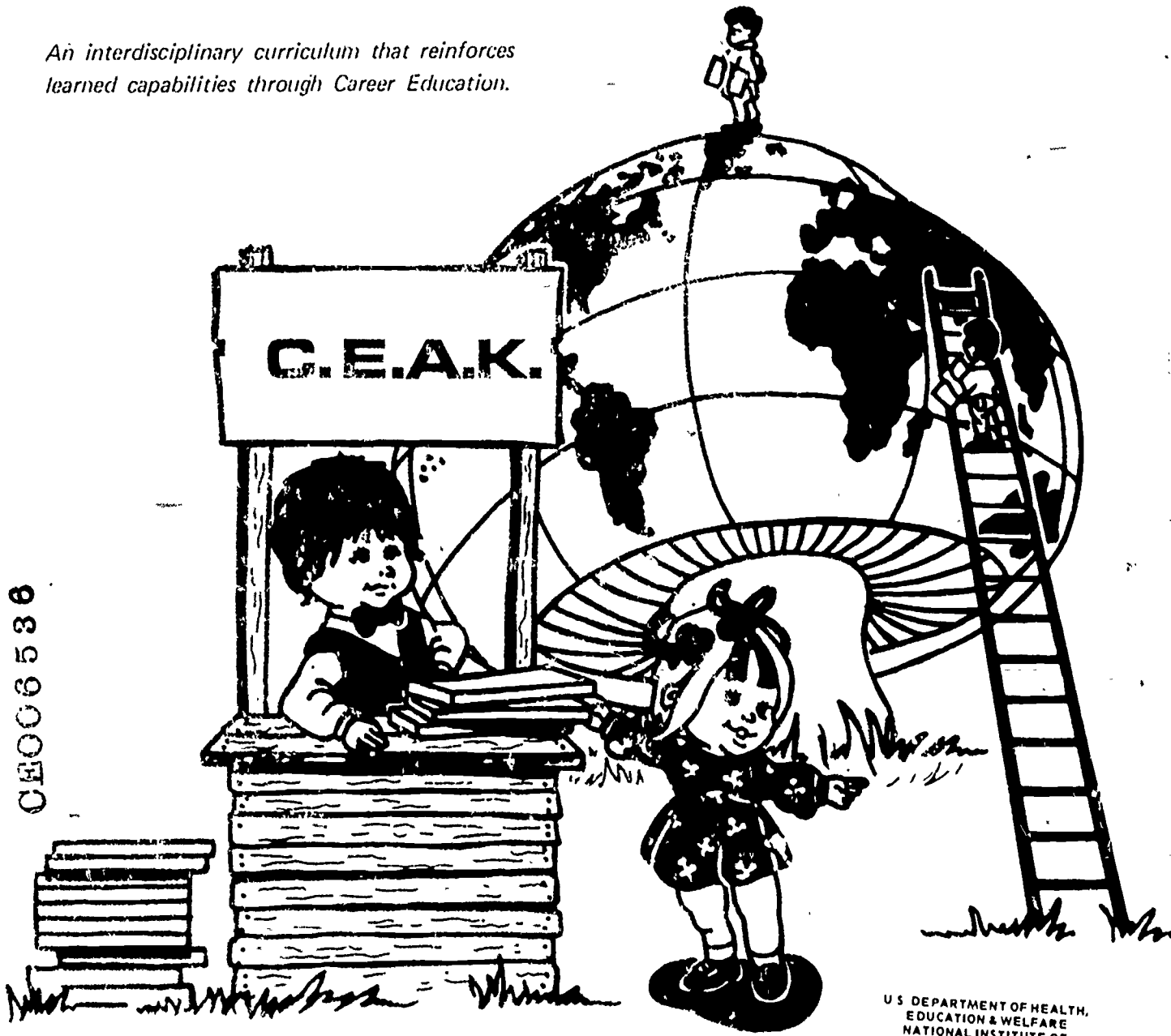
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# CAREER EDUCATION ACTIVITY KIT

5-6

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



CH006536

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

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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## 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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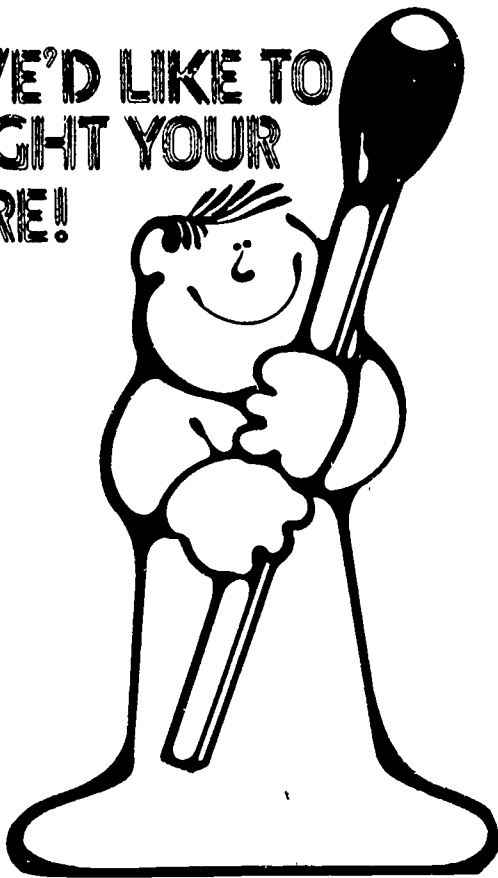
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WE'D LIKE TO  
LIGHT YOUR  
FIRE!



## 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.

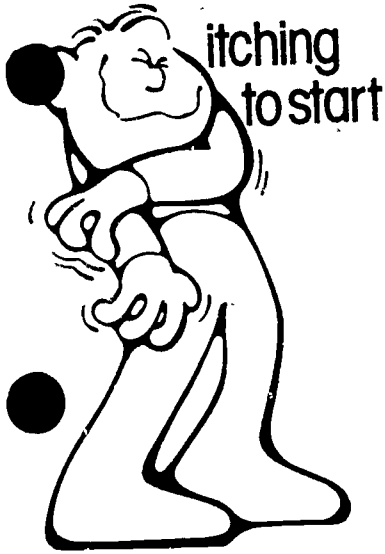
The philosophy guiding CEAK development was based on the premise that teachers generally do not have time to make hands-on activities that are suggested in standard curriculum guides. Therefore, the materials required in each CEAK activity are provided in the kit. If the activity is a game, then the 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	01 08	A - identify
3-4	02 09	B - compare/contrast
5-6	03 10	C - analyze
	04 11	D - evaluate
	05 12	
	06 13	
	07 14	

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.

For more information  
please contact:

Mr. Kenneth Best

640 N. Emporia

Wichita, KS. 67214

(316) 268-7845

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

After gathering data on interview forms, the students will identify at least three reasons why people of various occupations work.

MATERIALS:

- \*Interview form
- \*Copy of Tips on Interviewing
- Pencil or ballpoint pen

PREPARATION:

Duplicate three copies of the interview form and one copy of Tips on Interviewing for each student.

PROCEDURE:

Tell students that in given time period (e.g. one week) each is to interview a minimum of three individuals from various occupations. Distribute and explain Tips on Interviewing and the Interview Form, being sure that students understand procedures.

Instruct the students to keep their completed interview forms for use in another activity.

EVALUATION:

After completing the interviews, have students orally tell the class three reasons why people work without referring to their interview sheets.

## INTERVIEW FORM

Date of Interview: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

1. Occupation: \_\_\_\_\_

2. What is the exact title of your job? \_\_\_\_\_  
\_\_\_\_\_

3. How long have you been on this job? \_\_\_\_\_

4. What are the duties of your job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How much formal education is required? \_\_\_\_\_  
\_\_\_\_\_

6. Please don't tell the amount--but is the pay good? \_\_\_\_\_ Is the starting pay for this job considered good? \_\_\_\_\_ Is the maximum pay good? \_\_\_\_\_

7. What are some "fringe" benefits in your job? \_\_\_\_\_ paid vacation  
\_\_\_\_\_ health insurance \_\_\_\_\_ sick leave others: \_\_\_\_\_  
\_\_\_\_\_

8. Choose and rank five of the following reasons to tell why you do your job:

_____ to earn a living	_____ for respect	_____ for competition
_____ to obtain luxuries	_____ for prestige	_____ for personal pride
_____ to accumulate money	_____ for security	_____ for freedom
_____ to help others	_____ for power	_____ for health

Others: \_\_\_\_\_

9. What are some of the most satisfying aspects of your job? \_\_\_\_\_  
\_\_\_\_\_

10. What aspects of your job do you like the least? \_\_\_\_\_  
\_\_\_\_\_

## TIPS ON INTERVIEWING

1. Inform the person being interviewed that this is a required school assignment, but the identity of all respondents will be kept anonymous.
2. Be friendly and courteous during the interview.
3. Skip any question a respondent hesitates to answer. After you have covered all questions, go back to blank areas. If respondent still doesn't wish to answer, forget it.
4. Be sure to clarify any responses that seem unclear or incomplete to you.
5. Be absolutely CERTAIN you thank your respondent for his participation.

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given small group situation, students will compare individual interviews on why people work.

MATERIALS:

- \* Comparison of interviews chart
- Completed interview forms (from the previous activity)

PREPARATION:

Have one Comparison Chart duplicated for each of four-five small groups. Tell students to have their completed interview forms available for the activity.

PROCEDURE:

Divide the class into random groups of four or five students, with a recorder appointed for each group. Students are, in turn, to share interview information with the group, allowing time for recorder to take down information.

EVALUATION:

Check group response sheets for comparison of reasons. Post sheets for students' view.



COMPARISON OF INTERVIEWS

5601B

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reasons Why People Work															
1. To earn money															
2. To obtain luxuries															
3. To accumulate money															
4. To help others															
5. For respect															
6. For prestige															
7. For security															
8. For power															
9. For competition															
10. For personal pride															
11. For freedom															
12. For health															
13.															
14.															
15.															

1. Fill in occupation of respondent in the top blank spaces (numbered 1-15).
2. Record the rank of reasons why they do their job.
3. After all the interview results have been recorded, tally and determine what reasons were given most frequently for working:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 least frequently? 4. \_\_\_\_\_ 5. \_\_\_\_\_

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

After gathering data on a television character in a work situation, the student will rank in order the reasons he/she thinks that character is working.

MATERIALS:

\*Activity sheet - "Why People Work"  
Pencils

PREPARATION:

Duplicate an Activity Sheet for each student.

PROCEDURE:

Distribute the Activity Sheets. Explain that in given time period (e.g. one week), each student is to watch a Television program and complete the Activity Sheet in order to analyze a specific character's behaviors, and to infer reasons why the character works. Caution students to note carefully the conversation, facial expressions, gestures and actions of the character.

EVALUATION:

Check to see that the behaviors the student describes seem to match the inferred reasons for working.

ACTIVITY SHEET - WHY PEOPLE WORK

1. Name of Television show: \_\_\_\_\_
2. Name of Television character: \_\_\_\_\_
3. Occupation of Television character: \_\_\_\_\_

4. Write a short paragraph (four-five sentences) explaining the situation in which you observed the Television character working. Describe as accurately as possible his/her actions, conversations, expressions, and gestures.

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5. After observing the Television character's behavior, rank 1,2, 3 the reasons why you feel the person is doing their job.

___ to earn a living	___ for respect	___ for competition
___ to obtain luxuries	___ for prestige	___ for personal pride
___ to accumulate money	___ for security	___ for freedom
___ to help others	___ for power	___ for health

others: \_\_\_\_\_

CAREER GENERALIZATION:

People work for various rewards and satisfactions

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

After he has heard the song, "A Job of Work," the pupil is given the worksheet. He will complete with 100% accuracy the answers to the questions about the singer's expressed attitudes toward work.

MATERIALS:

- \*(Tape) from Tom Paxton's "Ramblin-Boy" Album--"A Job of Work"
- \*Worksheet for each student
- \*Answer Key
- Pencil

PREPARATION:

List on board elicited pupil responses how people feel about work.

Reproduce as many worksheets as required.

PROCEDURE:

Ask pupils to listen to the song to find the singer's attitude toward work. Hand out work sheets and instruct pupils to quote from song. Play song again, and twice, if pupils require it.

EVALUATION:

The student should be able to complete the worksheet with 100% accuracy. Informally discuss the attitudes named in the song and effects on the worker.

## Tom Paxton's "Ramblin-Boy" Album--"A Job of Work" Worksheet

Listen to the song. Quote from song the phrases that reveal the following attitudes.

1. Pride
2. Peer group awareness
3. Head of family responsibility
4. Attitudes on charity
5. Liking of work
6. Steadfastness

## ANSWER KEY

1. "Do it well"
2. "Don't want friends to see me there" (free food line)
3. "When I can't feed family, feel like hell"  
"Got to raise his family"
4. "Government man said it was all right"  
"Feed family - with job"  
"Don't want to seem ungrateful or mean"
5. "Like to work"  
"Until I die"
6. "Born here and never will go on"

CAREER GENERALIZATION:

People work for various rewards and satisfactions.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given set of newspaper want ads, students will select 2-3 positions to apply for and will list his/her reasons for applying for those.

MATERIALS:

Sufficient number of classified newspaper ads.  
Paper and pencil or ballpoint pen.

PREPARATION:

Gather newspapers.

PROCEDURE:

Explain that students are to peruse the want ads, choose three ads for jobs that appeal to them, and write two or three reasons why these particular working situations appeal to them. Give an example to clarify the activity. Refer to what they have learned about why other people select particular jobs.

EVALUATION:

Check the work done by student and listen to his/her rationale for evaluation reasons for working in given situations.

## 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:

Given a "Why I Work" worksheet, the student will check his/her own reasons for working in given settings. There are no right or wrong answers.

## MATERIALS:

- \*"Why We Work" discussion guide
- \*Favorite Work" activity sheet.
- \*"Why I Work" worksheet

## PREPARATION:

These activities are designed for the entire class.

## PROCEDURE:

Guide the children in a group discussion of why we work in given settings, such as school, home, on a given job and at play. Be sure they are familiar with the concepts and terms listed on the discussion sheet.

Give directions and pass out the "Favorite Work" activity sheet for children to do.

Next pass out the "Why I Work" worksheets and explain to the children what they are to do.

## EVALUATION:

The children will complete Activity 3. There are no right or wrong answers. Discuss their answers with them.



## "WHY WE WORK" DISCUSSION GUIDE

Group discussion of why we work in given settings, such as at school, home, on a given job, and at play.

### Information Sheet - Activity #1

#### Concepts to be developed:

respect

pride

money

social (family, peer, community) pressure

security

grade/points

recognition

prestige

enjoyment

FAVORITE WORK

Activity #2

1. My favorite job at home

0

2. My favorite job at school

3. My favorite job at work

4. ME - working at play

## WHY I WORK

## Activity #3

Check your answer or answers for each question. You may check the same answer for different questions.

1. Why do you work at school?

\_\_\_ grades

\_\_\_ friends' approval

\_\_\_ to please myself

\_\_\_ to please parents

2. Why do you work at home?

\_\_\_ to learn how to do things

\_\_\_ money

\_\_\_ pleasure

3. Why do you work on a given job?

\_\_\_ competition

4. Why do you work at play?

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 and identify the educational resources available to help him/her prepare for work.

PERFORMANCE OBJECTIVE:

Given some educational requirements for jobs, the student will be able to match some jobs that require the specified amount of training, with at least 85% accuracy.

MATERIALS:

- \*Run for Your Life" game directions
- \*Game board "Run for Your Life"
- \*6 game cards, each bearing the name of a job
- \*4 Roadrunner markers
- \*"Run for Your Life" answer key
- \*1 die

PREPARATION:

Cut out the game cards. Place the game in a learning center. Place the directions for playing either by the game or on the back of the game board.

PROCEDURE:

Briefly discuss with the students the education requirements for the jobs referred to in the game. Explain the game directions and allow students to play.

EVALUATION:

Observe to see that each student correctly plays five out of seven cards. If a student does not correctly play five of the seven card plays, he should play the game again or engage in another activity having a similar objective.

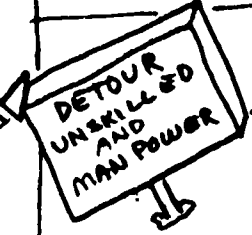
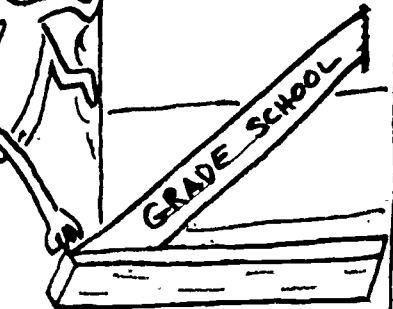
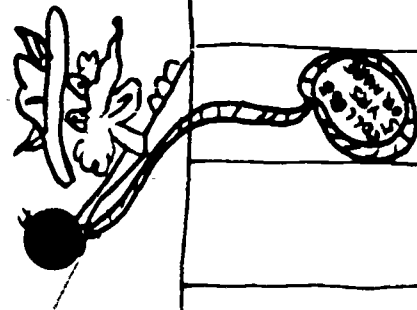
## "RUN FOR YOUR LIFE" GAME DIRECTIONS

1. Four players are required for this game.
2. Deal eight job cards to each player. Place the remaining cards at the top of the game board, leaving one card face up.
3. Play begins when the first player rolls the dice to see how many spaces he will move his Roadrunner marker. If the player must cross one of Wile's traps to move the correct number of spaces, he must play a card bearing the title of a job with the minimum education requirement listed on the space.

Do not play a card with a job title that requires more education or training. Refer to the answer sheet for correct responses after play is made. If an incorrect answer is given, the player may not move the number of spaces indicated on the die. If the player does not have a card which applies to the requirement, discard one card and draw from the stack of free cards.

4. Other players can use this traded card, provided it is the top card on the discard stack.
5. The first player to reach the finish line with the least number of cards left wins.

FINISH



START

5602A

AUTO MECHANIC

5602A

WELDER

5602A

CARPENTER

5602A

CABINET MAKER

5602A

INDUSTRIAL SEWING  
MACHINE OPERATOR

5602A

AIRCRAFT MECHANIC

5602A

REFRIGERATOR  
REPAIRER

5602A

RADIO REPAIRER

5602A

DRAFTSPERSON

5602A

5602A

5602A

REPORTER

DIETICIAN

LAB TECHNICIAN

5602A

5602A

5602A

PARK RANGER

OCCUPATIONAL  
THERAPIST

PURCHASING AGENT

5602A

5602A

5602A

SOCIAL WORKER

TEACHER

LIBRARIAN



5602A

5602A

5602A

SHORT ORDER COOK

FARM LABORER

CAR WASH WORKER

5602A

5602A

5602A

CADDIE

BUS BOYS

GROCERY BAGGER

5602A

5602A

5602A

WAITPERSON

HIGHWAY MAINTENANCE  
WORKER

5602A

5602A

5602A

DENTAL ASSISTANT

MEDICAL ASSISTANT

DENTAL HYGENIST

5602A

5602A

5602A

COURT RECORDER

STORE MANAGER

LEGAL SECRETARY

5602A

5602A

5602A

BANK OFFICER

SURVEYOR

5602A

SALES CLERK

5602A

TEACHER AIDE

5602

STOCK CLERK

5602A

CAMP COUNSELOR

5602A

LIFEGUARD

5602

NURSES' AIDE

5602A

LIBRARY ATTENDANT

5602A

TYPIST

5602A

RECEPTIONIST

5602A

5602A

560

PAPER CARRIER

BABY SITTER

DISHWASHER

5602A

5602A

5602

HOUSEKEEPER

DOG WALKER

LAWN MOWER

5602A

5602A

5602A

SNOW SHOVELER



5602A



5602A



5602A



5602A



5602A



5602A



## "RUN FOR YOUR LIFE"

## ANSWER KEY

GRADE SCHOOL

paper carrier  
 babysitter  
 dishwasher  
 housekeeper  
 dog walker  
 lawn mower  
 snow shoveler

UNSKILLED

short order cook  
 farm laborer  
 car wash worker  
 caddie  
 bus boy  
 grocery bagger  
 waitperson  
 highway maintenance worker

HIGH SCHOOL

sales clerk  
 teacher aide  
 stock clerk  
 camp counselor  
 lifeguard  
 nurse's aide  
 library attendant  
 typist  
 receptionist

JUNIOR COLLEGE

dental assistant  
 medical assistant  
 dental hygienist  
 court recorder  
 store manager  
 legal secretary  
 bank officer  
 surveyor

TRAINING BEYOND HIGH SCHOOL

auto mechanic  
 welder  
 carpenter  
 cabinet maker  
 industrial sewer (machine operator)  
 aircraft mechanic  
 refrigerator repairer  
 radio repairer  
 draftsman

FOUR YEAR COLLEGE

reporter  
 dietician  
 lab technician  
 park ranger  
 occupational therapist  
 purchasing agent  
 social worker  
 teacher  
 librarian

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 for preparing for certain occupations.

PERFORMANCE OBJECTIVE:

Given a number of career titles, the student will select appropriate educational/training options for those careers with 80% accuracy.

MATERIALS:

- \*Educational Training labels
- \*Career title cards (3 each of 33 titles)
- \*Answer key
- Box with 16 dividers

PREPARATION:

- Obtain a box with at least 16 divided sections
- Arrange labels of schools in numerical order on the box sections

PROCEDURE:

"Job Route"

1. This activity requires two players.
2. One player is designated the postal employee, and the other player is the postal inspector.
3. The postal employee is to read each job title card and place the card in the proper educational training section of the box.
4. There are 3 copies of each job title, which means that some job titles may be placed in 3 different educational sections in the box, or in only one section. Put the extra cards not filed in the section labeled extra cards.
5. After the postal employee has classified all cards, the postal inspector uses the Answer Key to evaluate the employee's performance.
6. The inspector should place correct responses in one stack and incorrect ones in another.

**EVALUATION:**

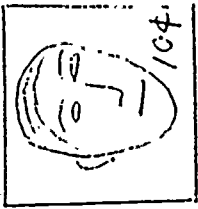
The student should classify the career cards with 80% accuracy. Not more than 20 should be in the incorrect stack after the postal inspector has evaluated the player. If this is not achieved, the player must play again or observe the inspector as he assumes the employee's role.



## EDUCATION/TRAINING LABELS

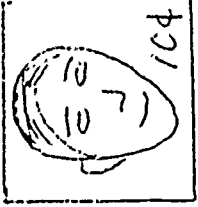
5602B On the Job Training	1	5602B Baker School of Broadcasting	2	5602B Pat's Cosmology School	3
5602B Military Training	4	5602B Danville Junior College	5	5602B Fairmount University	6
5602B Freeman Technical Institute	7	5602B Smithfield Business College	8	5602B Foreman Vocational Training School	9
5602B Barkley Medical Assistant's School	10	5602B Ridgefield Finishing School	11	5602B Compton Computer Programming School	12
5602B Rayburn School of Nursing	13	5602B Rolland Public High School	14	5602B Manning Correspondence Schools	15
5602B Extra Cards	16				

5602B



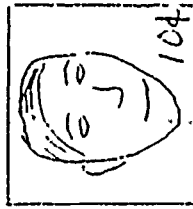
Bank Teller

5602B



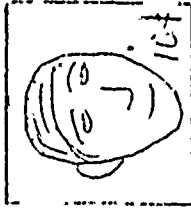
Bank Teller

5602B



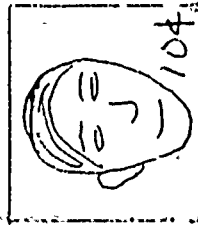
Bank Teller

5602B



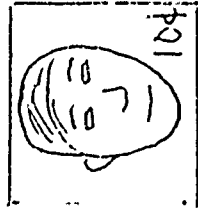
Medical Assistant

5602B



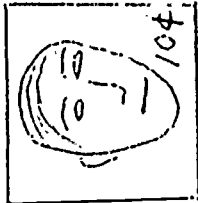
Medical Assistant

5602B



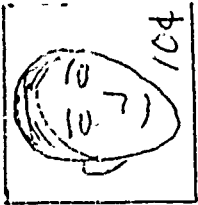
Medical Assistant

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Beauty Consultant

5602B



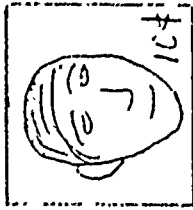
Beauty Consultant

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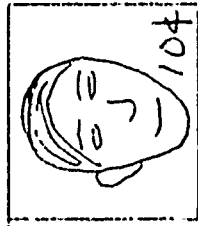
Beauty Consultant

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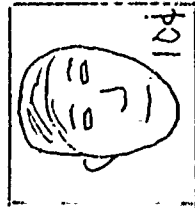
Service Station Attendant

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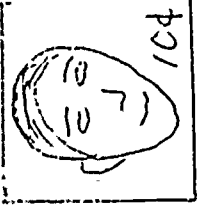
Service Station Attendant

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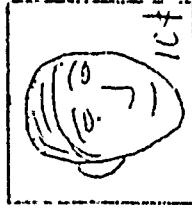
Service Station Attendant

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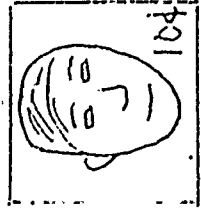
Novelist

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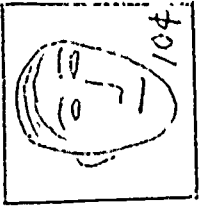
Typist

5602B



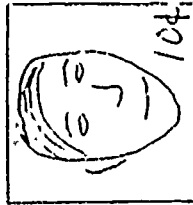
Typist

5602B



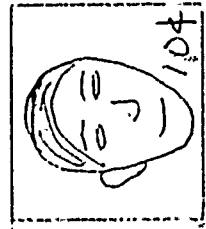
Novelist

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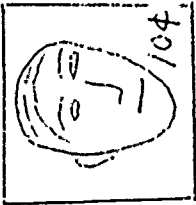
Novelist

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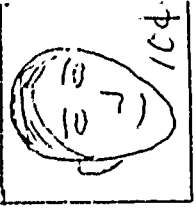
Typist

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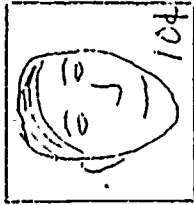
Draftsperson

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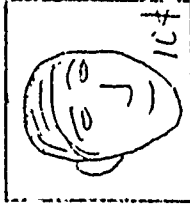
Draftsperson

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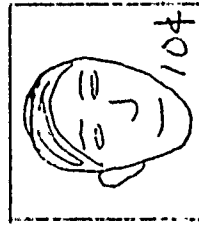
Draftsperson

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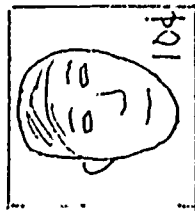
Teacher

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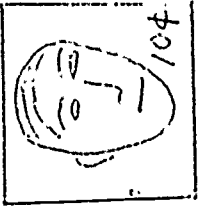
Teacher

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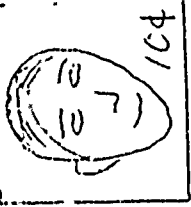
Teacher

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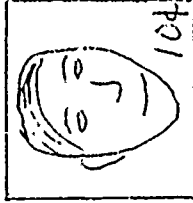
Real Estate Salesperson

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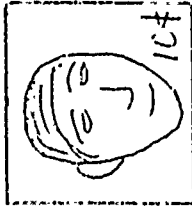
Real Estate Salesperson

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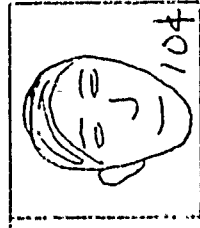
Real Estate Salesperson

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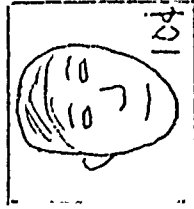
Deliverer

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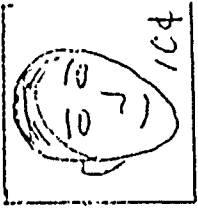
Deliverer

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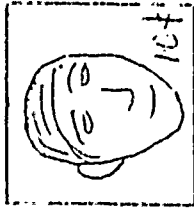
Deliverer

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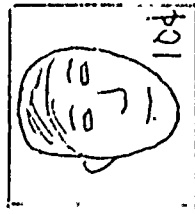
Carpenter

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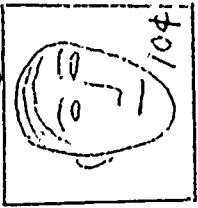
Manicurist

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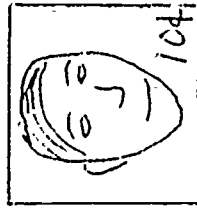
Manicurist

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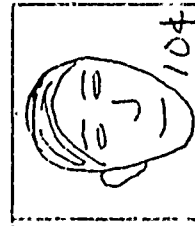
Carpenter

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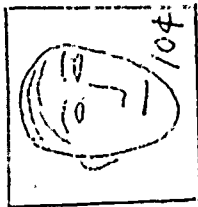
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Manicurist

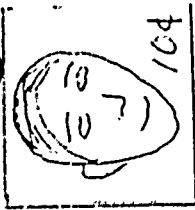
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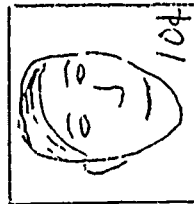
Lawyer

Lawyer

5602B



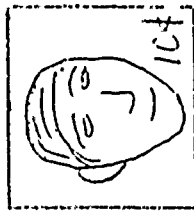
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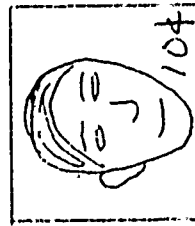
Lawyer

Graphic Designer

5602B



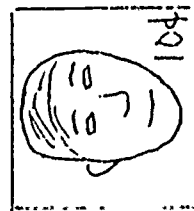
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Graphic Designer

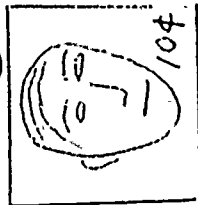
Graphic Designer

5602B



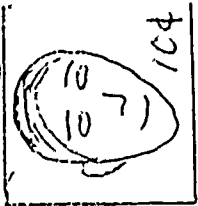


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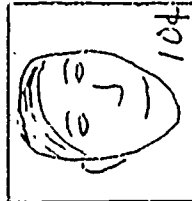
Insurance Agent

5602B



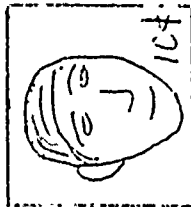
Insurance Agent

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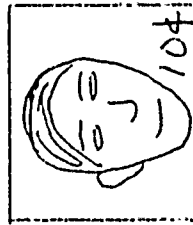
Insurance Agent

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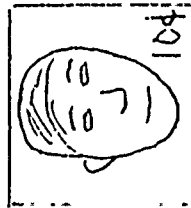
Store Manager

5602B



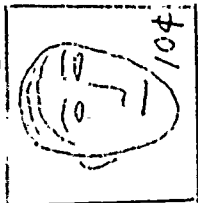
Store Manager

5602B



Store Manager

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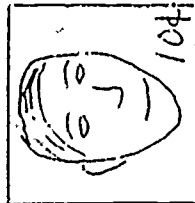
Cabinet Maker

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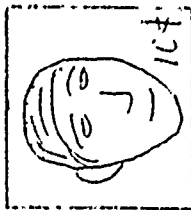
Cabinet Maker

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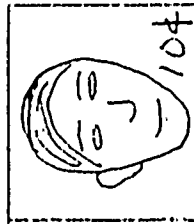
Cabinet Maker

5602B



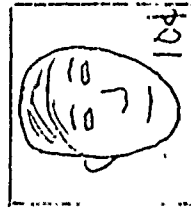
Industrial Sewing  
Machine Operator

5602B



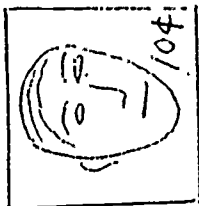
Industrial Sewing  
Machine Operator

5602B



Industrial Sewing  
Machine Operator

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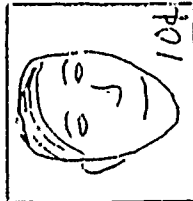
Aircraft Mechanic

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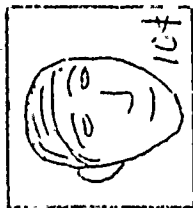
Aircraft Mechanic

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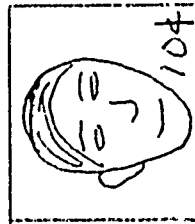
Aircraft Mechanic

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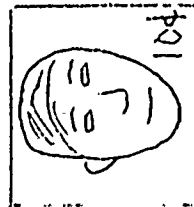
Dietician

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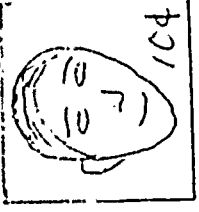
Dietician

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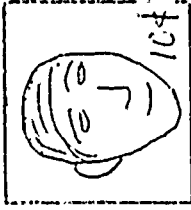
Dietician

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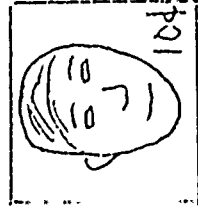
Secretary

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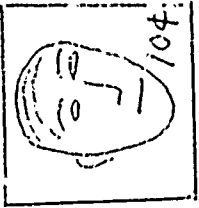
Bookkeeper

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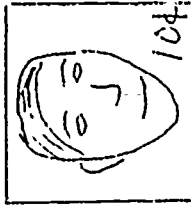
Bookkeeper

5602B



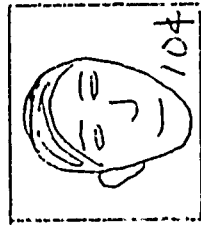
Secretary

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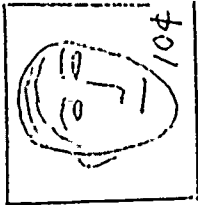
Secretary

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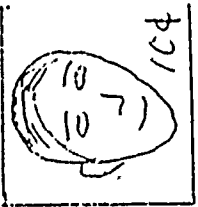
Bookkeeper

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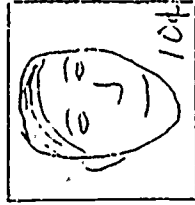
Radio Announcer

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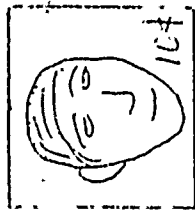
Radio Announcer

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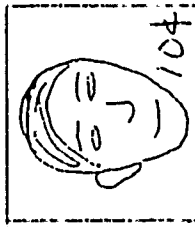
Radio Announcer

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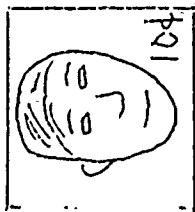
Computer Programmer

5602B



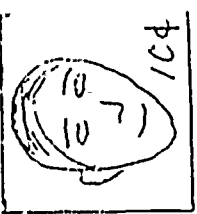
Computer Programmer

5602B



Computer Programmer

5602B



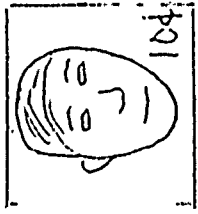
Hotel Manager

5602B



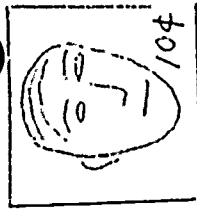
Photographer

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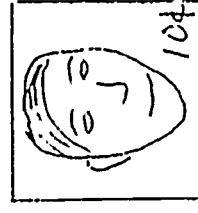
Photographer

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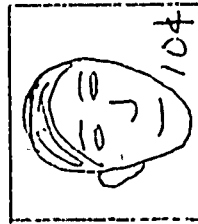
Hotel Manager

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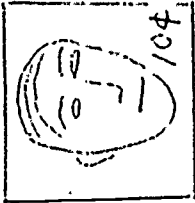
Hotel Manager

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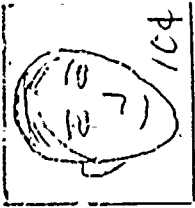
Photographer

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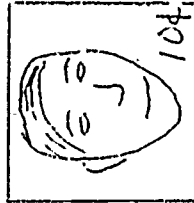
Auto Mechanic

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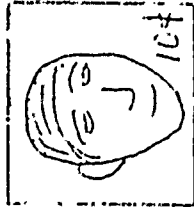
Auto Mechanic

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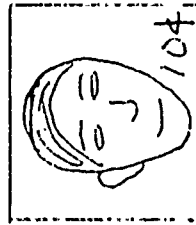
Auto Mechanic

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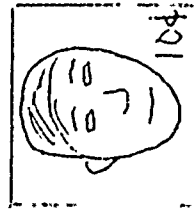
Electrician

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Electrician

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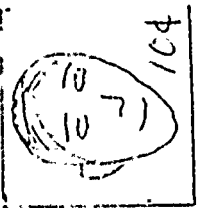
Electrician

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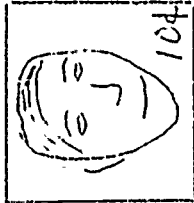
Nurse's Aid

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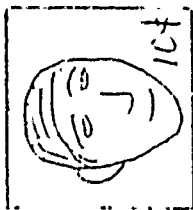
Nurse's Aid

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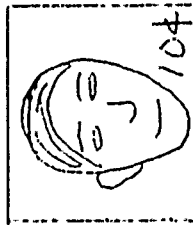
Nurse's Aid

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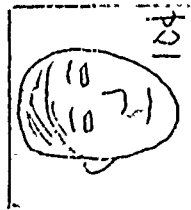
Receptionist

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Receptionist

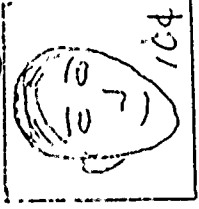
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Receptionist

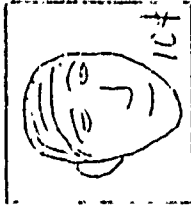


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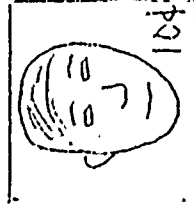
Surveyor

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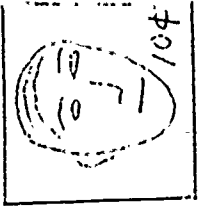
Waitperson

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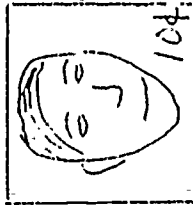
Waitperson

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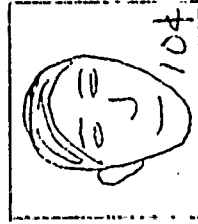
Surveyor

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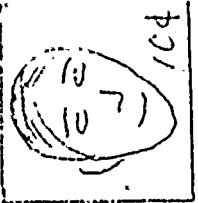
Surveyor

5602B

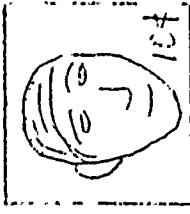


Waitperson

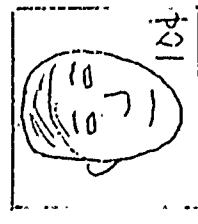
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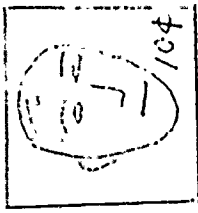
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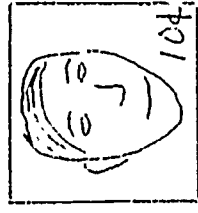
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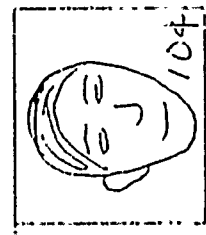
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5602B



5602B



Court Recorder

Court Recorder

Court Recorder

## ANSWER KEY

Box 1

auto mechanic  
 hotel manager  
 secretary  
 bookkeeper  
 bank teller  
 service station attendant  
 deliverer  
 carpenter  
 store manager  
 receptionist  
 waitperson  
 nurse's aid

Box 2

radio announcer

Box 3

beauty consultant  
 manicurist

Box 4

auto mechanic  
 electrician  
 photographer  
 computer programmer  
 secretary  
 bookkeeper  
 medical assistant  
 service station attendant  
 typist  
 draftsman  
 teacher  
 carpenter  
 surveyor  
 aircraft mechanic  
 dietician

Box 5

auto mechanic  
 electrician  
 hotel manager  
 photographer

Box 5 (cont)

secretary  
 bookkeeper  
 bank teller  
 typist  
 draftsman  
 carpenter  
 graphic designer  
 surveyor  
 cabinet maker  
 court recorder

Box 6

hotel manager  
 photographer  
 radio announcer  
 computer programmer  
 secretary  
 medical assistant  
 novelist  
 draftsman  
 teacher  
 real estate salesperson  
 lawyer  
 graphic designer  
 store manager  
 surveyor  
 dietician

Box 7

hotel manager  
 photographer  
 computer programmer  
 secretary  
 draftsman  
 graphic designer  
 court recorder

Box 8

secretary  
 bookkeeper  
 bank teller  
 typist  
 store manager  
 receptionist  
 court recorder

Box 9

auto mechanic  
electrician  
photographer  
service station attendant  
draftsperson  
carpenter  
graphic designer  
surveyor  
cabinet maker  
industrial sewing machine operator  
aircraft mechanic

Box 10

medical assistant

Box 11

beauty consultant  
receptionist

Box 12

computer programmer

Box 13

medical assistant  
nurse's aid

Box 14

auto mechanic  
secretary  
bookkeeper  
service station attendant  
typist  
deliverer  
carpenter  
receptionist  
waitperson  
cabinet maker  
bank teller

Box 15

hotel manager  
photographer  
secretary  
bookkeeper  
novelist  
real estate salesperson

Interdisciplinary: Goal Setting, Planning, Self Awareness

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:

Given a list of human needs, work attitudes, and educational options, the student will be able to choose those which apply to his/her lifestyle.

MATERIALS:

- \*"Grandstand Play"
- \*Activity sheets ( 2 pages)

PREPARATION:

Reproduce enough copies of the activity sheets for each student.

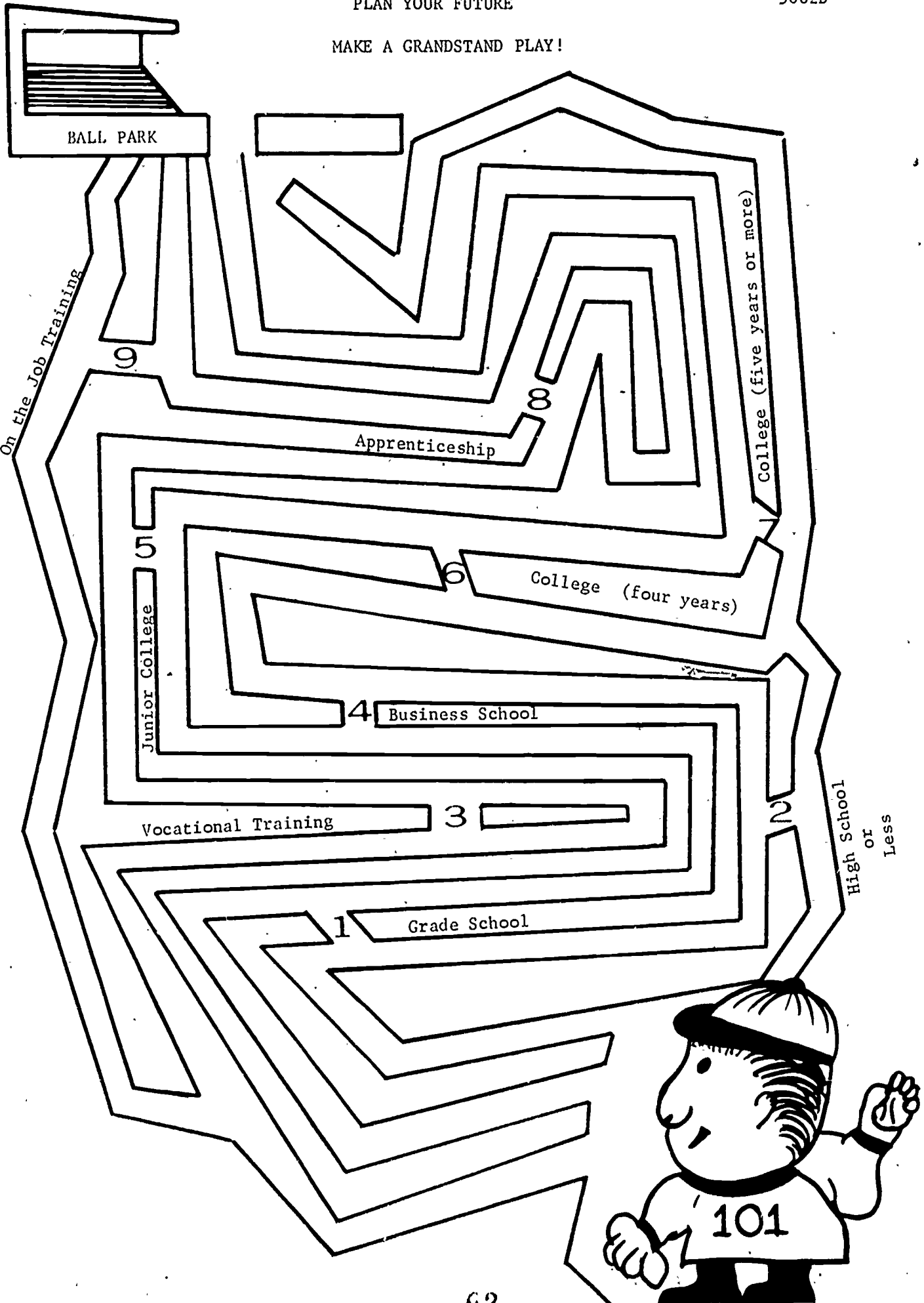
PROCEDURE:

1. Distribute copies of the activity sheets to each student.
2. Follow the directions on the activity sheets carefully.
3. The student will choose from a list of human needs and work attitudes those which apply to his/her interests.
4. From these choices, the student will name a career which would supply the needs and possess the work attitudes named.
5. Once the student has named a career choice, he will "map" out his/her educational path which will result in qualifying for that career.

EVALUATION:

The student should complete all five exercises on the activity sheet.

MAKE A GRANDSTAND PLAY!



## "GRANDSTAND PLAY"

- I. Before you make your "Grandstand Play" for the future, it is necessary to decide what you consider important. Listed below are some human needs that people have. Check those which you consider most important.

Housing	_____	Luxuries	_____
Food	_____	Happiness	_____
Clothing	_____	Pride	_____
Transportation	_____	Freedom	_____
Health	_____	Respect	_____
Help Others	_____	Excitement	_____
To be liked	_____	Expressing ideas	_____
Power	_____	Competition	_____

- II. In the list of work characteristics below, check those which are most important to you.

Traveling	_____	Working at Night	_____
Danger	_____	Adventure	_____
Helping Sick People	_____	Working with Animals	_____
Working with Children	_____	Wearing a uniform	_____
Operating big machines	_____	Driving a car or truck	_____
Getting Dirty	_____	Working with numbers	_____

- III. Now that you have completed exercises I and II, write your checked items under the headings below.

NEEDS

WORK CHARACTERISTICS

IV. Study your choice of needs and characteristics listed in Exercise III. What career could you choose that would relate to these? Write the name of the career below.

---

V. Now you are ready for your "Grandstand Play". On page 3, write the career name from exercise IV on the heavy black line near the Ball Park. This is your goal.

You must now decide which path you will take. Note that each gate is labeled with a different educational option. You may use one gate or several to achieve your career goal.

Go through only those that are necessary to achieve your goal. When you are finished, hand your paper to the teacher.



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:

The student will be able to match sentences, that state work roles with the worker with 80% accuracy - game situation).

MATERIALS:

- \*"Build-A-House" Game board
- \*Game sentence cards
- \*Directions for "Build-A-House"
- \*Answer sheet to game
- \*Suggested preparation activities
- Game markers
- 1 die
- Red construction paper
- Scissors

PREPARATION:

Suggested preparation activities may be used before the game:

Laminate and cut apart the sentence cards.

Make markers out of red construction paper, but to resemble bricks.

PROCEDURE:

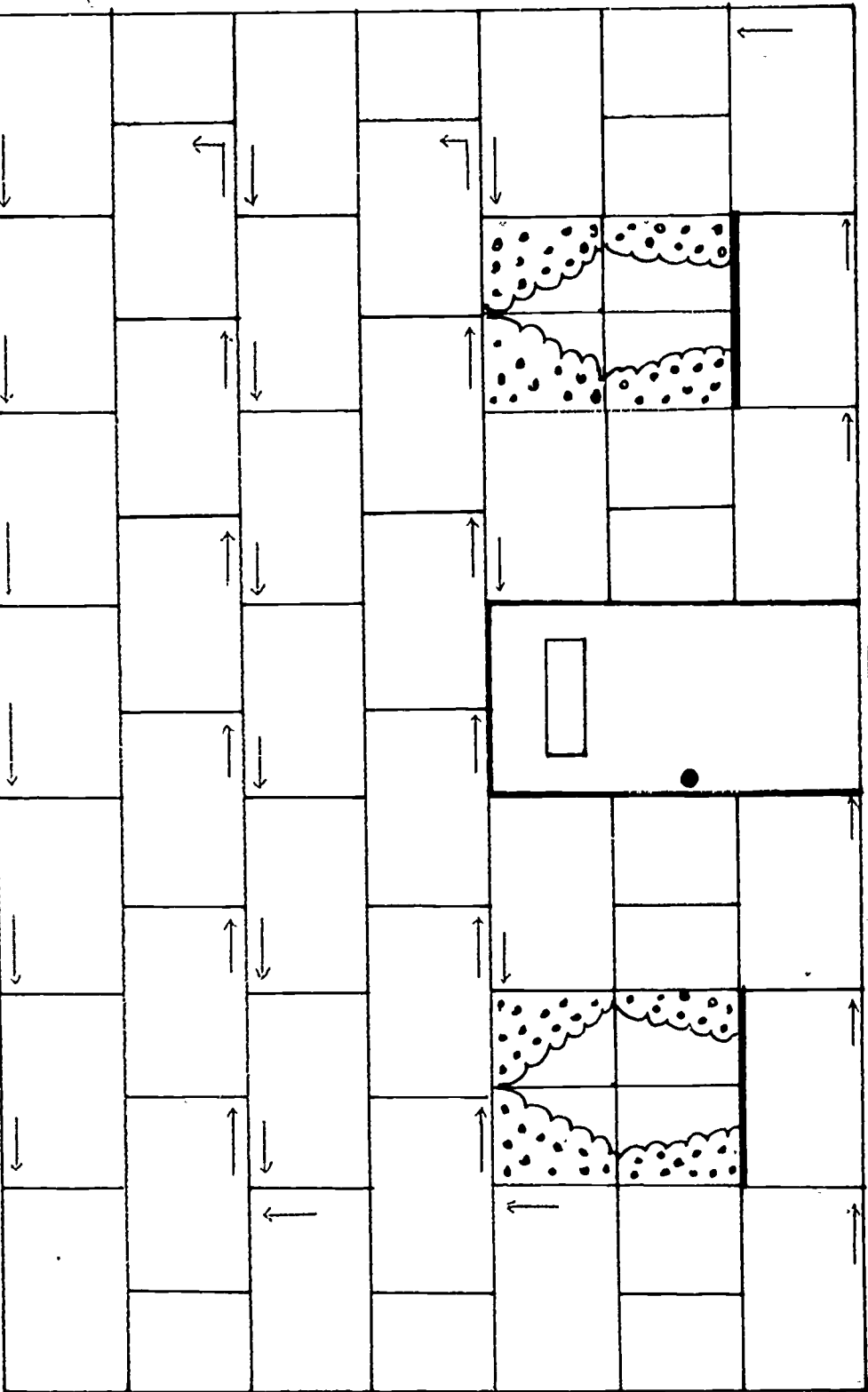
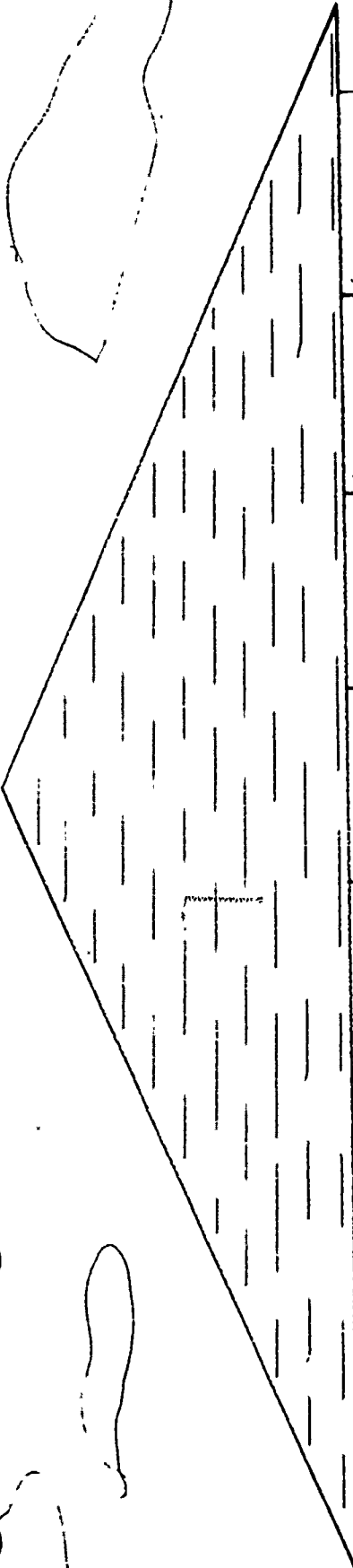
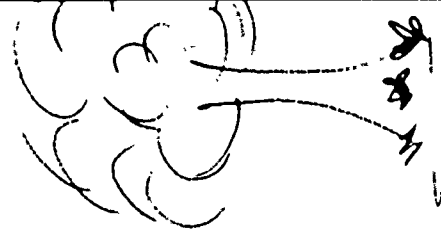
Place the game (with the directions sheet) in a learning center for 4-6 students to play.

EVALUATION:

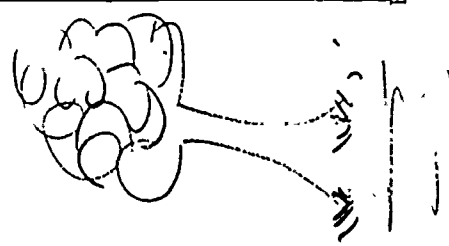
As a leader or the teacher reads the sentence cards the student should be able to name the worker with 80% accuracy. This could be done in teams or as an entire class activity.

ENRICHMENT/EXPANSION:

Have the students try to sequence the work/job's done to construct the house e.g., 1) buy a lot; 2) work with architect on design; 3) etc.



BEGIN HERE



5603A

1. I must inspect existing wiring before I do my job.

5603A

2. I prepare drawings for the building contractor.

5603A

3. I check the work being done to see if it meets zoning and safety regulations.

5603A

4. I look at the blueprint, estimate how much the house will cost, and then say how much I'll build it for.

5603A

5. I finish the outside of the house.

5603A

6. I let the person who is having the house built know whether his loan application has been rejected or accepted.

5603A

7. I pour the concrete for the basement.

5603A

8. I must read the blueprint. I use a wood-working machine and install hardware such as hinges, pulls, etc.

5603A

9. I must follow the blueprint and be sure the concealed wiring is done before the walls, ceiling and floors are finished.

5603A

10. I help the person who is having the house built find a suitable lot.

5603A

11. I use a power shovel to remove the earth and get the basement ready for the cement mason.

5603A

12. I make the grounds around the house beautiful by putting in the lawn and planting trees, shrubs and flowers.

5603A

13. When the cement mason is through, I go to work and put up the frame or structure of the house.

5603A

14. I bring most of the materials to the site on a truck.

5603A

15. I work inside when the rough carpenter is through, finishing doors, windows, and closets.

5603A

16. I have the job of getting the water and sewer pipes installed correctly.

5603A

17. I work both inside and outside the house. I must know colors and how to mix them. I work closely with the interior decorator.

5603A

18. I finish the walls working closely with the painter and the interior decorator.

5603A

19. The beauty of the entire interior is my responsibility.

5603A

20. My finished work keeps out the rain and sun.

5603A

21. I get the walls and ceilings ready for the painter and paper hanger.

5603A

22. I work with the air condition installer. I must measure correctly and know how to join metal.

5603A

23. My work requires strength rather than skill. I perform labor of any kind.

5603A

24. The house isn't ready until I have done my work. I install necessities.

5603A

5603A

5603A

5603A

5603A

5603A

**"BUILD-A-HOUSE"****DIRECTIONS:**

Shuffle cards and place face down.

Roll die to determine who plays first. The first player takes the top card, reads statement or statements and names the worker the statement is about. The leader checks the answer sheet to see if the correct answer was given. If the answer was correct, the player rolls the die to see how many bricks (spaces) he can move. If incorrect, the next player plays, etc. The player who gets to the top first is the winner.

## ANSWER KEY TO GAME

1. air condition installer
2. architect
3. building inspector
4. building contractor
5. brick layer
6. credit clerk
7. cement mason
8. cabinet maker
9. electrician
10. real estate salesperson
11. excavator
12. landscape artist
13. rough carpenter
14. truck driver
15. finish carpenter
16. plumber
17. painter
18. paper hanger
19. interior decorator
20. roofer
21. sheet rocker
22. sheet metal worker
23. laborer
24. utility installer

## SUGGESTED PREPARATION ACTIVITIES LIST

1. To arouse interest or motivation for the game, arrange a bulletin board display of pictures showing different kinds of houses, including some under construction.
2. Lead a discussion concerning:
  - A. Kinds of houses the students live in:
    1. single dwelling
    2. apartment
    3. condominium - etc.
  - B. Fathers or mothers in the house building trade.
  - C. Recalling observations of houses being built, the processes included, the names of the workers on the site, etc.
3. Write on the board the list of workers used on the answer sheet. Allow the students to describe what the workers do. Read the sentence cards and let the students name the worker the sentence identifies. (Some groups may not need this preparation).

Interdisciplinary: Recognition of Relationships Increases  
Power of Orientation

CAREER GENERALIZATION:

Education and training are required for most work.

CAREER OBJECTIVE:

The student will analyze opportunities afforded by each of the educational resources in relation to specific occupations.

PERFORMANCE OBJECTIVE:

Given some occupational titles, the student will match the most appropriate educational option for each occupation.

MATERIALS:

- \*Game board - "The Pathfinder"
- \*Marker
- \*Pathfinder directions and activity sheet
- \*Pathfinder Answer Key

PREPARATION:

Print multiple copies of the activity sheet. The game is designed for two players, and each time they play they will need an activity sheet.

PROCEDURE:

Introduce the game to the players. Allow them to play as long as desired. When they have finished an activity sheet, have them check the answer key.

EVALUATION:

The student should be able to answer correctly all three questions on the activity sheet. If he does not complete this correctly, have the student play again.



## "PATHFINDER" ACTIVITY SHEET

## Directions:

This is an activity which tests the power of psychic thought. You and your partner will ask two questions of the Great Pathfinder. On the first move, think of a job title--any job title. Place your fingers on the marker and concentrate on the job title. The marker will begin to move!

- I. When the marker stops, write down the name of the job title to which it points. A space is provided below:

---

- II. Now you are to concentrate on education. Place your fingers again on the marker, close your eyes, and concentrate very hard on education. The marker again will move, only this time, to the bottom of the board. When the marker stops, write the name of the educational requirement indicated by the marker. Write it in the space below.

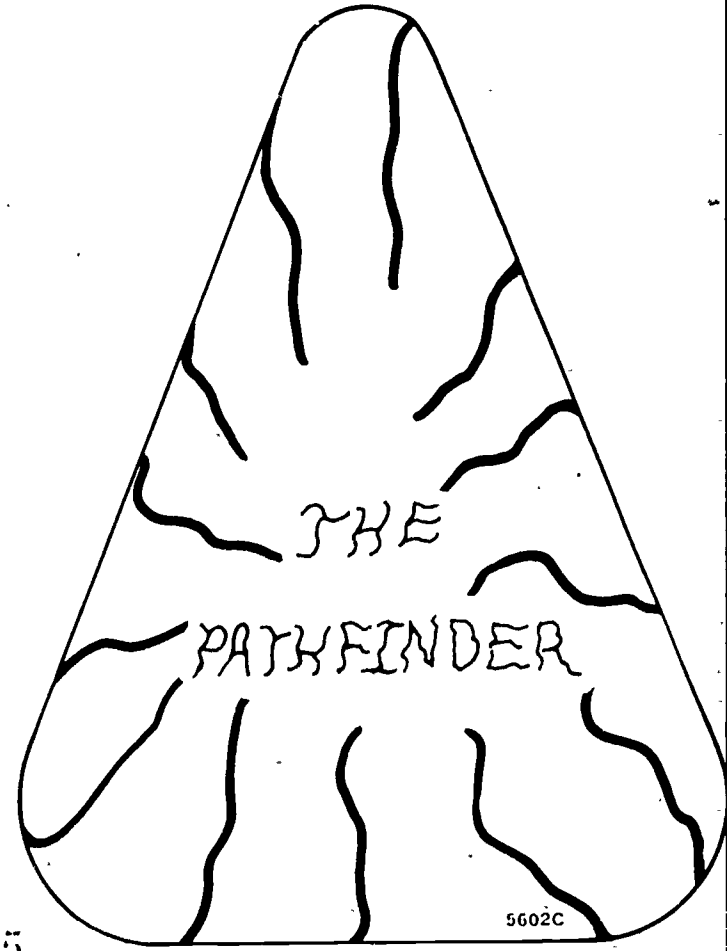
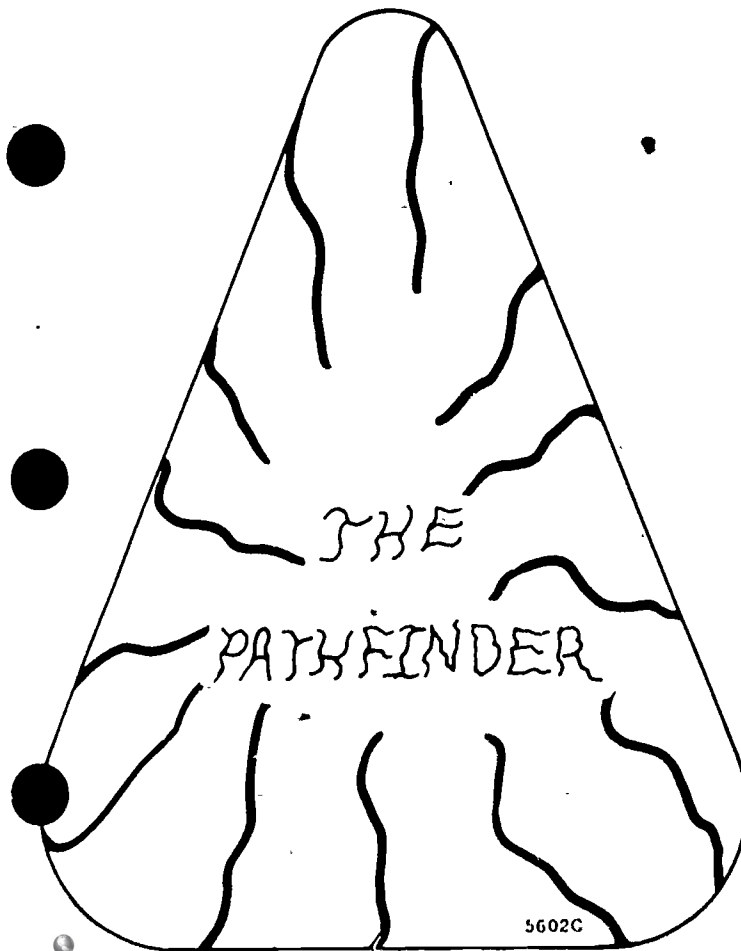
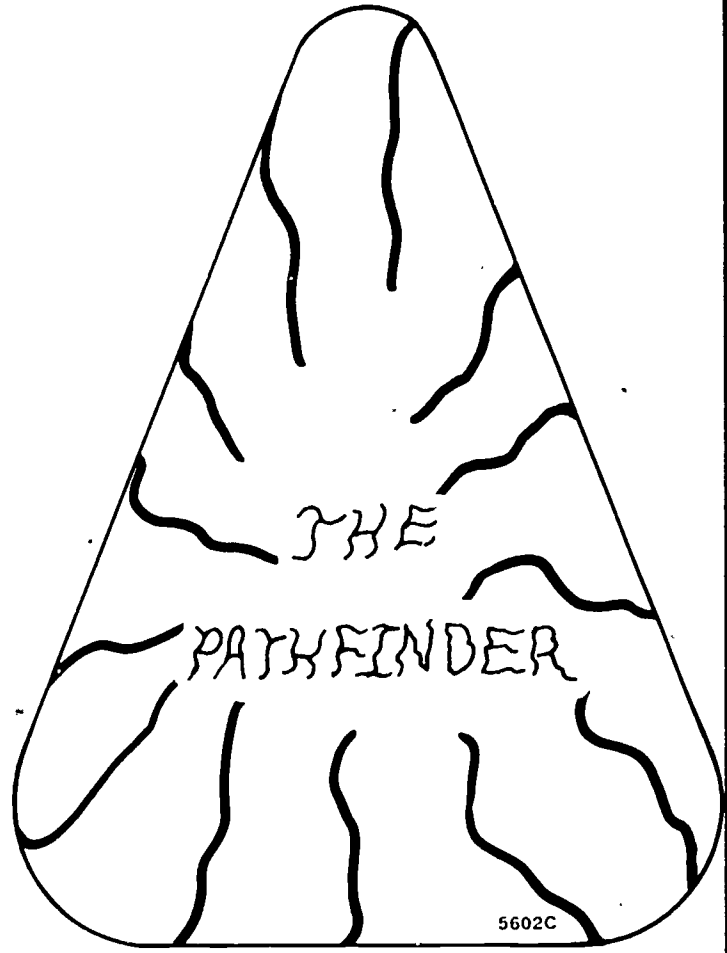
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- III. Now it is time to concentrate even more. Compare the results of the two questions asked.
1. Was the Pathfinder correct in matching the job with the education required to perform the job?
  2. In what ways could the Pathfinder have been more truthful?

Secretary  
Accountant  
Court Recorder  
Short Order Cook  
Store Manager  
College Professor  
Guidance Counselor  
Receptionist  
Reporter  
Receptionist  
Grocery Baggers  
Cabinet Maker  
Sales Clerk  
Librarian  
Lawn Mower  
Journalist  
Auto Mechanic  
Housekeeper  
Nurse's Aid  
Housekeeper  
Lifeguard

# THE FINDER

High School or Less  
Vocational Training School  
Grade School  
College 5 years or more  
Junior College  
College 4 years  
Business School



CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

The student will compare and contrast the types of interdependencies in given specialized work situations.

PERFORMANCE OBJECTIVE:

The student will interview workers on a building site and record information on a questionnaire sheet.

MATERIALS:

\*Questionnaire sheet  
Pencils

PREPARATION:

Plan a field trip to a building site:

Make arrangements through the site foreman for visit to site.

Secure parents to transport students.

Arrange for student teacher, teacher aid, or parent to accompany students on trip.

Discuss skills to be used in interviews.

Discuss safety precautions to be used while on site.

Establish with students the reasons for the trip.

Choose a committee of students to be taken on trip.

Reproduce the questionnaire sheets, one for each student going on the trip.

Familiarize the students with the questionnaire.

## PROCEDURE:

A committee of students will be taken on a trip to a building site where they will interview various workers and fill out the questionnaire forms:

Discuss with students remaining in classroom some possible questions they might have for the committee making the trip.

After the students return to the classroom, make a master chart for some of the questions (8,9,10, & 12) in order to compare the types of interdependencies experienced by the workers. Have the students share the information on their questionnaires, as well as answer any questions the other students might have.

Sample Chart

	Worker	Worker	Worker
Question 8			
Question 9			
Question 10			
Question 12			

Write Thank You notes to site foreman.

## EVALUATION:

Informally question the students concerning the building site worker roles and the interrelatedness of the various workers.

## QUESTIONNAIRE SHEET

(SUGGESTED)

1. Have you always done this kind of work? \_\_\_\_\_  
If other kind what was it? \_\_\_\_\_
2. Do you like your work? \_\_\_\_\_
3. What helped you to decide the kind of work you wanted to do? \_\_\_\_\_
4. Did someone in building construction influence your decision? \_\_\_\_\_
5. What subjects studied in grade school are most helpful to you now? \_\_\_\_\_
6. What are the educational requirements for your job? \_\_\_\_\_ High school?  
\_\_\_\_\_ College? \_\_\_\_\_ How much college? \_\_\_\_\_
7. Did you have special training for your job? \_\_\_\_\_ If so, how much? \_\_\_\_\_
8. How is your job related to other workers on the site? \_\_\_\_\_
9. Do you need to plan with other workers? \_\_\_\_\_ In what way? \_\_\_\_\_
10. Do you share tools, supplies, etc. with other workers? \_\_\_\_\_ In what  
way? \_\_\_\_\_
11. What changes are occurring in your work? \_\_\_\_\_
12. How would your job be affected if workers in some other area of work on the  
site should go on strike? \_\_\_\_\_

CAREER GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given a list of twenty-four (24) workers that might work on a building site, the student will write acceptable statements describing how twelve (12) of these workers might be interrelated.

MATERIALS:

- \*List of building site workers
- \*Sheet of possible statements students might write

PREPARATION:

Lead the class in a discussion of the meaning of "cooperation", "teamwork" and the importance of working well with others. Discuss work roles in relation to family life, school life etc. and the interrelationships within these roles.

Reproduce the list of workers, one for each child to be engaged in the activity.

This activity could be either an individual or group activity.

PROCEDURE:

Place the sheets with listed workers in a learning center. Paper for writing statements on should also be available in the center.

This could be a group or individual activity.

EVALUATION:

After students have written their statements, allow them time to share them with other class members. Observe for logical reasoning and clear explanation.

## LIST OF WORKERS

1. air condition installer
2. architect
3. building inspector
4. building contractor
5. brick layer
6. credit clerk
7. cement mason
8. cabinet maker
9. electrician
10. real estate salesperson
11. excavator
12. landscape artist
13. rough carpenter
14. truck driver
15. finish carpenter
16. plumber
17. painter
18. paper hanger
19. interior decorator
20. roofer
21. sheet rocker
22. sheet metal worker
23. laborer
24. utility installer



## POSSIBLE STATEMENTS

1. The air condition installer must understand how the electrician has wired the house.
2. The building contractor should be able to read the blueprints the architect has drawn.
3. The finish carpenter won't be able to begin his work until the rough carpenter is through with framing the structure.
4. The cement mason must wait for the excavator to complete his work before he can do his work.
5. The painter should cooperate with the interior decorator to do his job successfully.
6. The real estate person may work with the credit clerk in securing a loan for the person having the house built.

Other statements may be acceptable.

Language Arts: Drawing conclusions, comprehension

Social Studies: Understanding work roles, work relationships and interdependencies

GENERALIZATION:

Specialization results in interactions and interdependencies among workers.

OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given an activity sheet the student will match job titles of specialized workers with sentences describing mistakes made by untrained workers, hired to do that job with 85% accuracy.

MATERIALS:

- \*Activity sheet "Who Should Have Done It?"
- \*Answer key
- Pencils

PREPARATION:

Lead discussion with entire class concerning:

work rules  
amount of training needed for different occupations  
skilled and unskilled workers  
possible consequences of specific workers (e.g. airline pilot) not being adequately trained for their work

Reproduce as many copies of the activity sheet as needed.

PROCEDURE:

Activity sheets may be placed in learning center and used as individual study sheets.

EVALUATION:

Students will work in teams to share and check their answers on the activity sheet. For those students who do not achieve 85% accuracy, have them repeat some of the previous activities in this packet.

## ACTIVITY SHEET

## "WHO SHOULD HAVE DONE IT?"

Mr. Jones hired a building contractor to build 16 houses in a housing area just outside the city. Soon he discovered there was a terrible mistake in some of the workmanship in each house.

When contacted, the building contractor admitted that when each house was built he hired one untrained worker to do the job of a specialized worker.

The sixteen (16) mistakes found are listed below. In each sentence decide which specialized worker was not on the job and write that workers' job title on the line after the sentence.

The first one has been done for you.

1. The temperature could not be regulated in any of the rooms.

air condition installer

2. There was no bathroom. \_\_\_\_\_
3. The outside walls were falling down. \_\_\_\_\_
4. The lights went on and off continually. \_\_\_\_\_
5. The grass, trees and shrubs all died. \_\_\_\_\_
6. The basement walls caved in. \_\_\_\_\_
7. The doorways were crooked and the baseboards came loose. \_\_\_\_\_
8. There was water dripping under the kitchen sink. \_\_\_\_\_
9. There were big cracks in the bedroom walls. \_\_\_\_\_
10. The paint was peeling off. \_\_\_\_\_
11. All the carpets and walls were black. \_\_\_\_\_
12. There were puddles of water on the floor when it rained. \_\_\_\_\_
13. Many things did not meet building code specifications. \_\_\_\_\_
14. The heating ducts were coming apart. \_\_\_\_\_
15. The kitchen cabinet doors were hung on the wrong side. \_\_\_\_\_
16. The gas, water, lights, and telephone were not in working order.

## ANSWER KEY

## "WHO SHOULD HAVE DONE IT?"

1. air condition installer
2. architect
3. brick layer
4. electrician
5. landscape artist
6. cement mason
7. finish carpenter
8. plumber
9. sheet rocker
10. painter
11. interior decorator
12. roofer
13. building inspector
14. sheet metal worker
15. cabinet maker
16. utility installer

Social Studies - Self concept, categorizing information

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:

The student will complete the matching sheet, "Abilities, Skills, Interest" with 80% accuracy.

MATERIALS:

- \*Your Abilities, Skills, Interests sheet
- \*Abilities, Skills, Interests matching sheet
- \*Answering key
- Pencil

PREPARATION:

Make as many copies of the "Abilities, Skills and Interests" sheet and the activity sheet on "Your Abilities, Skills, Interests" as you need. You may want to have a short introductory discussion of abilities, skills and interests before starting the unit.

PROCEDURE:

Place all the materials in a learning center. The student should do the sheet titled "Your Abilities, Skills, Interests" first and it should be discussed with you or with one of his friends at this point. Next the student will do the matching activity, working the "Abilities, Skills, Interests" matching sheet.

EVALUATION:

Student should be able to complete the matching exercise with 80% accuracy. He or she can check the work against the answer key.

## YOUR ABILITIES, SKILLS, INTERESTS

An ability or skill is something that you are able to do better than most people. For example; building models, doing math problems, art, getting along with people, etc. Usually you are interested in things you can do especially well. Below list several special abilities that you have. Then discuss your list with a friend or the teacher and see if they agree. They may think you have an ability, skill or interest that you didn't realize you have.

1.

2.

3.

4.

5.

### ABILITIES, SKILLS, AND INTERESTS

This is a list of abilities, skills and interests people may have. An ability, skill or interest is something you are especially good at and especially like to do. This could be liking to be with lots of people; doing math problems especially well; liking to work with your hands, etc. Use the list of jobs below and decide what ability, skill, and/or interest is most important to each job and put the number of that job on the blank by the ability. Each ability can be matched with more than one job. Use at least 3 jobs for each ability or skill listing.

- \_\_\_\_\_ 1. Be able to pronounce words correctly and distinctly.
- \_\_\_\_\_ 2. Work with and record figures accurately.
- \_\_\_\_\_ 3. Use measurements correctly, including perimeter and area.
- \_\_\_\_\_ 4. Have a good vocabulary and be able to spell correctly.
- \_\_\_\_\_ 5. Be very good at using alphabetical order.
- \_\_\_\_\_ 6. Read and use maps well.
- \_\_\_\_\_ 7. Be very good at addition, subtraction, multiplication and/or division.
- \_\_\_\_\_ 8. Be able to find addresses from a city map and learn house addresses.
- \_\_\_\_\_ 9. Be able to get along very well with all kinds of people.
- \_\_\_\_\_ 10. Good at working with machines, motors and instruments.

### JOBS

- |   |   |
|---|---|
| 1. cabin attendant (airline)                | 17. police officer                              |
| 2. wallpaper hanger                         | 18. mail carrier                                |
| 3. radio announcer                          | 19. electric appliance repairer                 |
| 4. real estate salesperson                  | 20. magazine proofreader                        |
| 5. carpenter                                | 21. secretary                                   |
| 6. announce arrival and departure of planes | 22. switchboard operator                        |
| 7. architect                                | 23. traveling salesperson                       |
| 8. delivery worker                          | 24. bookkeeper                                  |
| 9. file clerk                               | 25. truck driver                                |
| 10. geographer                              | 26. author                                      |
| 11. inventory clerk                         | 27. wait person                                 |
| 12. librarian                               | 28. watch repairer                              |
| 13. newspaper reporter                      | 29. taxi driver                                 |
| 14. payroll clerk                           | 30. person who compiles the telephone directory |
| 15. car mechanic                            | 31. attorney                                    |
| 16. cabinet and furniture maker             | 32. accountant                                  |
|   | 33. surveyor                                    |

## ANSWER KEY

## ABILITIES, SKILLS, AND INTERESTS

1. 3, 6, 22
2. (7), (11), (13), (14)
3. 2, 5, (7), 16, 33
4. (1-), 20, 21, 26
5. 9, 12, 30
6. 10, (23), 25
7. (11), (14), 24, 32
8. (4), 8, 18, 29
9. 1, (4), 17, (23), 27, 31
10. 15, 19, 28



CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

The student will complete the sheet, "Your Help Wanted Ad."

MATERIALS:

- \*"Help Wanted" activity (4 pages)
- \*Key for "Help Wanted" activity
- \*Activity sheet, "Your Help Wanted Ad"
- Pencil

PREPARATION:

The teacher will need to make as many copies as needed of the "Help Wanted" activity and the "Your Help Wanted Ad" sheet.

PROCEDURE:

Place the materials in a learning center. The students will first do the "Help Wanted" activity. They may check their own work from the answer key.

After completing the above, they should complete the "Your Help Wanted Ad" sheet.

EVALUATION:

Collect the "Your Help Wanted Ad" sheet for grading. Sentence structure, continuity, and accuracy should be evaluated. In addition, the student may give you insights about their self image.

HELP WANTED

## Abilities, Skills and Interests

Read the Help Wanted ads from the newspaper. Decide which of the following special skills, abilities and interests you should have to apply for each of the jobs and write it on the blank below the ad. You may use the word in parenthesis to fill in the blanks.

1. working with your hands, mechanical ability (mechanical)
2. like to work mainly with people (people)
3. journalism skills (writing)
4. able to do heavy lifting (strength)
5. good at working with math (numbers)
6. working with food preparation (food)
7. good driver (driving)
8. studying rocks, minerals, etc. (geology)
9. sewing skills (sewing)
10. wood working skills (carpenter)
11. working with land, crops, animals (agricultural)

# HELP WANTED

**Food Service MANAGER**  
 Immediate opening. Experience necessary. 6 day operation, including Sunday. Must have ability to handle people. Hospitalization Plan, Sick Leave Plan, Retirement Plan. Salary commensurate with experience with advancement for right person. Send resume to Wichita Eagle Box 428.

**Accounts Payable Clerk**  
 Small Progressive Manufacturing Company desires ambitious individual with experience in Accounts Payable Procedures, Typing and Calculator ability environment. 40 hr. week. Apply in person to:  
 Westholt Mfg. Co. Inc.  
 925 W. Harry  
 Equal Opportunity Employer MF

**Warehouse Man**  
 Permanent position, we train, paid vacation, hospitalization, apply in person. 8 a.m. to 4:30 p.m.  
 Cain's Coffee Co.  
 2040 Northern St.

6.

11.

Need man for loading and unloading trucks, warehouse work, some produce, experience helpful. Apply 139 N. Mead.

**GEOPHYSICISTS**  
 Successful candidates must have minimum 3 yrs interpretation experience. Openings in Denver, Houston, Tulsa and West Texas. Salary to \$25,000.

**DRIVERS NEEDED**  
 Minimum age 18, \$1.60 per hour. Apply at Knightley's Garage, 303 S. Broadway.

7.

12.

**CARPENTER**  
 Experienced trim carpenter for working foreman. Need be familiar with factory cabinet installation. Must have tools and 6 yr. experience. Apply, 1555 E. 2nd, Mr. Handy Man, Inc.

**ACCOUNTING CLERK**  
 PREFER EXPERIENCED  
 APPLY IN PERSON  
**LEWIN'S**  
 223 E DOUGLAS

Farm or ranch man wanted, Way D-K Ranches, near Peabody, Kans., should have general knowledge of contour farming and stocker cattle and be able to operate modern farming equipment. Prime responsibility will be feeding calves in an 1800 head growing operation. Apply Sonny Moore, Way D-K Ranches, Peabody, Kans., phone 316 983-7518

8.

13.

**WILL TRAIN WRECKER DRIVERS**  
 Class A Chauffeurs license, ICC physical. 516 N Emporia.

**UPHOLSTERER**  
 Must be experienced. Apply 1408 East Harry or call 263-6333.

**NIGHT FOOD SERVICE MANAGER—FAST FOODS**  
 Salary. Must be married. Good working conditions. Call Mr. Gore at 524-8184 before 6 p.m.

9.

14.

**Direct Billing Clerk**  
 Experienced, accounting background helpful. Must be mature, responsible and accurate. Apply between 1:30 and 4 p.m. 1134 N. Washington

**RANCH MAN**  
 Experienced. All around. House furnished. Near Wichita and good schools. Call 316-264-4593

**MECHANIC**  
 Experienced Mechanic wanted. Good salary, plus company benefits, 6-day week. To start immediately. Apply in person. Goodyear Service Store 401 S. Market. No phone calls. Equal Opportunity Employer

10.

15.

# HELP WANTED

**TWO FARM FAMILIES**  
 Desiring a good position on a large Ranch in Eastern Kansas. Nice modern 3 bedroom house, centrally heated and air conditioned and a 3 bedroom house trailer, centrally heated and air conditioned with stove, refrigerator, washer and dryer. All gas and electric bills paid and beef furnished. Good wages, 2 weeks paid vacation, Hospitalization plan and profit sharing plan. Desire couple with 10 years or more of farm or ranch experience. Artificial insemination experience desirable. Users of intoxicants or tobacco need not apply. An equal opportunity employer. Send complete resume to Joe Evans, P.O. Box 1679, Wichita, Ks., 67201

**HEY MOM!**  
 \$480 TO START  
 Plus Car Allowance  
 9 a.m. to 3 p.m. Daily  
 (NO SATURDAYS)  
 Must have car, really like babies and working with mothers as community representative. Experience in church, PTA, Scouting or community work helpful but not necessary. NOTE: full-time earnings for these part-time hours. Special consideration given to mothers with school age youngsters... also widows and divorcees.  
 For Personal Interview Call  
 MRS. PRICE 838-1607

**CARPENTER/CABINET INSTALLER**  
 2 years experience, will train, lots of work, no drinkers. Call 265-8646

24

**MECHANIC**  
 Air Compressor/Experience desired. Related type mechanic work considered. Only experienced men need apply. High wages and fringe benefits. Write or call Kansas City Pneumatic, Inc., 1622 Wyandotte, Kansas City, MO. 64108. 816 421-3144.

16

**ENGINEERS MINE ENGINEERS GEOLOGISTS**  
 Washington D.C. area research firm seeks sharp individual with degrees in mine engineering and experience in mine equipment research, design, fabrication, operation and maintenance. Or mine development, operation or management. Geologists need an advanced degree with experience in coal, oil, uranium deposits exploration for work in serious, scientific study environment. Send resume immediately to:  
 RESTON EMPLOYMENT SERVICE  
 11800 SUNRISE VALLEY DRIVE  
 RESTON, VIRGINIA 22091

20

25

**POWER SEWING MACHINE OPERATOR**  
 EXPERIENCED ONLY  
 PERMANENT POSITION  
 PAID VACATION  
 MORGAN BULLEIGH  
 356 N. WASHINGTON

17

21

**EMPLOYEE RELATIONS OFFICER:** Requires experience in Labor Management Negotiations and/or dealing with the day-to-day problems of Administering Union Contracts. \$928 to \$1242 monthly.

**K-MART NEEDS AUTO MECHANIC**  
 Apply Personnel Office  
 8600 East Kellogg

18

**CARPENTERS NEEDED**  
 Apply at 215 E. 13th St., Andover, Kansas, 8 to 5

22

26

**NEED EXPERIENCED TRUCK DRIVER.** To deliver brick, concrete blocks and related items. Apply 135 N. Elizabeth St., Acme Brick Co.

27

**Therapeutic Dietitian**  
 Must be A.D.A. registered, exceptional salary and benefits program. Write or call, Personnel Dept, Hillcrest Medical Center, 1120 S. Ulca, Tulsa, Oklahoma 74104. (918) 584-1351 Ext. 8427. An equal opportunity employer

19

**DUO-BED CORP. NEEDS EXPERIENCED UPHOLSTERERS**  
 Chance for Advancement  
**DUO-BED CORP.**  
 1812 W. 2nd  
 Equal Opportunity Employer M/F

23

**WORK FOR NO. 1**  
 Furniture repairman, married, capable of supervising self, 5 day work week, excellent starting wage, experience preferred but would train right man. Chauffeur's license required. Apply to Sales Manager, 775-6307, Mon. thru Fri.

28

# HELP WANTED

## PLANT PERSONNEL MANAGER

Outstanding career opportunity for qualified candidate. Require generalist capable of assuming this position with a medium sized division of a dynamic NYSE corporation in Kansas.

Full range duties and responsibilities. Successful candidate's background will include a minimum of 4 years experience. Reqs in confidence detailing experience, education and salary earnings to: Eagle Box 200F.

An Equal Opportunity Employer

## CHIEF ACCOUNTANT

BS degree, accounting major. Two Years hospital accounting experience required. Supervise general accounting functions and payroll. Familiarity with E.D.P. preferred. Salary commensurate with experience. Submit resume to Eagle Box 219F.

## MECHANIC NEEDED

Modern service center on major highway. Major and minor tune-ups, electrical, carburetor, starters and generators. Some experience necessary. Apply 6332 W. Kellogg.

39

34

29

BABYSITTER for 3 children. \$35 per week. My home. Own transportation. Please call before 2 P.M. 522-6046

SEWING MACHINE OPERATORS  
Paid Vacation, Fringe Benefits  
Apply at  
POLICA CANVAS PRODUCTS  
611 E. CENTRAL

40

## NOW HIRING TECHNICAL WRITERS

35

## TECHNICAL WRITER

Must have experience in the electronics field. A minimum of two (2) to four (4) years experience required. Kustom is an aggressive and growing Company using computers for public safety applications. If you would like to be a part of such an environment, send your resume to:

Mr. Joseph T. Spaits  
Technical Publications  
Dept.  
Kustom Data  
Communications, Inc.  
1010 West Chestnut  
Chanute, Kansas 66720

REFUSE COLLECTION WORKERS: Ability to lift heavy objects and walk long distances. Valid Kansas Drivers License.

36

GEOLOGISTS  
Rocky Mountain and Gulf Coast openings. Searching for candidates with a minimum of 5 yrs exploration and/or development experience. Salaries to \$24,000

31

WAREHOUSEMAN: Young man willing to work. Clean cut. \$2.50 hr.

41

CREDIT MANAGER  
Expanding hospital has immediate opening for experienced credit manager. Growth potential with good salary benefit package. Send resume to personnel department, Ponca City Hospital, Box 127 Ponca City, Oklahoma 74601, Equal Opportunity Employer

37

Alterations — full time. Call Dee, 685-2051.

32

DRIVERS NEEDED  
Must Be 21, \$20-\$30 Paid Daily.  
Contact Ron Handley, 264-3123  
YELLOW CAB CO.

42

COOK  
Split shift, 10am to 2pm and 6pm to 10pm Tues. through Sun. Mon. off. Fringe benefits. Good pay. Advancement potential. Apply to the executive Chef, Wichita Country Club 682-5566

38

LIVE IN HOUSEKEEPER  
Near Mount Hope. 264-8111

33

43

## KEY TO "HELP WANTED" SHEET

- |                 |               |
|-----------------|---------------|
| 1. food         | 23. sewing    |
| 2. strength     | 24. carpenter |
| 3. carpenter    | 25. mechanic  |
| 4. driving      | 26. people    |
| 5. numbers      | 27. driving   |
| 6. numbers      | 28. carpenter |
| 7. geology      | 29. people    |
| 8. numbers      | 30. writing   |
| 9. sewing       | 31. strength  |
| 10. agriculture | 32. numbers   |
| 11. strength    | 33. food      |
| 12. driving     | 34. numbers   |
| 13. agriculture | 35. sewing    |
| 14. food        | 36. geology   |
| 15. mechanic    | 37. strength  |
| 16. agriculture | 38. driving   |
| 17. sewing      | 39. mechanic  |
| 18. mechanic    | 40. people    |
| 19. food        | 41. writing   |
| 20. people      | 42. sewing    |
| 21. geology     | 43. people    |
| 22. carpenter   |               |

## YOUR HELP WANTED AD

Think of your abilities, skills, and interests and write a help wanted ad that describes a job you would like to apply for. After writing the ad, turn the paper over and write a paragraph telling why you would like to have the job you described in the ad.

A D

**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:**

The student will fill in five cells of the "Would You Use It?" chart with 75 percent accuracy. If student's sheet does not agree with Answer Key, he/she must justify his/her answer.

**MATERIALS:**

- \*Job Description cards (44)
- \*"Would You Use It?" chart of jobs and school competencies (2 sheets)
- \*Answer Key
- Pencil

**PREPARATION:**

The teacher will need to run off as many copies as needed of the "Would You Use It?" Job and School Competencies Chart.

**PROCEDURE:**

The Chart and the Job Description cards should be placed in a learning center. The student should read the job description cards, choose a minimum of five of the described jobs, and complete his/her chart for those jobs. After completion, have a few students who have chosen the same job discuss their answers and try to justify them if there is disagreement. The key may be used as a guide.

**EVALUATION:**

The student should use the same chart and code five different occupations with 75 percent accuracy.



5604C

1. ACTRESS - Play roles in dramatic productions; rehearses part; memorizes lines and cues as directed; uses speech and gestures; may perform on stage, screen, or television.

5604C

3. AMBULANCE DRIVER - Drives ambulance to transport sick and injured persons; loads and unloads patient on stretcher with help of attendant; must be trained in first aid and a skillful driver; fills out forms and reports.

5604C

5. BARBER - Provides customer with barbering services such as cutting and trimming hair; may give shaves, scalp treatments, shampoos; records charges on ticket; may sell supplies to customers.

5604C

2. ADVERTISING LAY-OUT - Designs advertising for newspapers, magazines, posters, billboards, television; studies suggestions by clients and sketches illustrations; paints or draws finished advertisement.

5604C

4. ARCHITECT - Plans and designs many different kinds of buildings; consults with clients; prepares sketches; writes specifications and makes scale drawings for use by the builder and other workmen.

5604C

6. BUS DRIVER - Drives bus to transport passengers short or long distances according to time schedules; records cash receipts and ticket fares; may assist with baggage and/or fares; may make minor repairs and routine maintenance to bus; follows definite route.

5604C

7. BUTCHER (Retail) - Cuts, trims, and bones meats to prepare them for cooking; chops and grinds meat; portions and weighs meat; may wrap and weigh meat for customers and collect money for sales.

5604C

8. CABINET MAKER - Constructs and repairs wooden articles such as store fixtures, cabinets, furniture; studies blueprints and drawings of articles to be made; marks out lines or measurements on material to be used; matches materials for color, grain, texture.

5604C

9. CARPENTER - Works with wood, tile, insulation board, and other materials; may erect the framework of buildings; install molding, paneling, cabinets and hardware, studies blueprints, sketches, or building plans; prepares layout using measuring tools.

5604C

10. CASHIER - Receives payments from customers, counts money, gives change, endorses checks and deposits money; keeps records of money transactions; may keep bank accounts.

5604C

11. CHEF - Supervises and takes part in activities of other kitchen workers in preparing and cooking food; estimates food needed and may purchase food; selects and develops recipes; prepares food according to recipes; may plan menus.

5604C

12. CHILD CARE WORKER (Nursery School) - Organizes and leads activities of pre-school children; uses games; reads to children; directs simple art, song, and similar activities; helps children develop good habits; keeps discipline; may serve meals or refreshments.

5604C

13. CRITIC (Reviewer) - Writes reviews for newspapers or magazines; reads books; attends art shows; attends stage, screen and musical performances and forms critical opinions of them; writes criticisms, usually comparing them to other works or productions.

5604C

14. DIETICIAN - Plans and directs food service programs in hospitals, schools, restaurants, other public and private places; plans menus and special diets; directs workers; may purchase food, equipment, supplies; makes sure sanitary standards are met; may prepare educational material.

5604C

15. DRESSMAKER - Makes women's clothing; discusses with customer type of material, pattern or style; takes customer's measurements; places pattern on material and adjusts pattern as needed; cuts, sews and finishes garment.

5604C

16. FILE CLERK - Places material in files in alphabetical or numerical order, or according to subject matter, or other system; locates and removes materials from files as requested; keeps records of materials removed from files; may enter data on records.

5604C

17. FIREFIGHTER - Controls and extinguishes fires, protects life and property; maintains equipment; responds to fire alarms and other emergency calls; may drive equipment; may administer first aid.

5604C

18. INSURANCE SALESPERSON - Sells insurance to new and present clients; explains policy to client; figures rates for each policy; may collect and keep record of payments.

5604C

19. INTERIOR DECORATOR - Plans and designs artistic interiors for homes, businesses, and other places; decides on colors, furniture, accessories; makes sketches of plans; estimates cost and amount of material needed; selects and purchases items for customer; may direct painters, carpet layers, other workers.

5604C

20. LIBRARIAN - Maintains library collection of books, periodicals, documents and other materials; explains use of reference sources and arranges displays; helps individuals and groups locate materials; demonstrates use of card catalog; makes new cards for catalog; may select, order and catalog materials.

5604C

21. LIFE GUARD - Main responsibility is the safety of swimmers; warns swimmers of safety rules; rescues swimmers in trouble to prevent drowning; administers first aid; may clean and refill pool; may give swimming lessons.

5604C

22. METAL CONTROLLER - Places metal on scale to weigh amount for metal castings; cuts bars to specified lengths; stamps code on metal to show kind of metal and heat factor.

5604C

23. METEOROLOGIST - Person who studies the atmosphere and related conditions to forecast the weather; studies and interprets charts, maps, temperature, humidity, wind, precipitation; draws various weather information on maps.

5604C

24. MUSICIAN - Plays one or more musical instruments in recitals, as an accompanist, or as a member of a band, orchestra or other musical groups; may compose or arrange music.

5604C

25. NEWSPAPER CARRIER - Delivers newspapers to subscribers on route and collects payments at certain times; purchases papers at wholesale price for resale at retail price; keeps records of customers and accounts; tries to get new subscribers.

5604C

27. ORDER CLERK - Processes orders for materials or merchandise received by mail, telephone or in person by customer; records or files copy of orders by name of customer, expected delivery date or other system; may check stock and reorder stock when needed; may follow up on orders to make sure of correct delivery.

5604C

29. PHARMACIST - Weighs, measures, mixes and sells drugs following prescription of Doctor; keeps accurate records of drugs sold; stores drugs under refrigeration that need it; orders and maintains supply of drugs, chemicals, and other stock.

5604C

26. NURSE - gives general nursing care to patients; gives medicine and treatments as prescribed by Doctor; observes, records, and reports to Doctor on patient's condition; may assist with surgery or therapy.

5604C

28. PAYROLL CLERK - Figures wages and earnings of employees from time cards and work tickets; deducts such items as insurance, income tax and social security; keeps records of payments and deductions.

5604C

30. PILOT (Airline) - commercial airplanes; duties include checking load weight, fuel supply, weather conditions, flight route; reads gauges in plane cabin; records information such as flight time, altitude, fuel used; must keep to flight plan and follow all air regulations.

5604C

31. PLAYWRIGHT - Writes original plays, or takes ideas from stories, history or other sources and adapts them as plays; writes dialogue and describes action to take place in play; may change script during rehearsals.

5604C

32. PROOFREADER - Reads material to find errors of grammar, type setting, spelling or composition; returns marked proof copy for correction by type setter and later checks corrected copy.

5604C

33. RECEPTIONIST - Works in office, or other business greeting and directing visitors and customers to correct office or room; may record name, time of call, nature of business and person called on; schedules appointments; answers telephone.

5604C

34. REPORTER - Collects facts about newsworthy events and writes newspaper stories; interviews persons and observes events to obtain and verify facts; types or writes story, using reference material, newspaper files and other sources; refers stories to editor for approval.

5604C

35. RESERVATIONS AGENT (Airline) - Makes reservations for passengers on scheduled airline flights; arranges reservations and routing for customers using timetables, manuals, reference guides; determines seats available; notifies customers of changes in flight plans or to cancel or confirm reservations.

5604C

36. SOCIAL WORKER - Works with families or individuals in helping them to solve their personal problems; may help with welfare assistance; keeps records; contacts other professional people and refers families to other agencies that can be of help.

5604C

37. STAGE-SCENERY DESIGNER - Designs sets for plays; must study period of architecture and decoration which represents time setting of play; sketches and paints plans; builds miniature sets from plans; prepares drawings for scene builders to work from; may oversee building of furniture; may create special stage lighting.

5604C

38. STOCK CLERK - Receives, stores and issues equipment, materials, supplies, merchandise, foodstuff, or tools; keeps stock records; counts, sorts or weighs incoming articles; stores articles according to style, type, size; fills orders from stock; inventories (counts) stock; may mark incoming stock with a code figure or letter.

5604C

39. TAX ACCOUNTANT - Prepares Federal, State or local tax returns for individuals, businesses, or other organizations; figures tax according to set rates, laws, and regulations; may work out and install tax record systems for businesses.

5604C

40. TAXI DRIVER - Operates taxicab to transport passengers for fee; picks up passengers in response to radio or telephone request for service; collects fee recorded on taximeter based on mileage or time and makes a record of it; reports by radio or telephone on completion of trip.

5604C

41. TELLER (Bank) - Receives and pays out money; keeps records of money; receives checks and cash for deposit; verifies amounts; cashes checks and pays out money; orders supply of cash to meet daily needs; counts incoming cash.

5604C

42. TESTOR (Focds) - Mixes and cooks or bakes experimental food products, such as cake mixes; selects recipes for cookbooks and cooks item, then evaluates it for texture and quality; records amounts and kinds of ingredients and results of test; suggests new products and improvements to existing products.

5604C

43. TILE SETTER - Applies tile to wall, floors, ceilings following design specifications; examines blueprints; measures and marks surfaces to be covered and lays out work; measures and cuts metal lath to size.

5604C

44. VETERINARIAN - Diagnoses and treats diseases and disorders of animals; gives medication; performs surgery; tests dairy herds for disease; advises on care and breeding of animals.



Would You Use It?

On this chart you are to fill in a letter for each area of competency for each job. Use the code letters at the bottom of the page. You may refer to the job description cards to help you fill in this chart.

COMPETENCIES LEARNED AT SCHOOL	JOBS																									
	Actress	Advertising Lay-out	Ambulance Driver	Architect	Barber	Bus Driver	Butcher	Cabinet Maker	Carpenter	Cashier	Chef	Child Care Worker (Nursery School)	Critic (Reviewer)	Dietician	Dressmaker	File Clerk	Fire Fighter	Insurance Salesman	Interior Decorator	Librarian	Life Guard	Metal Control Man	Meteorologist	Musician	Newspaper Carrier	
SPELLING																										
READING COMPREHENSION																										
GEOMETRY																										
ART																										
MUSIC																										
PHYSICAL SKILLS																										
ALPHABETICAL ORDER																										
GETTING ALONG WITH PEOPLE																										
MEMORIZING																										
SCIENCE																										
PENMANSHIP																										
ENGLISH COMPOSITION																										
USING REFERENCE MATERIAL																										
MAP SKILLS																										
MEASUREMENTS OF ALL KINDS																										
FOLLOWING WRITTEN OR ORAL DIRECTIONS																										
NUTRITION																										
GOOD HEALTH HABITS																										
CLASSIFYING																										
HISTORY																										
GEOGRAPHY																										
COUNTING																										
RECORDING AND READING NUMBERS																										
TAKING NOTES																										
VOCABULARY DEVELOPMENT																										
WRITING																										
WORDWORKING																										
SEWING																										
FOOD PREPARATION																										

Use this code to fill in the chart. Choose the one that you think fits best for each item learned at school for each of the jobs.  
 CODE: O for often      S for sometimes      N for seldom or never

COMPETENCIES LEARNED AT SCHOOL	JOBS																			
	Nurse	Order Clerk	Payroll Clerk	Pharmacist	Pilot (Airline)	Playwright	Proofreader	Receptionist	Reporter	Reservations Agent	Social Worker	Stage (Scenery Designer)	Stock Clerk	Tax Accountant	Taxi Driver	Teller (Bank)	Testor (food)	Tile Setter	Veterinarian	Wallpaper Hanger
PHILIPS																				
PLATE COLLEGE																				
GEOMETRY																				
ART																				
MUSIC																				
PHYSICAL SKILLS																				
ALPHABETICAL ORDER																				
GETTING ALONG WITH PEOPLE																				
MEMORIZING																				
SCIENCE																				
LEADERSHIP																				
ENGLISH COMPOSITION																				
USING REFERENCE MATERIAL																				
MAP SKILLS																				
MEASUREMENTS OF ALL KINDS																				
FOLLOWING WRITTEN OR ORAL DIRECTIONS																				
NUTRITION																				
GOOD HEALTH HABITS																				
CLASSIFYING																				
HISTORY																				
GEOGRAPHY																				
COUNTING																				
RECORDING AND READING NUMBERS																				
TAKING NOTES																				
VOCABULARY DEVELOPMENT																				
TYPING																				
WOODWORKING																				
SEWING																				
FOOD PREPARATION																				

On this chart you are to fill in a letter for each item of competency for each job. Use the code letters at the bottom of the page. You may refer to the job description cards to help you fill in this chart.

Key

COMPETENCIES LEARNED AT SCHOOL	JOBS																									
	Actress	Advertising Layout	Ambulance Driver	Architect	Barber	Bus Driver	Butcher	Cabinet Maker	Carpenter	Cashier	Chef	Child Care Worker (Nursery School)	Critic (Reviewer)	Dietician	Dressmaker	File Clerk	Fire Fighter	Insurance Salesman	Interior Decorator	Librarian	Life Guard	Metal Control Man	Meteorologist	Musician	Newspaper Carrier	
SPELLING	N	O	N	S	N	S	N	N	N	N	S	S	O	S	N	O	N	S	N	O	N	N	S	N	S	
READING COMPREHENSION	O	O	S	S	N	S	N	S	S	S	S	S	O	S	N	O	S	S	S	O	N	N	S	N	N	
GEOMETRY	N	S	N	O	N	N	N	O	O	N	N	N	N	N	N	N	N	N	S	N	N	N	S	N	N	
ART	N	O	N	S	N	N	N	S	N	N	N	S	S	N	N	N	N	N	O	S	N	N	N	N	N	
MUSIC	S	N	N	N	N	N	N	N	N	N	N	S	S	N	N	N	N	N	N	N	N	N	N	O	N	
PHYSICAL SKILLS	S	N	S	N	S	S	S	S	O	N	N	S	N	N	N	N	O	N	N	N	O	N	N	N	O	
ALPHABETICAL ORDER	N	S	N	N	N	N	N	N	N	N	N	S	N	N	N	O	N	N	N	O	N	N	N	N	S	
GETTING ALONG WITH PEOPLE	O	S	O	O	O	O	O	S	S	O	S	O	S	S	S	S	O	O	O	O	O	S	S	S	O	
MEMORIZING	O	N	S	N	S	O	S	N	N	S	S	N	N	S	N	O	S	S	S	S	N	S	S	S	S	
SCIENCE	N	N	S	N	N	N	N	N	N	N	N	S	N	S	N	N	S	N	N	N	S	S	O	N	N	
FINANSHIP	N	S	N	N	N	N	N	N	N	S	N	S	N	S	N	S	N	S	N	S	N	N	S	S	S	
ENGLISH COMPOSITION	N	O	N	N	N	N	N	N	N	N	N	N	O	N	N	N	N	N	N	S	N	N	N	N	N	
USING REFERENCE MATERIAL	N	S	N	S	N	N	S	S	S	N	S	S	S	S	S	N	S	O	O	O	N	S	O	S	N	
MAP SKILLS	N	N	O	S	N	O	N	N	N	N	N	N	N	N	N	N	O	N	N	N	N	N	O	N	O	
MEASUREMENTS OF ALL KINDS	N	O	N	O	N	N	O	O	O	N	O	S	N	O	O	N	N	S	O	N	N	O	O	N	N	
FOLLOWING WRITTEN OR ORAL DIRECTIONS	O	S	O	S	O	O	S	O	O	S	O	S	N	S	O	S	O	S	O	S	S	S	S	N	O	
NUTRITION	N	N	N	N	N	N	S	N	N	N	O	S	N	O	N	N	N	N	N	N	N	N	N	N	N	
BASIC MATH (+, -, x, ÷)	N	S	S	S	O	S	S	O	O	O	S	S	N	S	S	N	N	S	S	S	N	S	S	N	O	
CLASSIFYING	N	S	N	S	N	N	S	S	S	N	S	S	S	O	N	O	N	S	S	O	N	O	O	S	N	
HISTORY	S	N	N	S	N	N	N	N	N	N	N	N	S	N	N	N	N	N	S	S	N	N	N	N	N	
GEOGRAPHY	N	N	N	S	N	S	N	N	N	N	N	N	S	N	N	N	N	N	S	S	N	N	S	N	N	
COUNTING	N	S	N	N	N	S	S	S	S	O	S	S	N	S	N	S	N	S	S	S	S	S	N	S	O	
RECORDING AND READING NUMBERS	N	S	S	S	S	S	S	S	S	O	S	S	N	S	S	S	N	S	S	P	N	S	S	N	S	
MAKING NOTES	N	N	N	S	N	N	S	S	S	N	S	N	O	S	N	N	N	S	O	S	N	N	S	S	N	
VOCABULARY DEVELOPMENT	O	O	S	S	S	S	S	S	S	S	S	S	O	S	S	S	N	S	S	S	N	N	S	S	N	
TYPING	N	S	N	N	N	N	N	N	N	S	N	N	O	N	N	S	N	S	S	S	N	N	N	N	N	
WORD RECOGNITION	N	N	N	N	N	N	N	O	O	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
FOOD PREPARATION	N	N	N	N	N	N	N	N	N	N	N	N	N	N	O	N	N	N	N	N	N	N	N	N	N	

Use this code to fill in the chart. Choose the one that you think fits best for each item learned at school for each of the jobs.

CODE: O for often S for sometimes N for seldom (or never)

COMPTINGHS LEARNED AT SCHOOL	JOBS																			
	Nurse	Order Clerk	Payroll Clerk	Pharmacist	Pilot (Airline)	Playwright	Proofreader	Receptionist	Reporter	Reservations Agent	Social Worker	Stage (Secondary Department)	Stock Clerk	Tax Accountant	Taxi Driver	Teller (Bank)	Tester (Food)	Title Setter	Veterinarian	Wallpaper Hanger
SPELLING	S	O	O	S	N	O	O	S	O	S	S	N	S	S	N	S	S	N	S	N
READING COMPREHENSION	S	O	S	O	O	O	O	S	S	S	S	S	S	S	N	S	S	N	S	N
GEOMETRY	N	N	N	N	S	N	N	N	N	N	N	S	N	N	N	N	N	O	N	O
ART	N	N	N	N	N	S	N	N	N	N	N	O	N	N	N	N	N	N	N	N
MUSIC	N	N	N	N	N	S	N	N	N	N	N	N	N	N	N	N	N	N	N	N
PHYSICAL SKILLS	S	N	N	N	S	N	N	N	N	N	N	S	N	N	N	N	N	N	S	S
ALPHABETICAL ORDER	N	S	S	S	N	N	S	S	N	S	N	N	S	N	N	S	N	N	N	N
GETTING ALONG WITH PEOPLE	O	O	O	O	O	O	O	O	O	O	O	O	S	O	O	O	S	S	O	S
MEMORIZING	S	S	S	S	S	N	S	S	N	S	N	N	S	S	S	N	N	S	N	
SCIENCE	O	N	N	O	S	N	N	N	N	N	N	N	N	N	N	N	S	N	O	N
FELLSHIP	S	O	S	S	N	S	S	O	O	S	S	N	S	S	N	S	S	N	N	N
ENGLISH COMPOSITION	N	N	N	N	N	O	O	N	O	N	N	N	N	N	N	N	N	N	N	N
USING DIFFERENT MATERIAL	S	S	S	O	S	O	S	N	S	O	S	S	S	O	N	N	S	N	O	S
MAP SKILLS	N	S	N	N	O	N	N	N	N	S	O	S	N	N	N	O	N	N	N	N
MEASUREMENTS OF ALL KINDS	O	N	N	O	O	N	N	N	N	S	N	O	N	N	S	N	O	O	O	O
FOLLOWING WRITTEN OR ORAL DIRECTIONS	O	S	S	O	O	S	S	O	S	O	O	S	S	S	O	S	O	S	S	S
EXERCISE	S	N	N	S	N	N	N	N	N	N	O	N	N	N	N	N	O	N	S	N
BASIC MATH (1, -, x, ÷)	S	O	O	O	O	N	S	S	S	O	S	S	O	O	O	O	S	S	S	O
CLASSIFYING	S	S	O	S	S	S	S	S	S	S	S	S	S	O	N	S	S	N	S	N
HISTORY	N	N	N	N	N	S	S	N	S	N	N	S	N	N	N	N	N	N	N	N
GEOGRAPHY	N	N	N	N	S	S	S	N	S	S	N	S	N	N	N	N	N	N	N	N
COUNTING	S	S	O	O	S	N	N	S	N	S	N	N	O	O	O	O	S	S	S	S
RECORDING AND READING NUMBERS	O	O	O	O	O	N	S	S	S	S	S	S	O	O	O	O	S	S	S	S
ARTICLES	S	S	S	S	S	S	S	S	O	S	O	S	S	S	N	S	S	N	O	N
LANGUAGE DEVELOPMENT	S	S	S	S	S	O	S	S	O	S	S	S	S	S	N	S	S	N	S	N
MAPS	N	N	O	S	N	S	S	S	S	S	N	N	N	N	N	S	S	N	N	N
WOODWORKING	N	N	N	N	N	N	N	N	N	N	N	S	N	N	N	N	N	N	N	N
TRACING	N	N	N	N	N	N	N	N	N	N	N	S	N	N	N	N	N	N	N	N
FOOD PREPARATION	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	O	N	N	N

**CAREER GENERALIZATION:**

Career development is a life-long process.

**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 Activity Sheet, the student will categorize job description statements as true or false in relation to four (4) different occupations with 80 percent accuracy.

**MATERIALS:**

- \* Activity Sheet
- \* Activity Sheet Answer Key
- Pen or pencil

**PREPARATION:**

Duplicate an Activity Sheet for each participating student. This can be a large group or learning center activity.

**PROCEDURE:**

Allow the students to complete the Activity Sheet and check their work against the Activity Sheet Answer Key.

Then, have them work in pairs, each pair selecting one of the occupations (doctor, teacher, homemaker, carpenter) to discuss. Each pair should study the true statements about their occupation; and from those statements, they should make a list of the skills, interests, and abilities necessary to successfully engage in that occupation.

**EVALUATION:**

Informally, note during the discussion the accuracy of the students' analyses of the abilities, skills, and interests that are necessary for different jobs.

ACTIVITY SHEET

5604C2

DIRECTIONS: Read each of the following statements and mark TRUE or FALSE as it applies to each occupation.

DOCTOR	TEACHER	HOMEMAKER	CARPENTER

1. Is confined indoors
2. Has high pay
3. Requires long, expensive training
4. Is on call day and night
5. Has dull routine job
6. Uses creative ideas
7. Should like children
8. Can only be a woman
9. Uses a lot of math skills
10. Must pass examination for license
11. Must be an American citizen
12. Has extra benefits, like trips
13. Provides opportunities for competition
14. Works by appointment only
15. Will be outmoded in the future

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DIRECTIONS: Read each of the following statements and mark TRUE or FALSE as it applies to each occupation.

DOCTOR	TEACHER	HOMEMAKER	CARPENTER
TRUE	FALSE	FALSE	FALSE
TRUE	FALSE	FALSE	TRUE
TRUE	FALSE	FALSE	FALSE
TRUE	FALSE	TRUE	FALSE
FALSE	FALSE	FALSE	TRUE
FALSE	TRUE	TRUE	TRUE
FALSE	TRUE	TRUE	FALSE
FALSE	FALSE	FALSE	FALSE
FALSE	FALSE	FALSE	TRUE
TRUE	FALSE	FALSE	FALSE
TRUE	FALSE	FALSE	FALSE
TRUE	FALSE	FALSE	TRUE
FALSE	FALSE	FALSE	FALSE

1. Is confined indoors (environment)
2. Has high pay (interests)
3. Requires long, expensive training (education)
4. Is on call day and night (adaptation)
5. Has dull routine job (adaptation)
6. Uses creative ideas (special aptitudes)
7. Should like children (interests)
8. Can only be a woman (sex)
9. Uses a lot of math skills (special aptitudes)
10. Must pass examination for license (intelligence)
11. Must be an American citizen (citizenship)
12. Has extra benefits, like trips (exploration)
13. Provides opportunities for competition (job changes)
14. Works by appointment only (adaptation)
15. Will be outmoded in the future (technological changes)

CAREER GENERALIZATION:

Different occupations require different abilities, skills, and interests.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

The student will be able to write a job application letter, using correct form, sentence structure, punctuation, etc.

MATERIALS:

- \*Directions to student
- \*Personal Inventory sheet (2 pages)
- \*Letter of Application (No. 1)
- \*Letter of Application (No. 2)
- \*Form for Business Letter
- Pencil and paper for letter writing

PREPARATION:

As many copies as needed of the Directions to Student sheet, the Personal Inventory, the Letter of Application (No. 1) and the Letter of Application (No. 2) should be run off.

Before introducing this unit, the Personal Inventory sheet should be discussed briefly to make sure all students understand how to use it.

Also, this activity should be used at a time when the class is studying letter writing. The form for Business Letter should be gone over together in class.

PROCEDURE:

All materials will be placed in a learning center, or this unit could be used with the whole class. Be sure the students first read and understand the sheet "Directions to Student". They then follow the steps, in order, on that sheet.

EVALUATION:

The student will be able to write a letter applying for a job, using correct letter form, sentence structure, punctuation, etc. Check the work after it is completed.



## DIRECTIONS TO STUDENT

1. First fill in the Personal Inventory sheet. This is a list of your abilities and skills--things you do well and like to do. Follow the directions on the sheet.
2. Write the Letter of Application (No. 1) for practice. Your teacher may want to check this letter before you write the second one. Follow directions on the sheet.
3. Write the Letter of Application (No. 2). Follow the directions on the sheet. This letter will be handed to your teacher to be checked for correct letter form.

PERSONAL INVENTORY

You are being asked to list all the things that you do well. Write down sports, games, hobbies . . . . . everything! Remember things you do around home, at school, with friends, with people you don't know well, with relatives, with your family, in clubs, alone, to help others, and to help yourself.

Your list could be very long. It would be difficult to list everything, but try to list as many as you can--at least 30. And remember "Little" things count.

After you have finished this list, discuss the items you have listed with 2 or 3 others in your class. Try to decide what jobs you might be good at using your list as a basis. Make a list of the jobs you think you might be able to do, then choose one of them for the Letter of Application (No. 2). Before you do the 2nd Letter of Application, practice on Letter of Application (No. 1).

- |         |     |
|---------|-----|
| Home    | 1.  |
| School  | 2.  |
| Friends | 3.  |
| Family  | 4.  |
| Clubs   | 5.  |
| Alone   | 6.  |
|         | 7.  |
|         | 8.  |
|         | 9.  |
|         | 10. |
|         | 11. |
|         | 12. |
|         | 13. |
|         | 14. |
|         | 15. |
|         | 16. |
|         | 17. |

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

(You may list more if you wish)

## LETTER OF APPLICATION (No. 1)

Write a letter applying for a job that you have either done, or feel you could do now. For example; mowing lawns, paper route, run errands, etc. You may write the letter to your parents, friends, neighbors, or an actual business. But remember, whoever you write to, this is a business letter and you are applying for a job. Also keep in mind your abilities, skills, and interests. Don't apply for a job you couldn't or wouldn't want to do.

You may follow this form in writing your letter.

Your address  
city, state, zip (heading)

date

Person letter is addressed to  
address (inside address block)  
city, state, zip

Dear----- : (the salutation)  
(State the exact job you are applying for)

(Describe the abilities, skills, and interests  
you have that would help you to do the job well)

(Mention any previous jobs you have had in this  
same area)

(Give one reference - someone who knows you and  
would speak well of you)

(Ending - let the person to whom you are writing  
know you will talk to him personally or send more information  
about yourself)

Sincerely (closing)

(signature)

LETTER OF APPLICATION (No. 2)

Decide on a job you want to apply for and write a letter of application for that job. The place of employment can be real or imaginary, but the job must be a real one. Be sure that you think about your abilities, skills, and interests when you choose the job to apply for.

You may use the following guide for the form of your letter.

Your address  
city, state, zip (heading)

date

company  
address (Inside address block)  
city, state, zip

Dear-----:

(State exact job you want)

(Describe your abilities, skills, interests)

(Education and training: You may make this up)

(One reference - a person who know you and would speak well of you)

(Ending: let the employer know you will come in for an interview or send more information about yourself)

Sincerely, (closing)

Your name (signature)

FORM FOR BUSINESS LETTER  
margin

your address (heading)

city, state, zip

date

Company (or person) written to

address (inside address block)

city, state, zip

Dear----- : (The salutation)

(State exact job you want)

(Describe your abilities, skills, interest)

(Education and training: student may make  
this up)

(One reference: A person who knows you and  
would speak well of you)

(Ending: let the employer know you will come  
in for an interview or send more information about yourself)

Sincerely,  
(Closing)

Your name  
(Signature)

(margin)

(margin)  
(body of letter)

CAREER GENERALIZATION:

Career development is a life-long process.

CAREER OBJECTIVE:

The student will identify the determinants of career development.

PERFORMANCE OBJECTIVE:

Given a copy of the Career Determinants crossword puzzle, the student will identify with 90 percent accuracy the terms describing factors that determine a person's career.

MATERIALS:

- \*Crossword puzzle--"Career Determinants"
- \*Crossword puzzle answer key
- \*Word List
- Pen or ballpoint

PREPARATION:

Duplicate a puzzle for each student participating in the activity. Hold a preliminary discussion to explain what determinants are and how they affect peoples' lives.

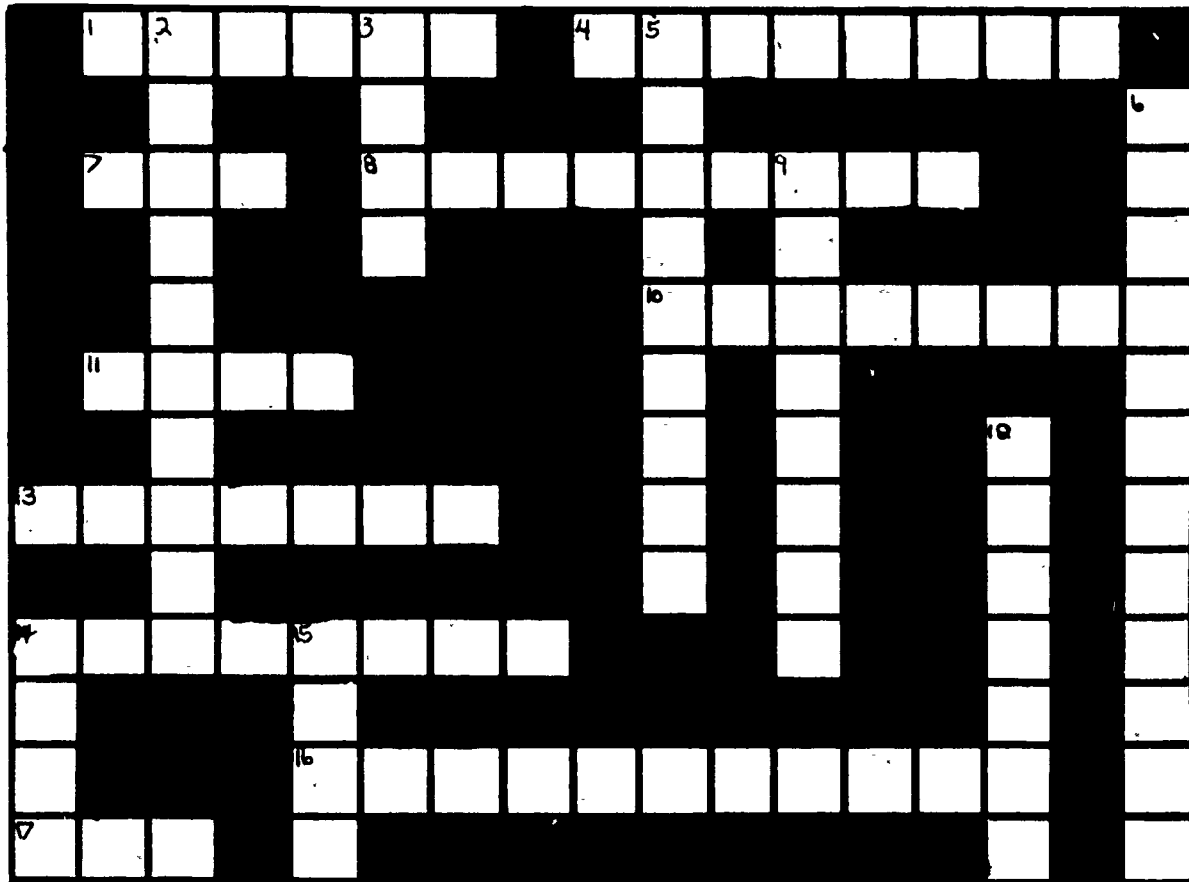
PROCEDURE:

Distribute crossword puzzles or place them in a learning center. Go over the directions briefly and have students proceed on their own. Instruct students to check their work against the Answer Key.

EVALUATION:

Informally, check the students' work. Discuss their understandings of the terms in the crossword puzzle and the impact of the determinants on peoples' careers.

As an individual follows a specific career path, certain things will determine its direction. Complete the following puzzle to identify some of these determinants.



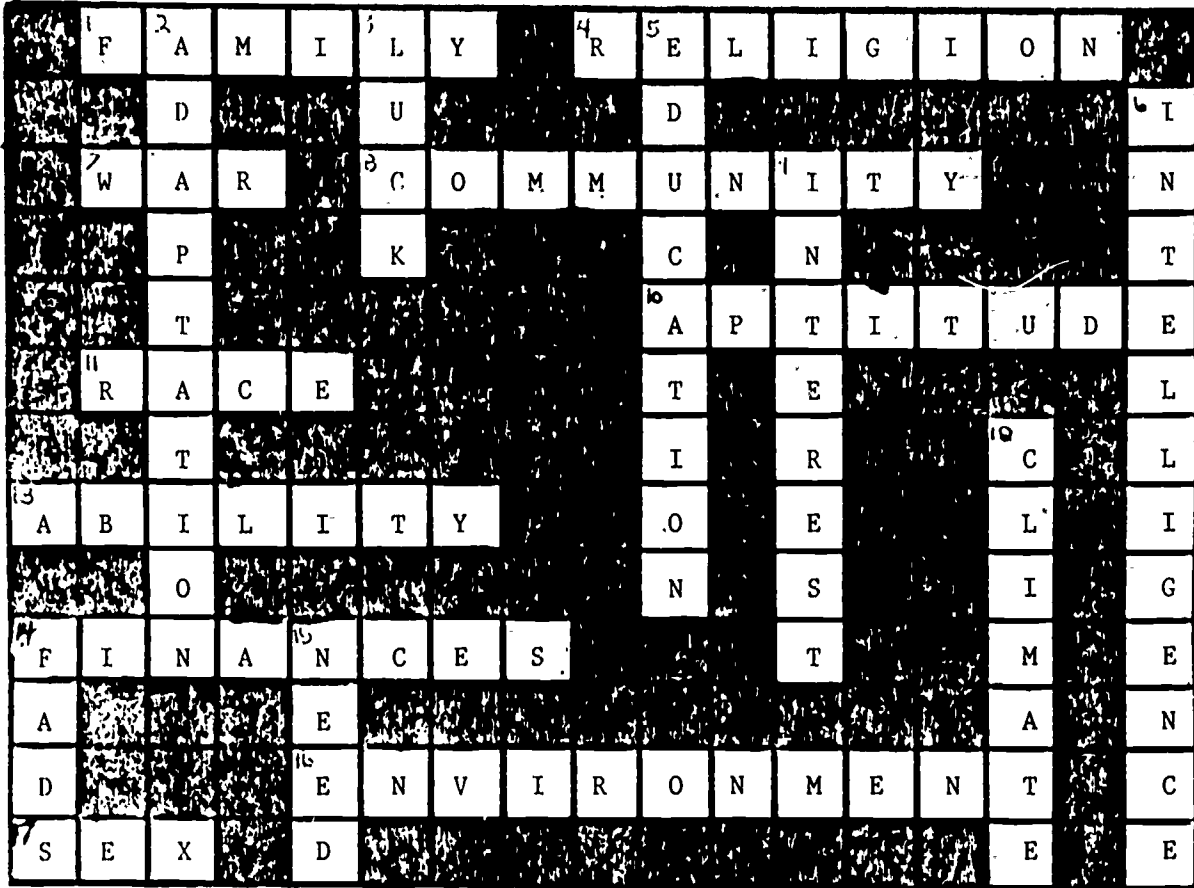
ACROSS

DOWN

- |  |                                    |
|--|------------------------------------|
| 1. People you live with                | 2. Making adjustment               |
| 4. Faith, system of beliefs            | 3. Good fortune                    |
| 7. Armed conflict between nations      | 5. Formal and informal instruction |
| 8. A town or city                      | 6. Capacity to learn               |
| 10. A natural ability; talent          | 9. Attraction                      |
| 11. People with common characteristics | 12. Average condition of weather   |
| 13. To do well; a skill                | 14. Passing practice               |
| 14. Money                              | 15. A necessity                    |
| 16. Surroundings                       |                                    |
| 17. Male or female                     |                                    |



As an individual follows a specific career path, certain things will determine its direction. Complete the following puzzle to identify some of these determinants.



ACROSS

DOWN

- |  |                                    |
|--|------------------------------------|
| 1. People you live with                | 2. Making adjustment               |
| 4. Faith, system of beliefs            | 3. Good fortune                    |
| 7. Armed conflict between nations      | 5. Formal and informal instruction |
| 8. A town or city                      | 6. Capacity to learn               |
| 10. A natural ability; talent          | 9. Attraction                      |
| 11. People with common characteristics | 12. Average condition of weather   |
| 13. To do well; a skill                | 14. Passing practice               |
| 14. Money                              | 15. A necessity                    |
| 16. Surroundings                       |                                    |
| 17. Male or female                     |                                    |

## WORD LIST

Chose your answers from the following words:

Family

Religion

War

Community

Race

Aptitude

Ability

Finances

Sex

Environment

Adaptation

Luck

Education

Interest

Climate

Intelligence

Fads

Need

**CAREER GENERALIZATION:**

Career development is a life-long process.

**CAREER OBJECTIVE:**

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

**PERFORMANCE OBJECTIVE:**

Given a worksheet, the student will be able to match worker names with worker activities with 90 percent accuracy.

**MATERIALS:**

- \* Job cards--17
- \* Job characteristic cards--17
- \* Game directions
- \* Game Answer Key
- \* Evaluation matching sheet

**PREPARATION:**

Cut out cards along the lines, laminate, and place in a learning center along with the directions.

Identify and discuss all words and phrases that may be new to your students before they play the game.

**PROCEDURE:**

Allow 3-5 students at a time to play the game. After they have played one or several rounds, give them the Evaluation Matching Sheet to work.

**EVALUATION:**

Informally, check the students' Evaluation Matching Sheets. If they do not match items with 90 percent accuracy, have them play the card game again.

5605B

FARMER

5605B

TEACHER

5605B

PLUMBER

5605B

SECRETARY

5605B

LIBRARIAN

5605B

RADIO ANNOUNCER

5605B

NIGHT WATCHMAN

5605B

AIRLINE HOSTESS/HOST

5605B

BANK TELLER

5605B

WAITRESS/WAITER

5605B

DOCTOR

5605B

NEWS REPORTER

5605B

MACHINIST

5605B

VETERINARIAN

5605B

SALESPERSON

5605B

LIFEGUARD

5605B

LAWN WORKER

<p>5605B</p> <p>WORKS OUTDOORS</p>	<p>5605B</p> <p>WORKS WITH A TYPEWRITER</p>	<p>5605B</p> <p>WORKS WITH ANIMALS</p>
<p>5605B</p> <p>WORKS WITH A MACHINE</p>	<p>5605B</p> <p>WORKS WITH HANDS AND GETS DIRTY MOST OF THE TIME</p>	<p>5605B</p> <p>WORKS IN A CLASSROOM</p>
<p>5605B</p> <p>WORKS ALONE</p>	<p>5605B</p> <p>WORKS WITH BOOKS</p>	<p>5605B</p> <p>WORKS WITH MICROPHONES</p>
<p>5605B</p> <p>SELLS THINGS</p>	<p>5605B</p> <p>HANDLES MONEY</p>	<p>5605B</p> <p>IS ON CALL DAY AND NIGHT</p>

5605B

WORKS ALL HOURS  
DURING CERTAIN SEASONS

5605B

WORKS ON AN AIRPLANE

5605B

SERVES FOOD TO PEOPLE

5605B

TRAVELS, GATHERS INFORMATION,  
AND MAKES REPORTS

5605B

WORKS IN AND NEAR WATER

DIRECTIONS FOR PLAYING THE CARD GAME

1. Shuffle cards thoroughly and deal them out to all the players.
2. He/She places any and all matching pairs (workers and characteristics) in his hand on the table, face up.
3. He/She then takes a card from the player's hand to his right. If it matches a card in his hand, he puts the pair on the table.
4. The player to the dealer's left then follows the same procedure; i.e., placing any matching pairs from his hand on the table and drawing one card from the player to his left.
5. The game proceeds until one player has matched all of the cards in his/her hand.
6. If, during the game, players are uncertain of the correctness of a match, they may check the Card Game Key.



Game Answer Key

1. Farmer - works all hours during certain seasons
2. Teacher - works in a classroom
3. Plumber - works with hands and gets dirty most of the time
4. Secretary - works with a typewriter
5. Librarian - works with books
6. Radio Announcer - works with microphones
7. Machinist - works with a machine
8. Airline Hostess/Host - works on an airplane
9. Bank Teller - handles money
10. Waitress/Waiter - serves food to people
11. Doctor - is on call day and night
12. News Reporter - travels, gathers information, and makes reports
13. Veterinarian - works with animals
14. Salesperson - sells things
15. Lifeguard - works in and near water
16. Night Watchman - works alone
17. Lawn Worker - works outdoors

EVALUATION SHEET

DIRECTIONS: Match one of the jobs on the left with one of the job characteristics on the right.

- |                         |       |   |
|-------------------------|-------|---|
| 1. Farmer               | _____ | Works with typewriter                         |
| 2. Teacher              | _____ | Handles money                                 |
| 3. Plumber              | _____ | Serves food to people                         |
| 4. Secretary            | _____ | Is on call day and night                      |
| 5. Librarian            | _____ | Sells things                                  |
| 6. Radio Announcer      | _____ | Works with animals                            |
| 7. Machinist            | _____ | Works in and near water                       |
| 8. Airline Host/Hostess | _____ | Works outdoors                                |
| 9. Bank Teller          | _____ | Works alone                                   |
| 10. Waitress/Waiter     | _____ | Works on an airplane                          |
| 11. Doctor              | _____ | Works with a machine                          |
| 12. News Reporter       | _____ | Works with microphones                        |
| 13. Veterinarian        | _____ | Works with books                              |
| 14. Salesperson         | _____ | Works with hands, gets dirty most of the time |
| 15. Lifeguard           | _____ | Works in a classroom                          |
| 16. Night Watchman      | _____ | Works all hours during certain seasons        |
| 17. Lawn Worker         | _____ | Travels, gathers information, makes reports   |

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:

Given a worksheet, the student will rank order the reasons he/she would select particular work.

MATERIALS:

- \* Worksheet - "Reasons to Choose Work"
- Pencils

PREPARATION:

Reproduce as many copies as needed of the worksheet. Have a discussion on why people choose their kind of work pointing out different interests, abilities, values, training, etc.

PROCEDURE:

After the discussion, students may be given the worksheet activity in a learning center or for independent work as a group.

EVALUATION:

Check the work done by the students and listen to his/her reason for ranking the way he/she did.

REASONS TO CHOOSE WORK

DIRECTIONS: Below are some reasons some people choose their work. Look over the reasons and number them in order of their importance to you.

- \_\_\_\_\_ Pay is good.
- \_\_\_\_\_ Meeting or helping people
- \_\_\_\_\_ Not confined indoors
- \_\_\_\_\_ Have extra benefits, like trips
- \_\_\_\_\_ Feel I am bettering myself
- \_\_\_\_\_ Had an interest in this job field since childhood
- \_\_\_\_\_ Free to work as I choose
- \_\_\_\_\_ Work makes me happy.
- \_\_\_\_\_ Want the things money can buy
- \_\_\_\_\_ Good working conditions
- \_\_\_\_\_ Enjoy the work
- \_\_\_\_\_ A chance to work my way up to get promotions

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:

Given ten problem situations in work settings, the student will identify the positive contributions made by various workers, including himself when appropriate.

MATERIALS:

- \*Activity Sheet
- Pencils for each student

PREPARATION:

The activity sheets are designed for use with a small or large number of students. It is recommended that a child compare his answers with a partner after completion. Reproduce enough activity sheets for each child.

PROCEDURE:

Each student should complete the activity sheet individually, following the directions. Then the child should compare and discuss his responses with a partner. The teacher should recognize that there is no one correct answer, so any reasonable answer is acceptable. The teacher may wish to discuss various alternatives to the problems if a student is concerned about his response.

EVALUATION:

To evaluate the activity, each student will compare and discuss his responses with a partner. The very last question on the activity sheet should be compared among students. This question should be checked by the teacher.

If a student has recorded little or no involvement in the solution of the problem situations, he/she should be asked to suggest consequences of this action.

Example:

No involvement was suggested by student on situation number 4. He/she suggested mother and father.

Possible questions for student: a) What happens at your house if mother or father always has to carry out the trash? b) How would they feel if they were the only ones who ever carried out the trash?

## ACTIVITY SHEET

Your family and you work together with workers in the community to keep your household operating smoothly. Under each situation or problem that a family member encounters, list the worker(s) (family members and yourself should be included) and their contributions which would help solve the problem.

You may list one, two, or more workers if you wish. Write your contributions in detail. Use two or three lines.

1. Your mother and father want to buy a house.

Worker(s) \_\_\_\_\_

Contributions(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Mother needs more electrical outlets in the kitchen.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. After working hard all day, your family decides to eat out at a nice restaurant.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The wastebaskets are all full after cleaning out the house.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Mother wants to redecorate the walls and floor of the living room.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. The car is dirty inside and out.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. Father notices a leak in a bathroom water pipe. Water ran over the entire floor.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. The backyard lawn is overgrown with weeds and grass.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. Father discovers termites in the basement walls.

Worker(s) \_\_\_\_\_

Contributions(s) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



10. Everyone agrees that the basement needs more shelves for storage.

Worker(s) \_\_\_\_\_

Contribution(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When you are finished, compare your answers with a partner. Any reasonable answers you write are acceptable.

In how many situations did you name yourself as a worker making a contribution?

\_\_\_\_\_

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:

The student will write a paper telling how a school would be different without one of the workers.

MATERIALS:

- \*List of school workers
- \*\*Interview form
- Paper and pencil

PREPARATION:

Reproduce as many copies as needed of the School Workers List and the Interview Form.

PROCEDURE:

Students will need to work in groups of 4 or 5 to do interviews. Using the interview form, someone in the group is responsible for interviewing each person in their school from the School Workers List.\*\* After all interviews are completed, the group should meet and discuss the various contributions made to the school by each of the workers. At this point the teacher may want an oral report to the rest of the class from each group. As a culmination to this activity, each student is to pick one worker from the list and write a paper on how the school would be different without that worker.

EVALUATION:

Check the papers the students write.

\*\*If there are additional workers in your school, you may add them to the list.

## LIST OF WORKERS

Classroom Aides

Classroom Teachers

Counselor

Custodian

Librarian

Lunchroom Aides

Music Teacher(s)

Nurse

P.E. Teacher

Principal

Reading Teacher

Secretary

Speech Therapist

Your name \_\_\_\_\_

INTERVIEW FORM

Name of person interviewed? \_\_\_\_\_

What is his/her job? \_\_\_\_\_

What are the main duties of his/her job? \_\_\_\_\_

How does he/she contribute to the students in the school? \_\_\_\_\_

How does he/she contribute to other workers in the school? \_\_\_\_\_

How does he/she contribute to the parents of students in the school? \_\_\_\_\_

What kind of special education and/or training did he/she have? \_\_\_\_\_

Any additional information about this person that you think is important? \_\_\_\_\_

**CAREER GENERALIZATION:**

Every occupation contributes to society.

**CAREER OBJECTIVE:**

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

**PERFORMANCE OBJECTIVE:**

Given a contribution made by a specific occupation to society, the student will be able to identify that occupation with 80% accuracy.

**MATERIALS:**

- \*Game Board for Contribution
- \*Contribution Cards (7 sets, 35 cards)
- \*Point Cards
- \*Answer Key

**PREPARATION:**

The game is designed for three players. Place the materials in in a learning center.

**PROCEDURE:**

Explain the directions to the students.

**EVALUATION:**

The student should complete the game activity with 80% accuracy. If he does not achieve this, he should play again or engage in a similar activity.

## PLAYING THE GAME

1. Two players and one MC are needed.
2. Choose six cluster categories you wish to learn about.
3. For each category you have chosen, there is a corresponding set of Contribution Cards.
4. Arrange these cards vertically on the Game Board starting with the Cluster Card and then the Contribution Cards are placed below with ten-point cards on the top row, and the fifty-point cards on the bottom row. Arrange the corresponding Number Cards over each Contribution Card. The numbers indicate the points to be earned.
5. Game begins when one player names a cluster category and the number of points he wishes to earn. The ten-point questions are easiest and the fifty-point cards are the most difficult.
6. After the palyers call his category and points, the MC lifts the Number Card revealing the contribution, and reads this to the player.
7. The player then answers with a question indicating the job related to the contribution.

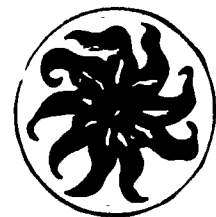
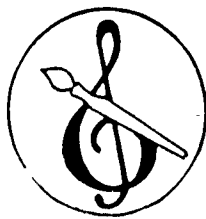
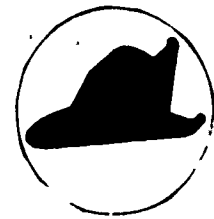
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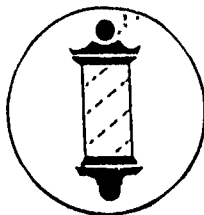
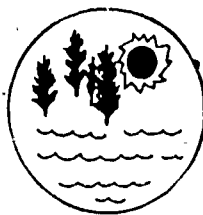
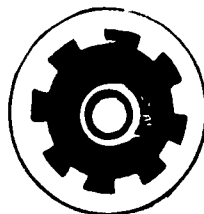
Player Response:

What is a telephone  
repairman?

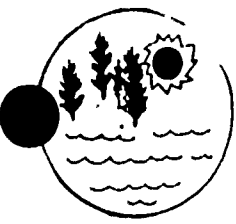
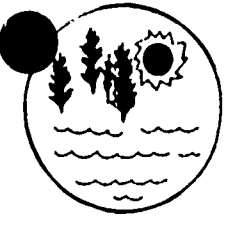
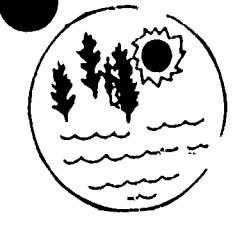
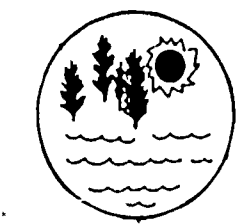
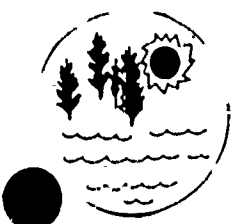
Repairs and installs  
telephone equipment





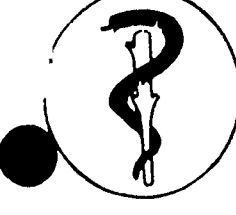
8. If the player answers correctly, he earns the number of points on the Contribution Card.
9. If he misses, his opponent can state the question and earn the points.
10. The MC may consult the Answer Key if a question arises.
11. Player with the most points wins after Game Board is cleared of cards.

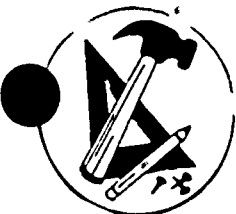
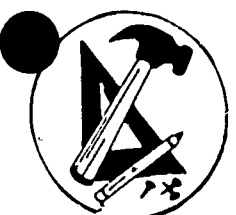

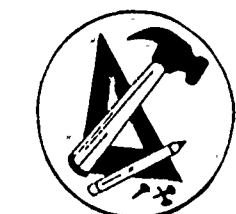












	<p>HELPS TO PRESERVE OUR NATIONAL RECREATION AREAS AND PREVENT FOREST FIRES</p>	<p>10</p> <p>1 0</p>
	<p>MAKES CERTAIN THAT HUNTERS AND OTHER SPORTSMEN ARE FOLLOWING STATE LAWS</p>	<p>20</p> <p>2 0</p>
	<p>INSURES THE SUPPLY OF FRESH DRINKING WATER FOR THE PUBLIC</p>	<p>30</p> <p>3 0</p>
	<p>RECORDS MOVEMENTS OF THE EARTH'S CRUST (EARTHQUAKES) TO INSURE PUBLIC SAFETY</p>	<p>40</p> <p>4 0</p>
	<p>PREPARES LONG-RANGE PLANS FOR THE DEVELOP- MENT OF MODERN CITIES AND TRANSPORTATION SYSTEMS</p>	<p>50</p> <p>5 0</p>

	<p>10</p> <p>ENABLES PEOPLE TO ENJOY CLEAN TEETH AND HEALTHY GUMS</p>	<p>1 0</p>
	<p>20</p> <p>HELPS THE PUBLIC BY CURING ILLNESS AND PRESCRIBING PREVENTATIVE DRUGS</p>	<p>2 0</p>
	<p>30</p> <p>PREPARES DRUG COMPOUNDS FOR CURE OF DISEASE.</p>	<p>3 0</p>
	<p>40</p> <p>PRESCRIBES THE CURE OF ANIMAL ILLNESSES</p>	<p>4 0</p>
	<p>50</p> <p>PREPARES A PATIENT FOR AN OPERATION SO THAT THE PATIENT WILL NOT FEEL PAIN</p>	<p>5 0</p>

	<p>BUILDS HOMES USING THE TOOLS OF HIS TRADE</p>	<p>10</p> <p>1 0</p>
	<p>INTRODUCED STONE AS A BUILDING MATERIAL FOR HOMES</p>	<p>20</p> <p>2 0</p>
	<p>SELLS HIS SERVICES IN SUPERVISING THE BUILDING OF OFFICES AND HOMES</p>	<p>30</p> <p>3 0</p>
	<p>DRAWS PRELIMINARY PLANS FOR BUILDINGS AND OTHER STRUCTURES</p>	<p>40</p> <p>4 0</p>
	<p>PERIODICALLY CHECKS TO SEE THAT LIVING STRUCTURES ARE SAFE FOR OCCUPANCY</p>	<p>50</p> <p>5 0</p>

	<p>10</p> <p>IS RESPONSIBLE FOR KEEPING A HOME -NEAT AND TIDY, AND TO PREPARE NOURISHING MEALS</p>	<p>1 0</p>
	<p>20</p> <p>PREPARES DOUGH MIXTURE INTO SALEABLE PASTRIES FOR PUBLIC CONSUMPTION</p>	<p>2 0</p>
	<p>30</p> <p>CUTS AND SEWS CLOTH IN THE FORM OF DRESSES FOR PUBLIC SALE.</p>	<p>3 0</p>
	<p>40</p> <p>CONSULTS WITH HOME- OWNERS ABOUT THE FURNITURE, DRAPES, AND CARPETING NECESSARY FOR AN ATTRACTIVE HOME</p>	<p>4 0</p>
	<p>50</p> <p>ADVISES PARENTS ON PROPER CARE OF CHILDREN IN THE HOME</p>	<p>5 0</p>



RELATES THE EVENTS  
OF THE DAY TO THE  
PUBLIC

10

1 0



WRITES AND RESEARCHES  
THE EVENTS OF THE DAY  
AND RELAYS THIS TO THE  
PUBLIC

20

2 0



WRITES INFORMATIVE  
ARTICLES ON CURRENT  
EVENTS FOR A NEWSPAPER

30

3 0



OPERATES A WIRELESS  
MACHINE WHICH TRANSMITS  
MESSAGES

40

4 0



PREPARES PICTURES OF  
CONSUMER PRODUCTS  
USED IN ADVERTISING

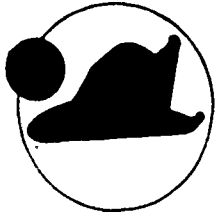
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5 0

SUPERVISES PUBLIC SWIMMING AREAS

10

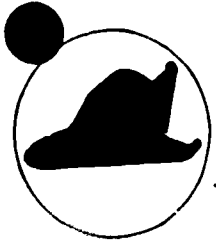
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INTERPRETS THE LAWS TO THE PUBLIC AND REPRESENTS THEM IN LEGAL AFFAIRS

20

2 0



REPRESENTS THE PEOPLE OF THE CITY IN MAKING DECISIONS CONCERNING PUBLIC GOOD

30

3 0



ADVISES THE PUBLIC ON FAMILY PROBLEMS AND FAMILY PLANNING

40

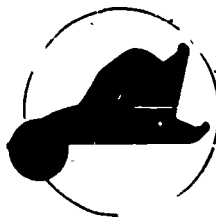
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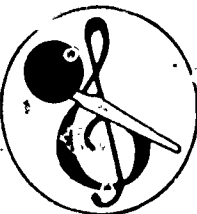
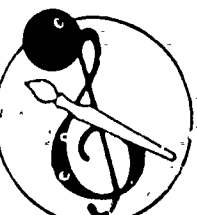


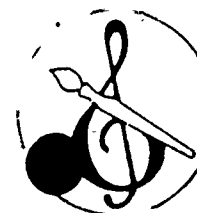


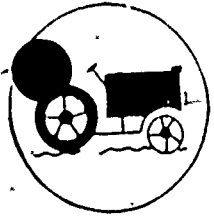
CHECKS AUTOS FOR NEEDED MAINTENANCE AND SAFETY FEATURES

50

5 0



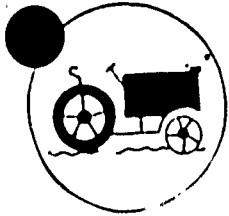
	PROVIDES ENTERTAINMENT IN PERFORMING ON TELEVISION AND ON THE MOVIE SCREEN	10	1 0
	ADVISES ACTORS AND ACTRESSES ON THE TYPES OF ROLES THEY ARE PLAYING	20	2 0
	WRITES MUSIC FOR PUBLIC ENJOYMENT	30	3 0
	WRITES WORDS FOR SONGS TO BE SUNG	40	4 0
	PLAYS DANCE ROUTINES FOR PERFORMERS	50	5 0



SPECIALIZES IN THE  
RAISING OF CATTLE  
FOR CONSUMER USE

10

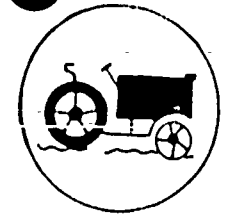
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OPERATES A MACHINE  
WHICH CUTS GRAIN  
CROPS FOR FOOD

20

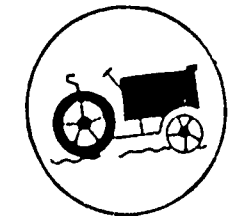
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WITH THE USE OF A SMALL  
PLANE AND INSECTICIDES,  
PREVENTS THE SPREAD OF  
INSECTS HARMFUL TO  
GRAIN CROPS

30

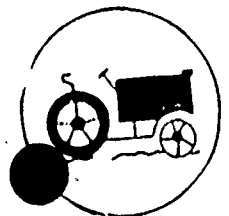
3 0



CHECKS THE SIZE AND  
QUALITY OF EGGS

40

4 0

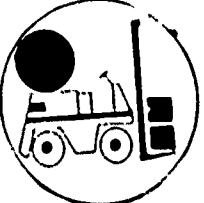
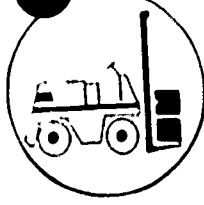
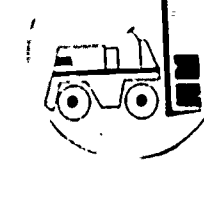
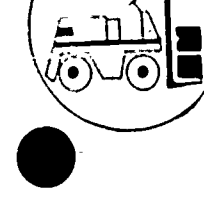
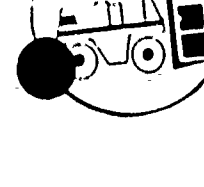


STUDIES SOILS FOR  
SUBSTANCES PRODUCTIVE  
TO PLANT GROWTH

50

5 0



	<p>10</p> <p>RESPONSIBLE FOR ALL MERCHANDISE AND PRODUCTS RECEIVED AND SHIPPED OUT OF A WAREHOUSE</p>	<p>1 0</p>
	<p>20</p> <p>DRIVES A PANEL OR LIGHT TRUCK OVER AN ASSIGNED ROUTE, SELLING OR TAKING GOODS TO BUSINESSES</p>	<p>2 0</p>
	<p>30</p> <p>OVERSEES OR COORDINATES ACTIVITIES OF WORKERS WITHIN A DEPARTMENT OR STORE</p>	<p>3 0</p>
	<p>40</p> <p>EXAMINES CLOSELY ITEMS THAT ARE MANUFACTURED TO MAKE SURE THAT THEY OPERATE PROPERLY</p>	<p>4 0</p>
	<p>50</p> <p>ASSEMBLES AND ANALYSES INFORMATION NEEDED FOR EFFECTIVE ADVERTISING PROGRAM</p>	<p>5 0</p>



DRIVES VEHICLE WHICH  
DISTRIBUTES GOODS TO  
THE CONSUMER

10

1 0



PROVIDES PRIVATE  
TRANSPORTATION FOR  
INDIVIDUALS WITHIN  
THE CITY

20

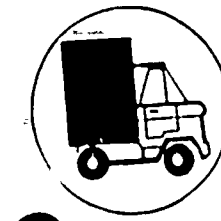
2 0



OPERATES RADIO DEVICE  
WHICH COMMUNICATES  
WITH PERSONS AWAY  
FROM A BUSINESS

30

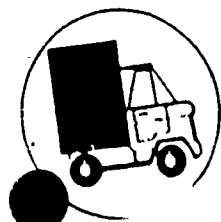
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IS RESPONSIBLE FOR  
LOADING CARGO ON SHIPS  
WHICH CARRY GOODS TO  
OTHER CITIES

40

4 0



PLOTS THE ROUTE  
OF A SHIP OR PLANE  
TO INSURE A STRAIGHT  
COURSE

50

5 0



10  
GREETES PEOPLE COMING  
TO AN OFFICE AND INFORMS  
OTHERS AS TO THEIR ARRIVAL

1 0



20  
IS RESPONSIBLE FOR  
KEEPING OFFICE RECORDS  
IN CORRECT ORDER

2 0



30  
FEEDS INFORMATION INTO  
A MACHINE WHICH PRODUCES  
A SOLUTION OR ADDITIONAL  
INFORMATION

3 0



40  
SUPERVISES THE BUYING  
AND SELLING OF SHARES  
IN A BUSINESS

4 0



50  
IS RESPONSIBLE FOR  
THE KEEPING OF  
FINANCIAL RECORDS AND  
CORPORATE SPENDING

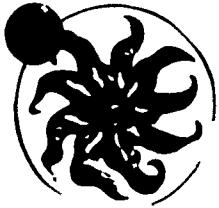
5 0



EXPLORES UNDERWATER  
DEPTHS FOR ENJOYMENT  
AND SCIENTIFIC  
DISCOVERIES

10

1 0



RAISES FRESHWATER FISH  
FOR CONSUMER USE

20

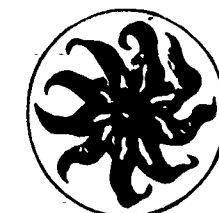
2 0



STUDIES MARINE LIFE

30

3 0



STUDIES THE OCEAN FLOOR  
FOR PLANT AND ANIMAL  
LIFE, CURRENTS, AND  
ROCK FORMATIONS

40

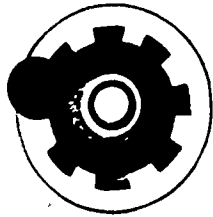
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STUDIES MICROSCOPIC  
ORGANISMS HELPFUL  
AND HARMFUL TO MAN

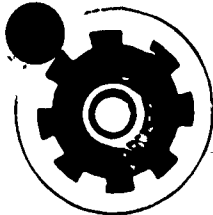
50

5 0



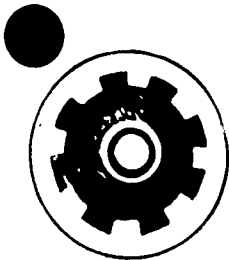
10  
 JOINS TWO METAL PARTS  
 TOGETHER USING HEATED  
 METAL WHICH MAKES THE  
 TWO PARTS ONE

1 0



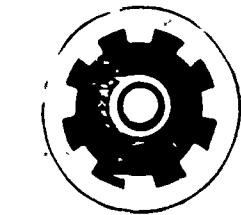
20  
 OPERATES A MACHINE  
 WHICH CUTS PIECES OF  
 METAL INTO MACHINE  
 PARTS

2 0



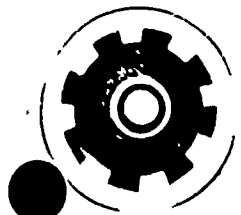
30  
 MAKES THE PATTERN FOR  
 A MACHINE TO FOLLOW  
 IN MAKING A PRODUCT

3 0








40  
 PREPARES GLASS PIECES  
 INTO EYEGGLASS lenses

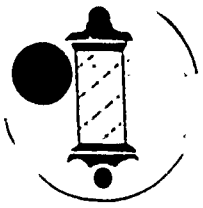
4 0



50  
 SUPERVISES THE OUTPUT  
 OF A PARTICULAR MANU-  
 FACTURING FIRM AND SEES  
 THAT QUOTAS ARE MET

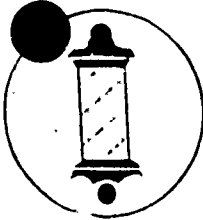
5 0

	<p>SERVES FOOD ITEMS TO CONSUMER FOR A PARTICULAR MEAL</p> <p>10</p>	<p>1 0</p>
	<p>SUPERVISES THE OPERATIONS IN A COMMERCIAL TEMPORARY LIVING UNIT</p> <p>20</p>	<p>2 0</p>
	<p>OPERATES MACHINE WHICH TRANSPORTS SKIERS TO THE TOP OF THE SLOPE</p> <p>30</p>	<p>3 0</p>
	<p>IS RESPONSIBLE TO BRING FOOD ITEMS FOR A MEAL TO A PARTICULAR LOCATION</p> <p>40</p>	<p>4 0</p>
	<p>IS HIGHLY SKILLED IN THE PROPER RIDING OF A HORSE</p> <p>50</p>	<p>5 0</p>



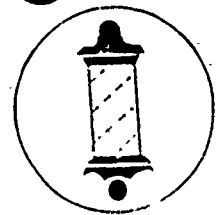
10  
 FASHIONS WOMEN'S HAIR  
 STYLES AND ADVISES  
 THEM AS TO THE PROPER  
 CARE FOR HAIR.

1 0



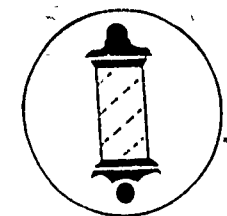
20  
 ADVISES PEOPLE AS TO  
 THEIR SPIRITUAL NEEDS

2 0



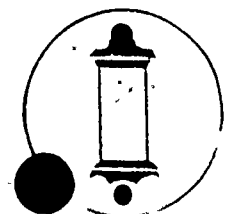
30  
 COUNSELS COUPLES WHEN  
 FAMILY PROBLEMS ARISE

3 0



40  
 INSURES THE SAFETY OF  
 IMPORTANT PUBLIC FIGURES

4 0

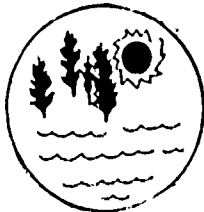


50  
 PREPARES THE DEAD  
 FOR BURIAL AND  
 COORDINATES THE LAST  
 RITES

5 0

## ANSWER KEY

ALL RESPONSES BEGIN "WHAT IS A . . . . . ?"

I. Environment

- 10 pt - forest ranger
- 20 pt - game warden or fish & wild life assistant
- 30 pt - water tester
- 40 pt - seismologist
- 50 pt - city planner

II. Health

- 10 pt - dentist
- 20 pt - physician
- 30 pt - pharmacist
- 40 pt - veterinarian
- 50 pt - anesthetist

III. Consumer and HomeMaking

- 10 pt - homemaker
- 20 pt - baker
- 30 pt - dressmaker
- 40 pt - interior decorator
- 50 pt - child counselor

IV. Communication and Media

- 10 pt - newscaster
- 20 pt - reporter
- 30 pt - journalist
- 40 pt - telegrapher
- 50 pt - commercial artist

V. Construction

- 10 pt - carpenter
- 20 pt - mason
- 30 pt - building contractor
- 40 pt - draftsman
- 50 pt - inspector

VI. Public Service

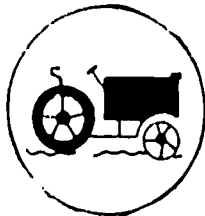
- 10 pt - lifeguard
- 20 pt - lawyer
- 30 pt - city commissioner
- 40 pt - social worker
- 50 pt - vehicle inspector



## ANSWER KEY

VII. Fine Arts and Humanities

- 10 pt - actor/actress
- 20 pt - director
- 30 pt - composer
- 40 pt - lyricist
- 50 pt - choreographer

VIII. Agricultural Business and Natural Resources

- 10 pt - rancher
- 20 pt - combine operator
- 30 pt - crop duster
- 40 pt - egg grader
- 50 pt - agronomist

IX. Business and Office

- 10 pt - receptionist
- 20 pt - file clerk
- 30 pt - computer programmer
- 40 pt - stockbroker
- 50 pt - accountant

X. Marine Science

- 10 pt - skin diver
- 20 pt - fish farmer
- 30 pt - marine biologist
- 40 pt - oceanographer
- 50 pt - bacteriologist

XI. Transportation

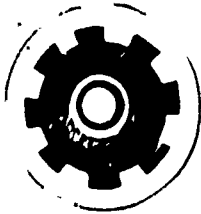
- 10 pt - truck driver
- 20 pt - taxi driver
- 30 pt - dispatcher
- 40 pt - shoresman
- 50 pt - navigator

XII. Marketing and Distribution

- 10 pt - warehouseman
- 20 pt - deliveryman
- 30 pt - floor manager
- 40 pt - inspector
- 50 pt - research director

ANSWER KEY

XIII. Manufacturing



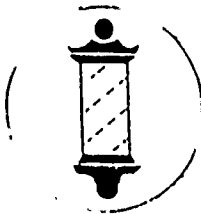
- 10 pt - welder
- 20 pt - lathe operator
- 30 pt - tool and dye maker
- 40 pt - lens grinder
- 50 pt - production manager

XIV. Hospitality and Recreation



- 10 pt - waitress/er
- 20 pt - hotel manager
- 30 pt - ski life operator
- 40 pt - caterer
- 50 pt - equestrian

XV. Personal Services



- 10 pt - cosmetologist
- 20 pt - minister
- 30 pt - marriage counselor
- 40 pt - body guard
- 50 pt - mortician

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:

Given a list of contributions made to society by various occupations, the student will determine whether the contribution is related to people, things or ideas, with 80% accuracy.

MATERIALS:

- \*Contribution Cards (from Contribution Game)
- \*Categorizing Sheet
- \*Answer Key

PREPARATION:

Reproduce a Categorizing Sheet for each participating student.

PROCEDURE:

This activity is designed for independent work or as a small group activity.

The student(s) is to read each Contribution Card and decide whether the contribution is related to people, things, or ideas.

He then places the card under the proper heading. An Answer Key is provided.

EVALUATION:

The student should classify the contribution with 80% accuracy. If this is not achieved, the student should discuss incorrect responses with a small group or the teacher, and then attempt to classify the contribution again.

CATEGORIZING SHEET

Using the sets of Contribution Cards not being used to play CONTRIBUTION, you are to read each Contribution Card and decide whether the contribution is related to people, things, ideas.

Then you are to place the card under the appropriate heading below. If you cannot make a decision, save the card and discuss it with your teacher when you have finished the activity.

---

PEOPLE

---

THINGS

---

IDEAS

ANSWER KEY



- 10 - things
- 20 - people
- 30 - things
- 40 - things
- 50 - ideas



- 10 - things
- 20 - things, ideas, people
- 30 - things
- 40 - things
- 50 - things



- 10 - things
- 20 - things
- 30 - people, things
- 40 - things, people
- 50 - people

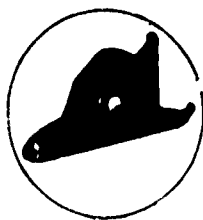


- 10 - ideas, people
- 20 - ideas, people
- 30 - ideas, people
- 40 - ideas
- 50 - things, ideas



- 10 - things
- 20 - things
- 30 - things
- 40 - ideas, things
- 50 - things

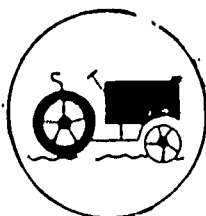
ANSWER KEY



- 10 - people
- 20 - people, ideas
- 30 - people, ideas
- 40 - people
- 50 - things



- 10 - people, ideas
- 20 - people
- 30 - ideas
- 40 - ideas
- 50 - people, ideas



- 10 - things
- 20 - things
- 30 - things
- 40 - things
- 50 - things



- 10 - people
- 20 - things
- 30 - things
- 40 - things
- 50 - things



- 10 - things
- 20 - things
- 30 - things
- 40 - ideas, things
- 50 - things, ideas

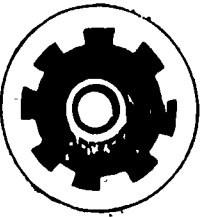
ANSWER KEY



- 10 - things
- 20 - people
- 30 - things
- 40 - things
- 50 - things



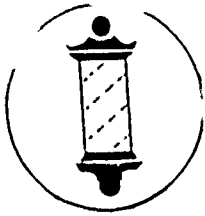
- 10 - things
- 20 - things
- 30 - people
- 40 - things
- 50 - ideas



- 10 - things
- 20 - things
- 30 - things
- 40 - things
- 50 - things



- 10 - people
- 20 - people
- 30 - things, people
- 40 - things
- 50 - people



- 10 - people
- 20 - people
- 30 - people
- 40 - people
- 50 - people

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

The student will analyze the contributions made to our society by specializations within our economy.

PERFORMANCE OBJECTIVE:

Given a list of contributions made to our society, the student will be able to analyze and relate these contributions to specializations within our economy with 80% accuracy.

MATERIALS:

\*Activity Sheet "Contribution Clips"

PREPARATION:

Reproduce enough copies for each participating student.

PROCEDURE:

The student is to study the ten headlines of contributions made to our society on the Activity Sheet. Of the ten headlines, the student is to list the numbers of the headlines which he considers a result of a specialized occupation (all may be listed).

After each number, he is to name one occupation which is partially responsible for each contribution.

Each student will then compare his answers with others in small group discussions. The teacher should discuss the answers with each group.

Then the student is to name other occupations which might be considered specialized.

EVALUATION:

If student cannot complete the Activity Sheet, further discussion is necessary.



ACTIVITY SHEET: CONTRIBUTION CLIPS

I. Study the list of newspaper headlines below:

1. Hallucinogenic Drugs Used in Treating Mental Illness.
2. Pocket-size Calculators Make Mathematics Less Time Consuming.
3. Heart Transplants Save Many Lives.
4. Space-rendevous with Russians in 1975.
5. Electric Power Plants Use Nuclear Energy.
6. Modern Farming Methods Increase Crop Yield.
7. Fire-proof Clothing Saves Lives of Children.
8. Four-day Work Week Provides More Leisure Time.
9. Factory Output Increased by Modern Machinery.
10. Minimum Wage Increase to \$2.00 an Hour.

II. Of the ten headlines, which would you consider to be a result of a specialized occupation?

Place the numbers of these headlines indicating specialized occupations on the short lines below:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

III. On the lines following each number, write the name of one occupation which is partially responsible for each contribution.

- IV. Compare your answers with those made by your group members. Did you make the same choices?
- V. Discuss with your teacher the answers your group have made.
- VI. Name other occupations which might be considered a specialization. Could all jobs be considered specialized in some way? Explain.

CAREER GENERALIZATION:

Every occupation contributes to society.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given an objective or goal to be achieved in our society, the student will evaluate which occupations are needed to achieve it, and name these occupations with 80% accuracy.

MATERIALS:

Activity 1

- \*Game Board for Wallie Helps The World
- \*Worker Cards
- \*Answer Key

Activity 2

- \*Activity Sheet "Let's Think"
- \*Cards

PREPARATION:

Laminate the Game Board if desired. Reproduce enough copies of Activity Sheet "Let's Think" for each participating student.

PROCEDURE:

Activity 1 - Wallie Helps The World

Wallie the Worker helps the world meet its goals or objectives. Different Wallies are needed for different goals. Here is a game to help you learn which Wallies are needed for some of these objectives.

Three players are needed for this activity. Deal five cards to each player. The remaining cards are placed face down at the top of the game board with the top card showing.

Play begins when one player reads the objectives on the Game Board and studies his cards to see if one of the occupations on his cards are needed to achieve that objective. He then plays the card to the right of the objective.

If a player challenges another's choice and is found to be correct, the other player must draw one card from the stack.

Correct answers can be found on the answer sheet.

If a player cannot play his cards on any objective, he may use the up-turned card at the top of the game board. If the player still cannot play, he can turn another card over from the stack until he can. He must trade one of his cards for the one from the stack which he has used.

Activity 2 - Let's Think

When Activity 1 is completed use the cards not having an objective on the board for the following activity.

- I. List the names of the jobs on the cards you did not use in Activity 1.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

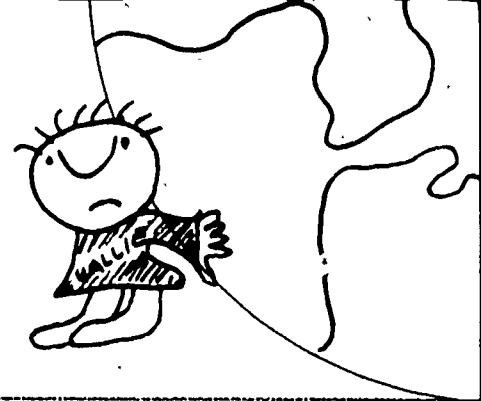
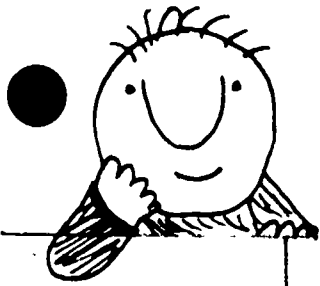
- II. On the line to the right of each job title, write a contribution related to that career.



EVALUATION:

The students should complete activity 1 with 80% accuracy before beginning Activity 2. If the student does not answer correctly with 80%, he should complete 12 of the 15 responses in Activity 2.

WALLIE  
HELPS THE WORLD



OBJECTIVE:

To develop new  
methods of  
treating and  
curing human  
illness.

OBJECTIVE:

To provide safe  
living quarters  
for all people.

OBJECTIVE:

To interpret  
the laws of  
society.

OBJECTIVE:

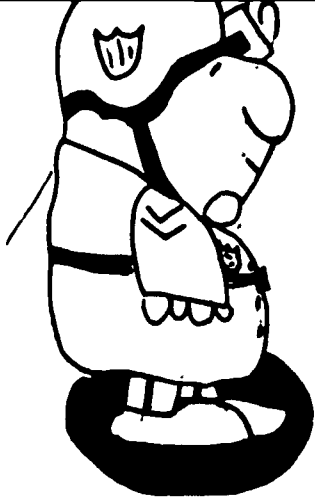
To help all of  
society achieve  
a better way of  
life.

OBJECTIVE:

To maintain a safe  
water supply  
for drinking  
and recreation.



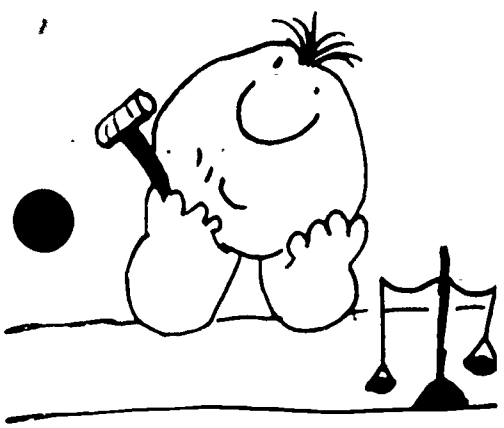
LAWYER 5607D



TRAFFIC OFFICER 5607D



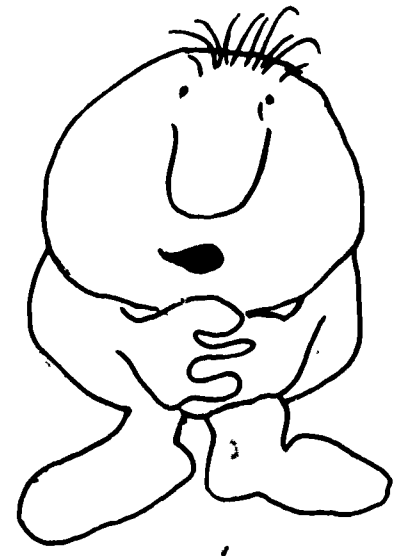
LEGAL SECRETARY 5607D



JUDGE 5607D



ARTIST 5607D



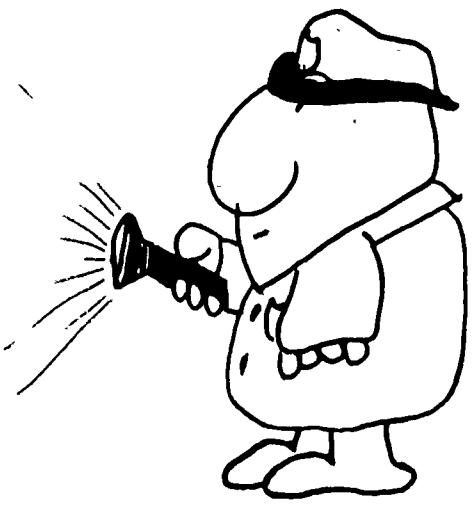
SINGER 5607D



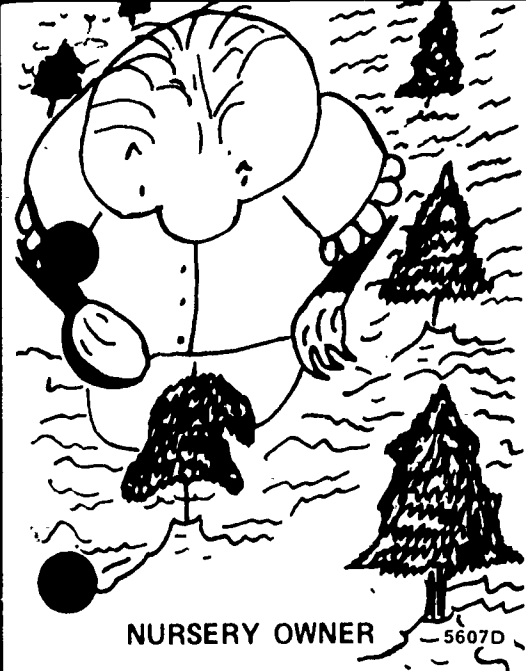
CITY COMMISSIONER 5607D



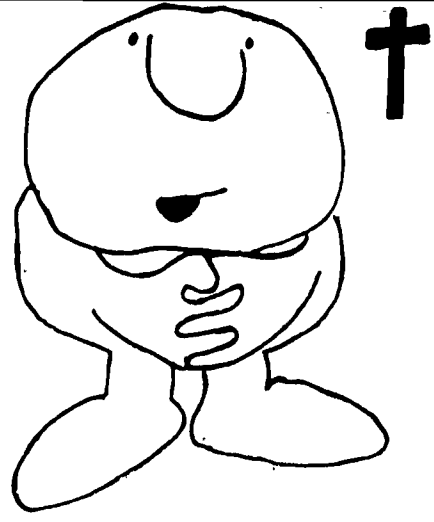
WATER TESTER 5607D



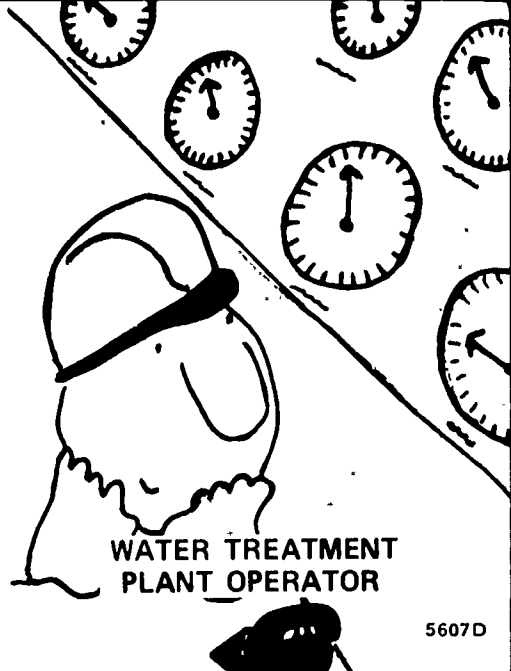
NIGHT WATCHMAN 5607D



NURSERY OWNER 5607D



MINISTER 5607D

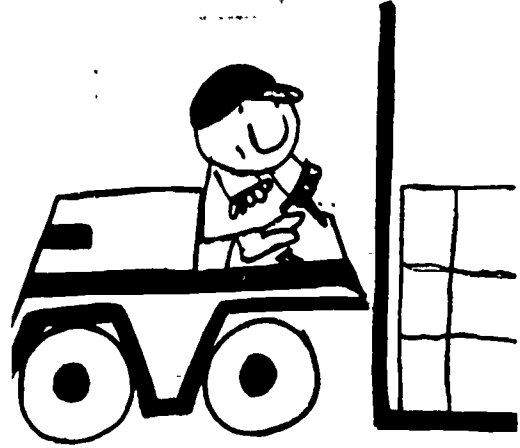


WATER TREATMENT  
PLANT OPERATOR

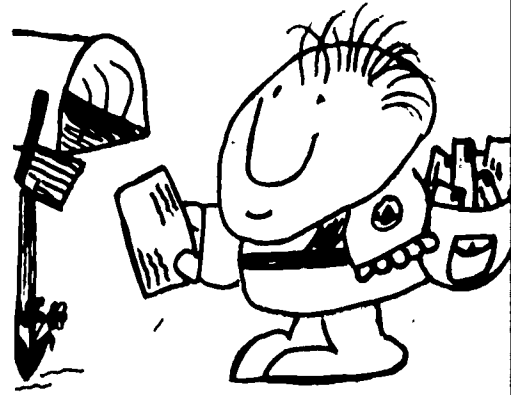
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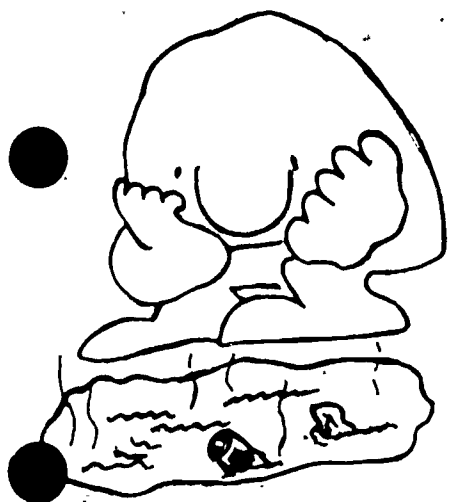
ENTOMOLOGIST 5607D



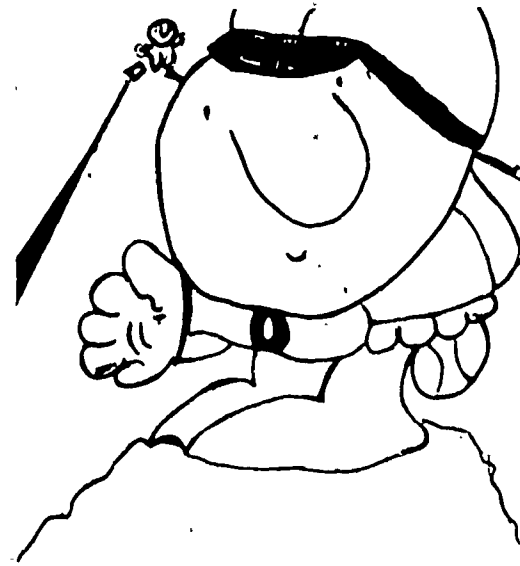
FORKLIFT OPERATOR 5607D



POSTMAN 5607D



BIOLOGICAL RESEARCHER 5607D

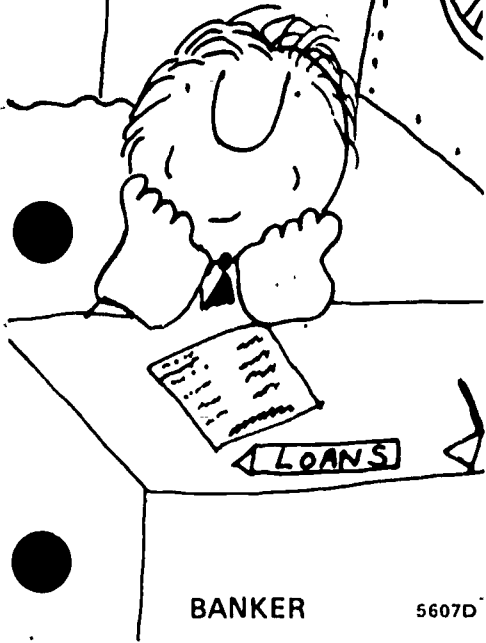


BASEBALL PLAYER 5607D



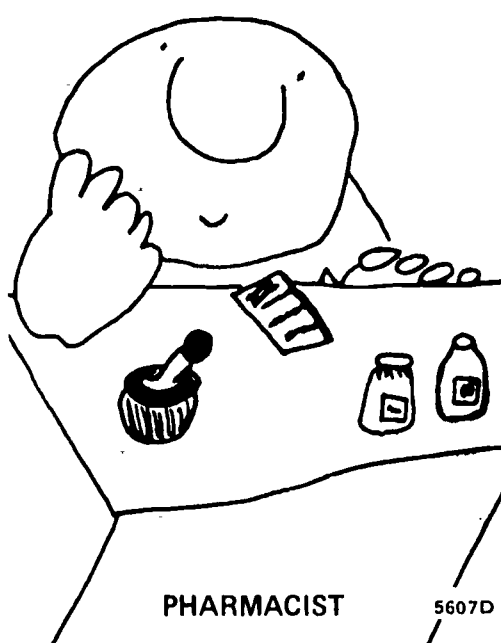
OIL RIGGER 5607D





BANKER

5607D



PHARMACIST

5607D



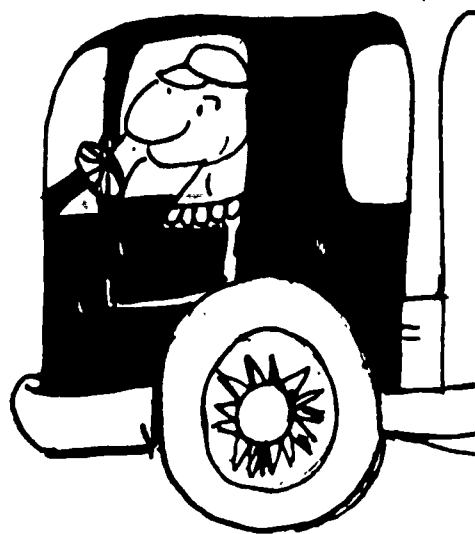
CITY PLANNER

5607D



ROCK MUSICIAN

5607D



TRUCK DRIVER

5607D



BRICK LAYER

5607D



POLICE DETECTIVE



CONSERVATION OFFICER

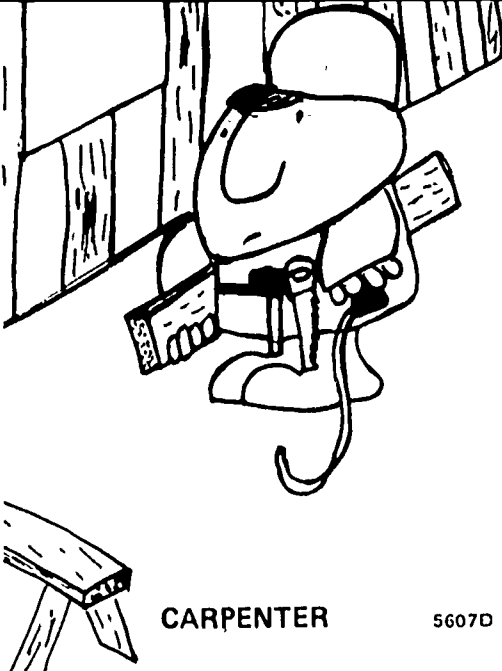


ELECTRICIAN

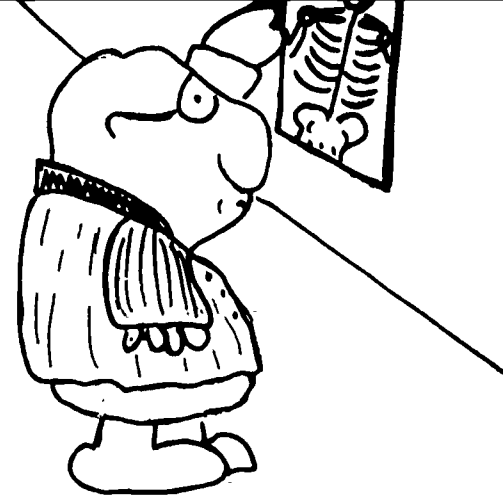
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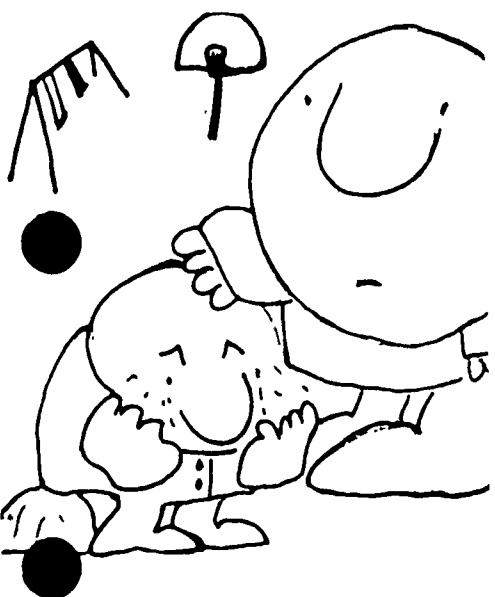
NURSE 5607D



CARPENTER 5607D



X-RAY TECHNICIAN 5607D



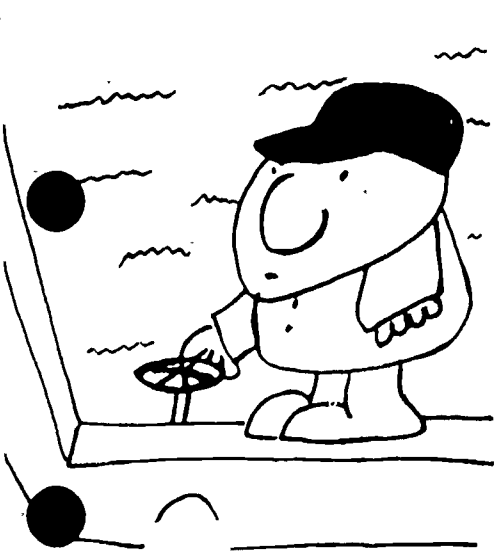
JUVENILE CASE WORKER 5607D



TELEGRAPHER 5607D



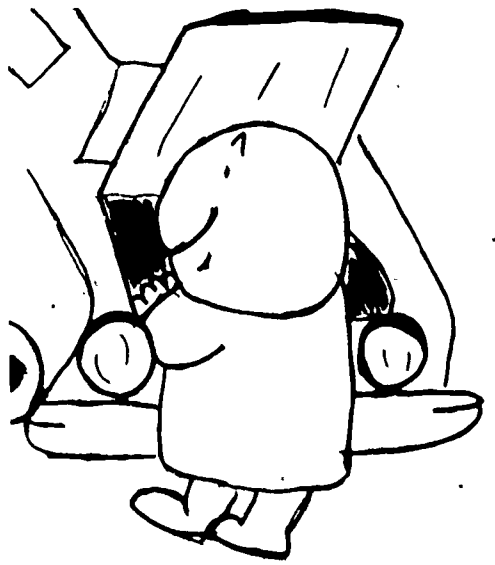
SKIN DIVER 5607D



WASTEWATER TREATMENT OPERATOR 5607D



BACTERIOLOGIST 5607D

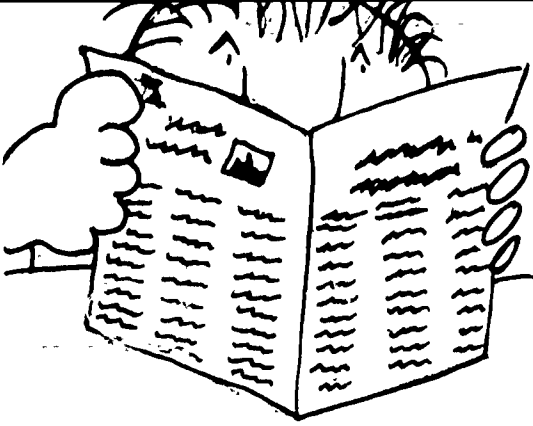


VEHICLE INSPECTOR 5607D



TELEPHONE REPAIRMAN

5607D



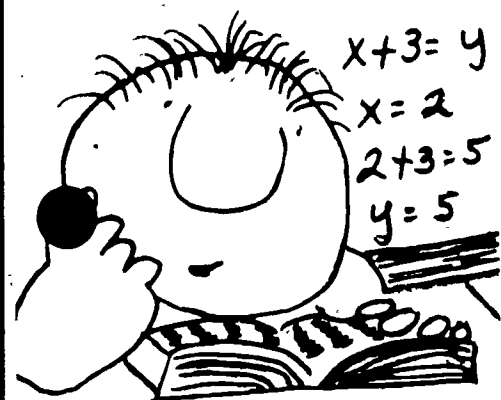
NEWSPAPER PROOFREADER

5607D



REFUSE COLLECTOR

5607D



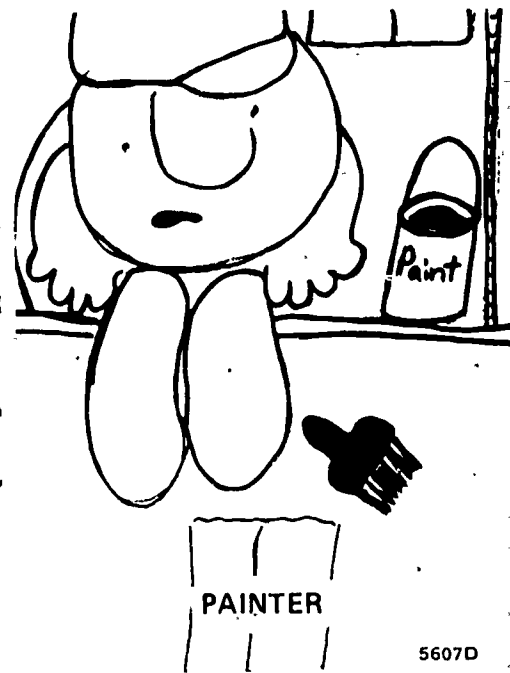
TEACHER

5607D



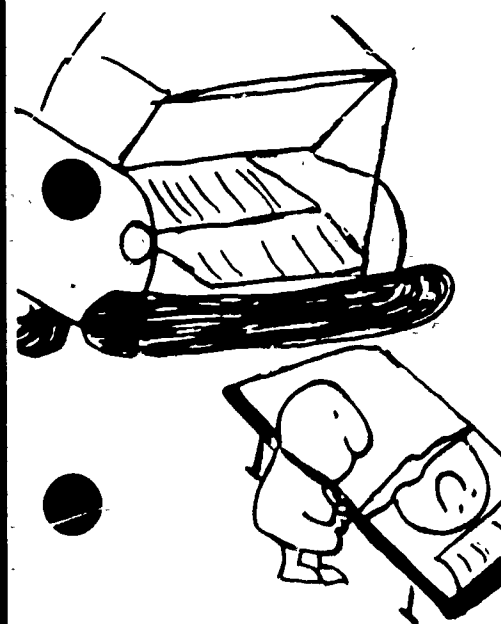
FIREFIGHTER

5607D



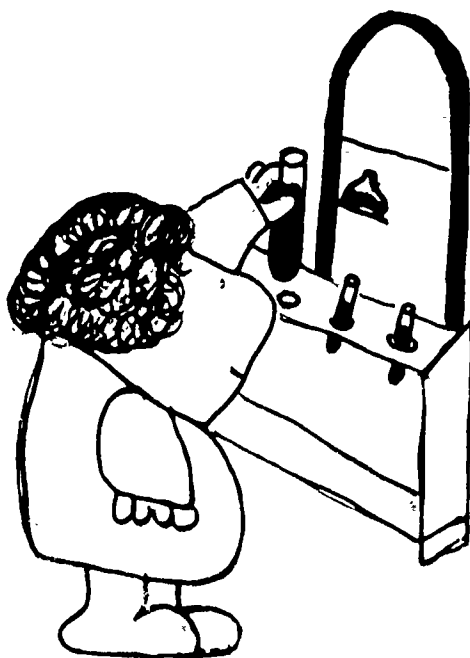
PAINTER

5607D



AMBULANCE DRIVER

5607D



LAB TECHNICIAN

5607D



PHYSICIAN

5607D

## ANSWER KEY

Objective: To develop new methods of treating and curing human illness.

- |                   |                     |
|-------------------|---------------------|
| 1. Bacteriologist | 4. Pharmacist       |
| 2. Lab Technician | 5. Physician        |
| 3. Nurse          | 6. X-Ray Technician |

Objective: To provide safe living quarters for all people

- |                     |                        |
|---------------------|------------------------|
| 1. Carpenter        | 5. Painter             |
| 2. Brick Layer      | 6. Telephone Repairman |
| 3. Refuse Collector | 7. Night Watchman      |
| 4. Electrician      |                        |

Objective: To interpret the laws of society.

- |                         |                      |
|-------------------------|----------------------|
| 1. City Commissioner    | 5. Police Detective  |
| 2. Judge                | 6. Traffic Officer   |
| 3. Lawyer               | 7. Vehicle Inspector |
| 4. Juvenile Case Worker |                      |

Objective: To help all of society achieve a better way of life.

- |                 |            |
|-----------------|------------|
| 1. Artist       | 5. Postman |
| 2. Banker       | 6. Singer  |
| 3. City Planner | 7. Teacher |
| 4. Minister     |            |

Objective: To maintain a safe water supply for drinking and recreation.

1. Ecological Researcher
2. Conservation Officer
3. Water Tester
4. Water Treatment Plant Operator
5. Wastewater Treatment Operator

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 ten occupation cards, the student will sort them out into three categories, according to similar skills, with 80% accuracy.

MATERIALS:

- \*Occupation Playing Cards - 75
- \*Master List
- \*Description List
- \*Evaluation Worksheet
- \*Game Board
- Pencil for each player

PREPARATION:

The "Occupation Challenge Game" is designed to be played by 3-6 students. Reproduce as many copies of the Evaluation Worksheet as needed.

PROCEDURE:

From 75 occupation cards each child will be dealt ten cards. Children will place occupation cards on game board into one of three categories according to the primary and most important skills required. Players will play in turns and play will proceed around the table clockwise.

If any player feels a card has been placed in the wrong category, he should say, "challenge". The challenger does not have to indicate where the card should be played. He only says, "challenge" to indicate disagreement with where his opponent played the card. If a player is challenged, it is his responsibility to refer to the master list to check the correctness or incorrectness of the answers. The Description List will give further information on the job if players are unfamiliar with it.

If the challenged player is in fact incorrect, he must accept any two cards his challenger wishes to give up. He must also play the misplaced occupation card in the correct category before play begins again.

If he fails to do this, any opponent can say aloud, "Double challenge", and this opponent may give any one of his cards to the player. Double challenge cannot be called until after play has begun. If, however, the challenger proves to be wrong, then this challenger must accept any two cards the player wishes to give up.

If a player who has only two cards left, is challenged and is proved correct - he cannot give up more than one card to his challenger. If the challenger has two cards left and is proved correct, he can only give away one card.

The object of this game is to run out of cards. The first player to run out of cards wins.

Before each game begins, cards must be shuffled. If more than one game is played successively with the same players, any occupation cards not used in the previous game, should be shuffled into the deck for the second game.

#### Criteria for Classifying Occupations:

The Master List answers were classified, according to an occupations primary skills, concerns and responsibilities dealing with the three categorized areas. Many occupations are clearly recognizable as categorized in one area, although some obviously are subject to a great deal of interpretation as to their classification. These occupations have been purposely placed into two categories so the student is not penalized where the occupation is in question.

#### Definition of Categories

Things - Those tangible objects such as tools, equipment, natural resources and manufactured products. All living things included except people.

People - Persons, people, human beings - not animals.

Ideas - Refers to mental processes, problem solving, creativity, thinking, reasoning with prime emphasis on mental activity.

#### EVALUATION:

After the game, cards used will be reshuffled and dealt out - 10 cards per child. Each child will write the ten occupations and their classification on the worksheet provided. The student will also list all occupations he missed in the game (if not included in the list of ten) and rank them 1-2-3.

Example:

Homemaker	1. People
	2. Things
	3. Ideas

Anyway he or she ranks them is acceptable.

## EXPANSION ACTIVITY:

Other categories could be used rather than people-things-ideas, depending upon the objectives of the activity. Game boards could be constructed with these categories.

1. Travel - Stationary
2. Regular Hours - Odd Hours
3. High Pressure - Low Pressure
4. Physical - Mental
5. Autonomous - Dependent  
(Own boss) (supervised)

Since most occupations are not all of one category, it might be helpful to the child to rank some of these opposite traits on a 1-5 scale. For example, using these occupations, a child might rank them the way he feels. Terms, of course, should be discussed and defined.

Farming -----	High Pressure	5-4-3-2-1	Low Pressure
Stewardess --	High Pressure	5-4-3-2-1	Low Pressure

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5608A

CARPENTER

5608A

CARGO AGENT

5608A

CASHIER

5608A

CAR SALESPERSON

5608A

COUNSELOR

5608A

CHOREOGRAPHER

5608A

COMEDIAN

5608A

COMMERCIAL FISHERMAN

5608A

COMPOSER

5608A

X-RAY TECHNICIAN

5608A

CRANE OPERATOR

5608A

CREDIT MANAGER

5608A

DAIRY HERDSMAN

5608A

DENTIST

5608A

ELECTRICIAN

5608A

PSYCHIATRIST

5608A

RECEPTIONIST

5608A

RECREATION DIRECTOR

5608A

ATHLETIC COACH

5608A

ARCHITECT

5608A

BACTERIOLOGIST

5608A

BARBER

5608A

BIOLOGIST

5608A

BRICKLAYER

5608A

BRIDAL CONSULTANT

5608A

BUILDING CONTRACTOR

5608A

BUS DRIVER

5608A

LIFE GUARD

5608A

LUMBERYARD WORKER

5608A

MARRIAGE COUNSELOR

5608A

MECHANIC (AUTO)

5608A

METEOROLOGIST

5608A

MINISTER

5608A

NEWS ANALYST

5608A

NURSE

5608A

PAYROLL CLERK

5608A	5608A	5608A
SECRETARY	SOCIAL WORKER	STEWARDESS
5608A	5608A	5608A
TAILOR	TEACHER	TELEPHONE REPAIRMAN
5608A	5608A	5608A
TENNIS PRO	TREE SURGEON	VETERINARIAN
5608A	5608A	5608A
WELDER	WHEAT FARMER	WRITER
5608A	5608A	5608A
ACTRESS	AGRONOMIST	AIR TRAFFIC CONTROLLER
5608A	5608A	5608A
AMBULANCE DRIVER	ANIMAL EVISERATOR	AQUARIST

5608A PET SHOP ATTENDANT	5608A PHARMACIST	5608A PHOTOGRAPHER
5608A PHYSICIAN	5608A PILOT (AIRLINE)	5608A PRICE MARKER
5608A FIREFIGHTER	5608A FOOD CHECKER	5608A GROCER
5608A GUNSMITH	5608A HOMEMAKER	5608A HOTEL CLERK
5608A INSURANCE AGENT	5608A INTERIOR DECORATOR	5608A INVENTOR
5608A JACKHAMMER OPERATOR	5608A JEWELER	5608A JOCKEY

5608A

JOURNALIST

5608A

LENS GRINDER

5608A

LIBRARIAN

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

5608A

## MASTER LIST

- |                             |                           |
|-----------------------------|---------------------------|
| 1. actress I-P              | 51. news analyst I        |
| 2. agronomist I             | 52. nurse P               |
| 3. air traffic controller I | 53. payroll clerk T       |
| 4. ambulance driver T       | 54. pet shop attendant T  |
| 5. animal eviserator T      | 55. pharmacist T          |
| 6. aquarist T               | 56. photographer T        |
| 7. athletic coach P         | 57. physician I-P         |
| 8. architect I              | 58. pilot (airline) T     |
| 9. bacteriologist I         | 59. price marker T        |
| 10. barber T                | 60. psychiatrist P        |
| 11. biologist I             | 61. receptionist P        |
| 12. bricklayer T            | 62. recreation director P |
| 13. bridal consultant T     | 63. secretary T           |
| 14. building contractor     | 64. social worker P       |
| 15. bus driver T            | 65. stewardess P          |
| 16. carpenter T             | 66. tailor T              |
| 17. cargo agent T           | 67. teacher P             |
| 18. cashier T               | 68. telephone repairman T |
| 19. car salesperson P       | 69. tennis pro T          |
| 20. counselor P             | 70. tree surgeon T        |
| 21. choreographer I         | 71. veterinarian I        |
| 22. comedian P              | 72. welder T              |
| 23. commercial fisherman T  | 73. wheat farmer T        |
| 24. composer I              | 74. writer I              |
| 25. crane operator T        | 75. X-ray technician T    |
| 26. credit manager I        |                           |
| 27. dairy herdsman T        |                           |
| 28. dentist I-P             |                           |
| 29. electrician T           |                           |
| 30. firefighter T           |                           |
| 31. food checker T          |                           |
| 32. grocer T                |                           |
| 33. gunsmith T              |                           |
| 34. homemaker P-T           |                           |
| 35. hotel clerk P           |                           |
| 36. insurance agent I       |                           |
| 37. interior decorator I    |                           |
| 38. inventor I              |                           |
| 39. jackhammer operator T   |                           |
| 40. jeweler T               |                           |
| 41. jockey T                |                           |
| 42. journalist I            |                           |
| 43. lens grinder T          |                           |
| 44. librarian I             |                           |
| 45. life guard P            |                           |
| 46. lumberyard worker T     |                           |
| 47. marriage counselor P    |                           |
| 48. mechanic (auto) T       |                           |
| 49. meteorologist T         |                           |
| 50. minister P              |                           |

## OCCUPATION DESCRIPTORS

1. Actress - Plays roles in dramatic productions; rehearses part, learning lines and cues as directed; may perform on stage, screen or television.
2. Agronomist - Conducts experiments in field crops to discover best methods to raise production and/or improve quality.
3. Air Traffic Controller - Directs and controls airplanes upon landing and take-off with communication between pilot and controller.
4. Ambulance Driver - Drives ambulance to transport sick, injured or convalescent persons; loads and unloads patient with help of stretcher. Driver must be trained in first aid.
5. Animal Eviserator - When butchering an animal for slaughter, this person splits body cavity of carcass and removes intestines, glands, heart, liver and lungs.
6. Aquarist - Attends to fish and other marine life in large exhibition -aquariums; swims inside aquarium to feed fish and clean aquarium.
7. Athletic Coach - Instructs groups of young men and/or women at schools in fundamentals and rules of competitive sports.
8. Architect - Plans and designs many different kinds of buildings. Consults with clients, prepares sketches, writes specifications and makes scale drawings.
9. Bacteriologist - Studies growth, structure, and development of characteristics of bacteria; uses microscope to observe bacteria.
10. Barber - Provides customer with barbering services such as cutting and trimming; may apply lather, shave beards or shape hair.
11. Biologist - Studies origin, development, internal structure and makeup of plant and animal life.
12. Bricklayer - Lays brick around exterior of building. A bricklayer uses mortar to cement bricks together. Tools used are trowel, plumb bob and hammer.
13. Bridal Consultant - Advises future brides in all phases of wedding planning such as proper etiquette, proper dress for wedding party and bride and selection of silver, china, and glassware.
14. Building Contractor - Contracts or agrees to perform construction work; involves giving estimates, purchasing materials, and supervising the building of the project.
15. Bus Driver - Drives bus to transport passengers short distances or long. Assists passengers with baggage and/or fares; may make minor repairs and routine maintenance.

16. Carpenter - Works with wood, tile, insulation board, and related materials. The carpenter may erect the framework of buildings, install molding, paneling, cabinets and hardware. Tools used are hammers, power saws, drills and chisels.
17. Cargo Agent - Helps to move freight, mail and baggage; prepares bills, telephones consignees on arrival of freight, records baggage, mail and freight weights.
18. Cashier - Receives payment (cash or check) from customers, counts money, gives change, endorses checks and deposits money.
19. Car Salesperson - Sells new or used cars, may receive monthly salary plus bonus (Commission) for each car sold.
20. Counselor - Counsels, advises, and listens to persons who may be exploring career possibilities or seeking personal help.
21. Choreographer - Creates original dances which may be used for ballet, musical shows, television, motion pictures or night clubs.
22. Comedian - Attempts to make an audience laugh by telling jokes, singing songs, acting out situations, or doing impersonations.
23. Commercial Fisherman - Fisherman who catches fish as an occupation and not for sport; may use such equipment as seines, boats, nets and traps.
24. Composer - Creates and writes musical compositions.
25. Crane Operator - Worker who operates cranes to hoist and move materials and objects.
26. Credit Manager - Oversees credit and collection in a department store; investigates financial standing of customers who wish to borrow money.
27. Dairy Herdsman - Is in charge of feeding, milking and treating sickness of dairy cattle.
28. Dentist - Diagnose and treat diseases, injuries and abnormalities of teeth and gums.
29. Electrician - Installs electrical wiring in homes and buildings which are new or being remodeled.
30. Firefighter - Controls and extinguishes fires, protects life and property and maintains equipment, responds to fire alarms and other emergency calls.
31. Food Checker - Totals each item purchased in grocery store and accepts payment from customer.



48. Mechanic (auto) - Diagnoses engine problems, repairs and replaces parts; does regular maintenance work such as changing oil.
49. Meteorologist - Person who studies the atmosphere and related conditions to forecast the weather.
50. Minister - Conducts religious worship services and other spiritual activities of a particular religious faith or denomination; often counsels individuals in spiritual need and comforts those who have lost loved ones.
51. News Analyst - Examines, interprets and broadcasts news received from various sources. For example, an analyst may interpret a presidential speech.
52. Nurse - Gives general nursing care to patients; gives medication and treatments as prescribed by doctor.
53. Payroll Clerk - Computes wages and earnings of employees from time-cards and work tickets; deducts such items as insurance, income tax and social security payments.
54. Pet Shop Attendant - Cares for animals in a pet shop. Duties would be feeding, cleaning cages, watching for illnesses and removing animals from cages for customers.
55. Pharmacist - Prepares, measures, dispenses and sells drugs following prescription of doctor.
56. Photographer - Takes pictures of various subject matter using an expensive camera and equipment.
57. Physician - Diagnoses and treats diseases and disorders of the human body; examines patients using all types of medical equipment, instruments and tests.
58. Pilot (airline) - Flies commercial airplanes. Duties include: Review papers before flight, to check load weight, fuel supply and weather conditions.
59. Price Marker - Usually works in a store marking correct price on each item; may use a marking machine.
60. Psychiatrist - Medical doctor who through additional training and experience has become a specialist in the diagnosis, treatment and prevention of mental disorders; usually works on a one to one relationship with patient.
61. Receptionist - May work in office directing visitors and guests to correct office or room; may schedule appointments for her boss.
62. Recreation Director - Would be responsible for providing recreational activities such as basketball and tennis to various age groups.

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63. Secretary - Works in an office doing such jobs as greeting guests, typing, filing, taking dictation and answering the telephone.
64. Social Worker - Works with families in helping them to solve their personal problems. (Example: may need welfare assistance.)
65. Stewardess - Main job is to assist the passengers in being comfortable and happy after boarding and during flight. Some duties include serving drinks and meals, helping with luggage, and providing reading material.
66. Tailor - Designs and makes tailored garments such as suits, topcoats, and overcoats; confers with customer to determine type of material and garment style desired.
67. Teacher - Provides instruction for pupils using a variety of methods; should enjoy children and people.
68. Telephone Repairman - Analyzes defects in communication equipment such as telephone switchboards and telephones; corrects malfunctions using hand tools and electric meters.
69. Tennis Pro - Receives pay for playing a good quality of tennis in front of crowds.
70. Tree Surgeon - Prunes and treats ornamental and shade trees and shrubs in yards and parks; may also top, spray and plant trees.
71. Veterinarian - Diagnoses and treats diseases and disorders in animals.
72. Welder - Welds (joins) metal parts together as instructed by layout, diagram and customer instructions.
73. Wheat Farmer - Using large machinery, the farmer prepares the land, plants the wheat in the fall, and harvests the wheat in June or July (Kansas).
74. Writer - May write books, stories, news stories; creativity and originality of ideas are required.
75. X-Ray Technician - Takes X-Rays of patients with an X-Ray machine for diagnostic purposes. Example: a. Chest X-Ray; b. X-Ray to determine if bone is broken.

Name \_\_\_\_\_

## EVALUATION WORKSHEET

After the game, the same cards will be reshuffled and each player should receive ten cards. Write the ten occupations on the lines below and beside each label correctly with:

T (Things)

P (People)

I (Ideas)

Example:

- |     |                   |                   |                   |                   |
|-----|-------------------|-------------------|-------------------|-------------------|
| 0.  | Carpenter         | <u>          </u> | <u>          </u> | <u>          </u> |
|     |                   |                   | T                 |                   |
| 1.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 2.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 3.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 4.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 5.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 6.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 7.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 8.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 9.  | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 10. | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |

After finishing these ten occupations, check the master list and circle the ones you missed.

Now list any occupations you missed in the game on the lines below. Rank them the way you feel they should be ranked.

Example:

- |    |                   |                   |                   |                   |                   |
|----|-------------------|-------------------|-------------------|-------------------|-------------------|
| 0. | Carpenter         | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
|    |                   | T                 | I                 | P                 |                   |
| 1. | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 2. | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 3. | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |
| 4. | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> | <u>          </u> |

Things

Things

Things

Things

People

People

People

People

Ideas

Ideas

Ideas

Ideas

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given a list of 45 occupations the student will choose 10 occupations and match each of these 10 with two competencies common to that occupation. 80% accuracy or 16 correct out of 20 is required.

MATERIALS:

- \*Occupations and Clues Sheets - 7
- \*Qualities Desirable in Occupations
- \*Evaluation Worksheet
- \*Suggested Answer Sheet
- Pencil for each student

PREPARATION:

These materials are designed to be used by 10 students at a time. One student moderator will be necessary to play the game. Children should be divided into teams of equal numbers if possible.

This game may also be used with entire class divided into two teams of equal size with the teacher serving as moderator.

Reproduce copies of the Evaluation Worksheet, one for each participating student.

PROCEDURE:

The students will use the materials to play "WHAT'S MY LINE?" "WHAT'S MY LINE?", is played similar to "PASSWORD". After the two teams have been organized, the moderator begins by reading aloud the first clue of a given occupation to a member of team one. Using the clue, the player from team one tries to guess the occupation with only one guess. If the player from team one misses, the second clue is given to a player from team two. Play proceeds like this back and forth from team to team until the occupation is guessed correctly. If the occupation is not guessed after using all four clues, show both teams the correct occupation, but no points are awarded either team.

Some occupational titles have several terms which are synonymous in meaning. In guessing occupations, these synonymous terms will be acceptable. Such terms will be listed to the right of the original occupational title. If a child guesses yet another synonymous title which is not listed, this response will be considered correct. In this situation

student leader may need to confer with teacher.

Points are awarded as follows:

Correct response on first clue - 4 points  
second clue - 3 points  
third clue - 2 points  
fourth clue - 1 point

The moderator is in charge of recording points scored on a scoresheet. It is important that the first clue be given to the teams in alternate order. If team one gets the first clue on one set, then team two should receive the first clue on the next set irregardless of who scored the most points on the previous set.

The winning team can be determined in a variety of ways, such as the most points earned after a given number of sets, (20), or the most points after 15 minutes of playing. The children or teacher may decide this criteria for winning.

The player who guesses the most correct occupations in a game may trade places with the student moderator for the second game. (optional)

#### EVALUATION :

After the game is played, each child and leader will complete the Evaluation Worksheet matching the occupations with competencies. Each child must match any ten occupations used in the game with the competencies listed on the separate sheet, (entitled "Qualities Desirable In Occupations"). The worksheet and directions are enclosed. The student may check his or her answers against the suggested answer sheet and record the number correctly, or the teacher may check the worksheets.

When a child completes the matching worksheet, occasionally his answer may not agree with the suggested answer sheet. If he can clearly justify his answer, it will be acceptable. However, if he can't, the answer will be considered incorrect.

## OCCUPATION AND CLUES

## 1. WHEAT FARMER

Works outdoors for long hours  
Should have a good knowledge of mechanical equipment  
Plants crops with modern equipment  
Uses combine to harvest in early summer in Kansas

## 2. BARBER

Must be courteous to customers  
Must be able to stand on feet for long periods  
Should have a good knowledge of current hair styles  
Must have steady hands

## 3. CAR SALESPERSON - Car Salesman

Should be friendly and courteous to customers  
May work day or night, indoors or outdoors  
Math skills needed for making sales  
Should know qualities of automobiles

## 4. CARPET LAYER

Will spend long hours on knees  
Should be able to measure accurately  
Should be courteous and careful in peoples homes  
Main tools needed are hammer, nails, carpet knife and  
carpet stretcher

## 5. BUS DRIVER

Must have chauffeur's license  
Should have some mechanical knowledge  
Must know streets of city  
Must collect change as passengers enter

## 6. TEACHER

Must be college graduate  
Should be able to express ideas clearly  
Doesn't work in summer  
Should like to be with people and children

## 7. GROCERY STORE MANAGER

Should be good manager of people  
Will often work in the store during evenings  
Should strive for customer satisfaction  
Should be aware of food brands people prefer

## OCCUPATION AND CLUES

## 8. AIRLINE PILOT - Pilot

Mechanical skill and license necessary  
Extremely important to concentrate on job  
Will often be far away from home in this occupation  
Must abide by Federal Aviation Agency rules and regulations

## 9. FIREFIGHTER - Fireman

Climbing skills and good balance necessary  
Sleeping at place or work required  
Requires bravery and courage  
Necessary to wear heat and burn resistant uniform

## 10. MINISTER

Should care about and like people  
Clothing is quite formal  
Should be articulate  
Must work every Sunday

## 11. MORTICIAN - Funeral Director

Should be able to sympathize with people who have lost friends or relatives  
Usually wears formal clothing  
Organizes funeral arrangements  
Prepares bodies for burial

## 12. PHYSICIAN - Doctor

Formal schooling extends beyond college  
May work long hours in office  
Can expect telephone calls day or night in an emergency  
Must have much patience with some patients

## 13. BRICKLAYER

Must be able to work outdoors  
Must measure accurately  
Must know how to use trowel  
Must learn how to break bricks to fit smaller squares

## 14. COMEDIAN - Comic

Must be articulate  
Should work well under pressure  
Performs in front of many people  
Should be able to make people laugh



## OCCUPATION AND CLUES

## 15. BODY MAN - Body Shop Man

May work in dusty, dirty conditions  
Will do mostly physical work  
Must repair all damages to customer's satisfaction  
Must estimate cost of repairing vehicles

## 16. SECRETARY

Much of the work involves sitting  
It is important to be courteous to visitors  
Usually works under supervision of boss  
Typing, shorthand and filing are important skills

## 17. LIFE GUARD

Little clothing required for this job  
Watching and observing-people is extremely important  
Must keep cool in emergencies  
Must be a good swimmer

## 18. ELECTRICIAN

Must work in unusual positions  
Will work in homes where people are building or remodeling  
Must be careful to avoid shocks  
Must select correct wire for the situation

## 19. ACTRESS OR ACTOR

Should be able to work under hot lights  
Should be able to express someone else's life or ideas  
Should be at ease in front of people  
May perform on stage, screen or television

## 20. PSYCHIATRIST

Must be a medical doctor  
Should be easy to talk to  
Should be willing to listen to people's problems  
Attempts to understand people who have trouble understanding themselves

## 21. AMBULANCE DRIVER

Must keep cool in emergencies  
Must be on call at unusual hours  
Must have first-aid training  
Must drive carefully and quickly

## OCCUPATION AND CLUES

## 22. SCULPTOR

Should express original and creative ideas  
Should know qualities of various stones  
Should have much patience  
Makes three-dimensional pieces carved with tools

## 23. LETTER CARRIER - Mailman

Must be in good physical condition  
Will walk much of the day  
Should be honest  
Makes daily deliveries

## 24. STEWARDESS - Steward

Should enjoy traveling and people  
Should be neat and attractive  
Should be pleasant at all times  
Should not be afraid of flying

## 25. NEWSCASTER - Broadcaster

Should be articulate  
Should be a good reader  
Shouldn't state personal opinions on the job  
Should have a low voice

## 26. FOOTBALL PRO - Football Player

Should be in excellent physical condition  
Would often work far away from home  
Will find frequent injuries a part of the occupation  
Will be playing outdoors in front of large screaming audiences

## 27. VETERINARIAN

Much training needed in science and biology  
Does work somewhat similar to a doctor  
Should have a knowledge of medicines  
Should like animals

## 28. PHARMACIST - Druggist

May work in a store or hospital  
Should count change accurately  
Must use math in working with drugs  
Dispenses drugs following prescription by physician

## OCCUPATION AND CLUES

## 29. GROCERY CHECKER - Grocery Clerk

Should be able to stand on feet for long periods  
Should count change accurately  
Should know how to use a cash register  
Should know prices of food in store

## 30. ARCHITECT

Math skills are important in this job  
Originality and creativity important  
May prepare scale drawings  
Plans and designs building

## 31. AQUARIST

Should be physically fit  
Must be a good swimmer  
May go on expeditions to collect fish  
Attends to all needs of fish in large aquariums

## 32. LIBRARIAN

Helps people find information  
Should enjoy reading  
May make displays and bulletin boards  
Should be acquainted with good literature and books

## 33. PROFESSIONAL COWBOY

Must be physically strong  
Should expect injuries  
Will spend much time away from home  
Should know and understand horses

## 34. NEWSPAPER PHOTOGRAPHER

May travel away from home  
Could be employed by Eagle-Beacon  
Should be able to find interesting stories  
Should be able to operate expensive cameras

## 35. ELEMENTARY PRINCIPAL

Should be a college graduate plus additional studies  
Should speak fluently and listen carefully  
Should be interested in learning for all  
Should be understanding of parents, teachers, and children

## OCCUPATION AND CLUES

36. SANITATION WORKER - Garbageman
- Must be able to drive truck
  - Must be able to lift heavy loads
  - Should expect to get dirty
  - Will find many strong odors
37. COSMETOLOGIST - Hairdresser
- Must attend a training school
  - Must stand on her/his feet for long periods
  - Will serve mostly women
  - Should be knowledgeable about hair styles
38. DENTAL HYGIENIST
- Must be high school graduate plus special training
  - Must be able to take X-rays
  - Should be able to stand bad odors
  - Will work under a dentist in an office
39. AIR TRAFFIC CONTROLLER
- Must think very quickly
  - Must stay cool under pressure
  - Must communicate clearly with pilots
  - Works in airport tower
40. SOCIAL WORKER
- Must be college graduate
  - Must try to understand people's problems
  - May work for public agencies such as welfare department
  - May work with members of family in the home
41. SURVEYOR
- Math and mechanical drawing are important
  - Works outdoors in all types of weather
  - Uses a tool called transit level
  - Measures land before a highway or bridge is constructed
42. NEWSPAPER REPORTER
- Should be a very good listener
  - Must work under pressure to meet daily deadlines
  - Will interview many people
  - Should enjoy writing short articles

## OCCUPATION AND CLUES

## 43. PHYSICAL THERAPIST

Should be patient with people  
Works in hospital or nursing home  
May use exercisers and machines to build muscles  
Retrains people on how to use injured body parts

## 44. BANK TELLER - Banker

Must have a good record of honesty  
Should have good math skills  
Should be friendly and courteous to customers  
Handles checks, cash, deposits and withdrawals

## 45. POLICE OFFICER - Police Woman - Policeman

Must be in good physical condition  
Must keep cool in crisis situations  
May work in office or on streets  
Must be trained in the use of guns

## QUALITIES DESIRABLE IN OCCUPATIONS

1. Should have mechanical skills.
2. Should be courteous to people.
3. Should be cool in emergencies.
4. Should be in good physical condition.
5. Should care for and like people.
6. Should speak very clearly.
7. Should be able to perform in front of large numbers of people.
8. Should be a good driver.
9. Should have good math abilities.
10. Should be able to work in dirty conditions.
11. Should express original and creative ideas.
12. Should be a good listener.
13. Should like animals.
14. Should be knowledgeable about medicines and drugs.
15. Should have college education.
16. Should be able to stand on feet for long periods.
17. Should be steady with hands.

## EVALUATION WORK SHEET

Circle any ten occupations used in the game. In the blank space, list two numbers of qualities very important to that occupation. Choose your answers from 17 qualities. You may use each number several times.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. Wheat Farmer _____          | 24. Actress-Actor _____          |
| 2. Barber _____                | 25. Psychiatrist _____           |
| 3. Car Salesperson _____       | 26. Football Pro _____           |
| 4. Carpet Layer _____          | 27. Veterinarian _____           |
| 5. Bus Driver _____            | 28. Pharmacist _____             |
| 6. Teacher _____               | 29. Grocery Checker _____        |
| 7. Grocery Store Manager _____ | 30. Architect _____              |
| 8. Airline Pilot _____         | 31. Aquarist _____               |
| 9. Bricklayer _____            | 32. Librarian _____              |
| 10. Comedian _____             | 33. Professional Cowboy _____    |
| 11. Body Man _____             | 34. Newspaper Photographer _____ |
| 12. Secretary _____            | 35. Principal _____              |
| 13. Firefighter _____          | 36. Garbage Man _____            |
| 14. Minister _____             | 37. Cosmetologist _____          |
| 15. Mortician _____            | 38. Dental Hygienist _____       |
| 16. Physician _____            | 39. Air Traffic Controller _____ |
| 17. Ambulance Driver _____     | 40. Social Worker _____          |
| 18. Sculptor _____             | 41. Surveyor _____               |
| 19. Letter Carrier _____       | 42. Newspaper Reporter _____     |
| 20. Stewardess _____           | 43. Physical Therapist _____     |
| 21. Newscaster _____           | 44. Bank Teller _____            |
| 22. Life Guard _____           | 45. Police Officer _____         |
| 23. Electrician _____          |                                  |

## SUGGESTED ANSWER SHEET

1. Wheat Farmer: 1, 10
2. Barber: 2, 16
3. Car Salesperson: 1, 2, 9
4. Carpet Layer: 9, 4
5. Bus Driver: 1, 2, 8
6. Teacher: 5, 11, 15
7. Grocery Store Manager: 2, 9
8. Airline Pilot: 1, 3
9. Bricklayer: 4, 9
10. Comedian: 7, 11
11. Body Man: 1, 10
12. Secretary: 2, 12
13. Firefighter: 3, 4
14. Minister: 5, 6, 15
15. Mortician: 2, 5
16. Physician: 3, 5, 14, 15, 17
17. Ambulance Driver: 3, 8
18. Sculptor: 11, 17
19. Letter Carrier: 4, 16
20. Stewardess: 2, 3, 5
21. Newscaster: 6, 7
22. Life Guard: 3, 4
23. Electrician: 1, 9, 10
24. Actress-Actor: 6, 7, 11
25. Psychiatrist: 5, 12, 15
26. Football Pro: 4, 7, 16
27. Veterinarian: 13, 14, 15
28. Pharmacist: 9, 12, 14
29. Grocery Checker: 2, 9, 16
30. Architect: 1, 9, 11
31. Aquarist: 4, 7, 13
32. Librarian: 2, 12
33. Professional Cowboy: 4, 7, 13
34. Newspaper Photographer: 1, 2, 11
35. Principal: 2, 5, 6, 12, 15
36. Sanitation Worker: 4, 8, 10
37. Cosmetologist: 2, 16
38. Dental Hygienist: 16, 17
39. Air Traffic Controller: 3, 6, 9, 12
40. Social Worker: 5, 15
41. Surveyor: 1, 9
42. Newspaper Reporter: 2, 6, 12
43. Physical Therapist: 5, 14
44. Bank Teller: 2, 9
45. Police Officer: 2, 3, 8



**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 compare and contrast the range of performance and responsibility in given occupations.

**PERFORMANCE OBJECTIVE:**

Given the activity sheet, students will rate the ranges of performance and responsibility for different jobs with 90% accuracy.

**MATERIALS:**

- \*Activity Sheet
- \*Answer Key
- Pencil or pen

**PREPARATION:**

Duplicate sufficient copies of the Activity Sheet.

**PROCEDURE:**

Hold a brief discussion on how various skills and responsibilities differ for different occupational areas.

**EVALUATION:**

The student will complete the activity sheet with 90% accuracy.

## COMPARING RANGE OF PERFORMANCE AND RESPONSIBILITY

For each item below, rank (1--most important; 5--least important) the five given occupations according to the importance of the item in performing the job.

- |   |  |
|---|--|
| <p>1. Punctuality:</p> <p>___ Teacher</p> <p>___ Farmer</p> <p>___ Artist</p> <p>___ Truck Driver</p> <p>___ Typist</p>                           | <p>2. Courtesy:</p> <p>___ Plumber</p> <p>___ Architect</p> <p>___ Taxi Driver</p> <p>___ Stewardess</p> <p>___ Cashier</p>                            |
| <p>3. Work Under Stress:</p> <p>___ Reporter</p> <p>___ Dentist</p> <p>___ Payroll Clerk</p> <p>___ Teacher</p> <p>___ Air Traffic Controller</p> | <p>4. Work Well With Others:</p> <p>___ Bus Boy</p> <p>___ Librarian</p> <p>___ Traffic Officer</p> <p>___ T. V. Announcer</p> <p>___ Receptionist</p> |
| <p>5. Attend to Details:</p> <p>___ Librarian</p> <p>___ Pharmacist</p> <p>___ Artist</p> <p>___ Dietician</p> <p>___ Insurance Agent</p>         | <p>6. Be Steady With Hands:</p> <p>___ Housekeeper</p> <p>___ Landscaper</p> <p>___ Plumber</p> <p>___ Crane Operator</p> <p>___ Jeweler</p>           |

## Answer Key

## COMPARING RANGE OF PERFORMANCE AND RESPONSIBILITY

For each item below, rank (1--most important to 5--least important) the five given occupations according to the importance of the item in performing the job.

- |  |   |
|--|---|
| <p>1. Punctuality:</p> <p><u>  1  </u> Teacher</p> <p><u>  4  </u> Farmer</p> <p><u>  5  </u> Artist</p> <p><u>  3  </u> Truck Driver</p> <p><u>  2  </u> Typist</p>                           | <p>2. Courtesy:</p> <p><u>  4  </u> Plumber</p> <p><u>  5  </u> Architect</p> <p><u>  2  </u> Taxi Driver</p> <p><u>  1  </u> Stewardess</p> <p><u>  3  </u> Cashier</p>                            |
| <p>3. Work Under Stress:</p> <p><u>  2  </u> Reporter</p> <p><u>  3  </u> Dentist</p> <p><u>  5  </u> Payroll Clerk</p> <p><u>  4  </u> Teacher</p> <p><u>  1  </u> Air Traffic Controller</p> | <p>4. Work Well With Others:</p> <p><u>  5  </u> Bus Boy</p> <p><u>  2  </u> Librarian</p> <p><u>  4  </u> Traffic Officer</p> <p><u>  3  </u> T. V. Announcer</p> <p><u>  1  </u> Receptionist</p> |
| <p>5. Attend to Details:</p> <p><u>  4  </u> Librarian</p> <p><u>  1  </u> Pharmacist</p> <p><u>  3  </u> Artist</p> <p><u>  2  </u> Dietician</p> <p><u>  5  </u> Insurance Agent</p>         | <p>6. Be Steady With Hands:</p> <p><u>  5  </u> Housekeeper</p> <p><u>  4  </u> Landscaper</p> <p><u>  3  </u> Plumber</p> <p><u>  2  </u> Crane Operator</p> <p><u>  1  </u> Jeweler</p>           |

Language Arts: Reference skills, spelling  
Social Studies: Evaluating self

5608D

**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 evaluate his/her opportunities in relation to potential and capacities.

**PERFORMANCE OBJECTIVE:**

Given occupations and personal abilities which the student has identified, each child will choose an occupation in which he/she has the abilities and interests for.

**MATERIALS:**

- \*Ability and Interest Inventory
- \*Occupations List - 75 occupations
- \*Evaluation Sheet
- Occupational Outlook Handbook 1974-75 edition (school library)
- Pencil for each student

**PREPARATION:**

This activity is designed for any number of students. Duplicate copies of the Ability and Interest Inventory.

**PROCEDURE:**

Each child will complete the Ability and Interest Inventory following the written directions. Teacher explanation will also be necessary.

**EVALUATION:**

After completion of Part D of the inventory, each child should ask himself/herself the questions listed on the Evaluation Sheet.

### ABILITY AND INTEREST INVENTORY

Below is a list of 10 abilities and interests which are used in many different occupations.

A. Answer each question according to your own abilities and interests, by placing a check in one of the items on the right (usually, sometimes, never).

B. In the blank spaces beneath the item, write three occupations which require that ability or interest. You may use the occupations list or you may think of your own occupations.

- |   |  |
|---|--|
| 1. I like to work with my hands.                            | <input type="checkbox"/> Usually<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Never |
|   |  |
|   |  |
| 2. I like to think and reason things out.                   | <input type="checkbox"/> Usually<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Never |
|   |  |
|   |  |
| 3. I like to be creative and try new things.                | <input type="checkbox"/> Usually<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Never |
|   |  |
|   |  |
| 4. I like to be involved in sports and physical activities. | <input type="checkbox"/> Usually<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Never |
|   |  |
|   |  |
| 5. I like to solve math problems and work with figures.     | <input type="checkbox"/> Usually<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Never |
|   |  |
|   |  |
| 6. I really enjoy being with and talking to people.         | <input type="checkbox"/> Usually<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Never |
|   |  |
|   |  |

7. I can get a job done well even if people are hurrying or distracting me. (pressure--interruptions) \_\_\_\_\_ Usually  
 \_\_\_\_\_ Sometimes  
 \_\_\_\_\_ Never

8. I like working or being around dangerous places and situations. (storms--heights--disasters--personal risk) \_\_\_\_\_ Usually  
 \_\_\_\_\_ Sometimes  
 \_\_\_\_\_ Never

9. I like traveling and being away from home for long periods. \_\_\_\_\_ Usually  
 \_\_\_\_\_ Sometimes  
 \_\_\_\_\_ Never

10. I like working with and being around animals. \_\_\_\_\_ Usually  
 \_\_\_\_\_ Sometimes  
 \_\_\_\_\_ Never

C. Now, write three occupations in which your abilities or interests would be very helpful.

\_\_\_\_\_

D. Finally, choose only one occupation (it may be from the above three) which you really prefer and in which you possibly could see yourself some day. Complete the information below using the Occupational Outlook Handbook, 1974-75.

Occupation: \_\_\_\_\_

Three interests or abilities necessary in this occupation:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Amount of training or schooling \_\_\_\_\_

Salary range \_\_\_\_\_

Why I chose this occupation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## OCCUPATIONS. LIST

- |                           |                         |
|---------------------------|-------------------------|
| 1. actress                | 51. news analyst        |
| 2. agronomist             | 52. nurse               |
| 3. air traffic controller | 53. payroll clerk       |
| 4. ambulance driver       | 54. pet shop attendant  |
| 5. animal eviserator      | 55. pharmacist          |
| 6. aquarist               | 56. photographer        |
| 7. athletic coach         | 57. physician           |
| 8. architect              | 58. pilot (airline)     |
| 9. bacteriologist         | 59. price marker        |
| 10. barber                | 60. psychiatrist        |
| 11. biologist             | 61. receptionist        |
| 12. bricklayer            | 62. recreation director |
| 13. bridal consultant     | 63. secretary           |
| 14. building contractor   | 64. social worker       |
| 15. bus driver            | 65. stewardess          |
| 16. carpenter             | 66. tailor              |
| 17. cargo agent           | 67. teacher             |
| 18. cashier               | 68. telephone repairer  |
| 19. car salesperson       | 69. tennis pro          |
| 20. counselor             | 70. tree surgeon        |
| 21. choreographer         | 71. veterinarian        |
| 22. comedian              | 72. welder              |
| 23. commercial fisherman  | 73. wheat farmer        |
| 24. composer              | 74. writer              |
| 25. crane operator        | 75. X-ray technician    |
| 26. credit manager        |                         |
| 27. dairy herder          |                         |
| 28. dentist               |                         |
| 29. electrician           |                         |
| 30. firefighter           |                         |
| 31. food checker          |                         |
| 32. grocer                |                         |
| 33. gunsmith              |                         |
| 34. homemaker             |                         |
| 35. hotel clerk           |                         |
| 36. insurance agent       |                         |
| 37. interior decorator    |                         |
| 38. inventor              |                         |
| 39. jackhammer operator   |                         |
| 40. jeweler               |                         |
| 41. jockey                |                         |
| 42. journalist            |                         |
| 43. lens grinder          |                         |
| 44. librarian             |                         |
| 45. life guard            |                         |
| 46. lumberyard worker     |                         |
| 47. marriage counselor    |                         |
| 48. mechanic (auto)       |                         |
| 49. meteorologist         |                         |
| 50. minister              |                         |



## EVALUATION SHEET

Think about your answers on the Ability and Interest Inventory. Answer the following questions to yourself.

1. How much do I really want to work in this occupation?
2. Do I really have the abilities or interests for this occupation?
3. Am I willing to spend the time and amount of training required for this occupation?
4. Have I talked to other people about this occupation?

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 decision.

PERFORMANCE OBJECTIVE:

Given an Activity Sheet, the student will list at least ten positive and negative aspects in given situations.

MATERIALS:

- \*Gameboard for Bridge Over Troubled Waters
- \*Directions for the game
- \*Activity Sheet
- \*One die
- Four game pieces
- Pen or ballpoint

PREPARATION:

Put game materials in a learning center. Duplicate copies of the Activity Sheet. The game is designed for two to four players.

PROCEDURE:

Explain that this game is an independent activity. Students are to play the game, following the directions, and then complete the Activity Sheet.

EVALUATION:

Informally check the Activity Sheets.

Have set salary, plus commission.

Keep low paying job to be of service to others.

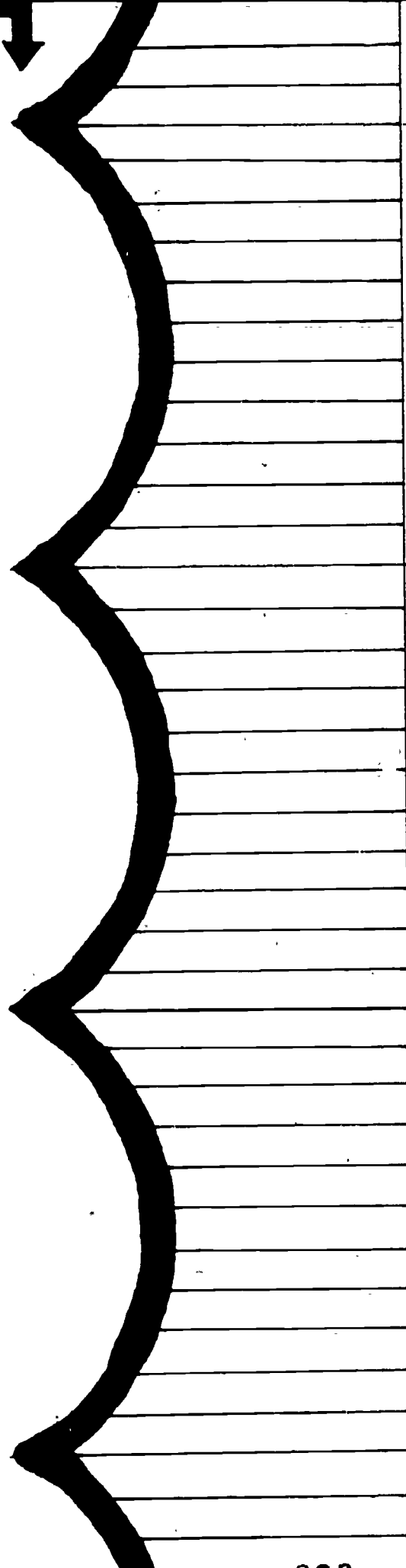
Are in constant physical danger on your job.

Have long training-- receive high pay.

Depend on seasonal income--weather conditions.

Move to larger city-- cultural advantages

Work on sales commission only.



Receive increase in salary--pay higher taxes.

Work only 40 hours a week--paid for overtime.

Accept promotion-- gain prestige.

Work 2nd shift (3-11 p.m.) Less time for family

Frequent travel-- meet many people.

Move to large city-- unfamiliar surround

Do careless work-- often incomplete.

DIRECTIONS FOR BRIDGE OVER TROUBLED WATERS

The purpose of this game is to develop an awareness that all decisions involve positive and negative points.

The game is designed for two (2) to four (4) players.

To begin, a high throw of the die determines the starting player. The play moves counter-clockwise. Place game pieces on the starting line. With each throw of the die, the player moves the number of spaces on the die. When the player lands on a situation square, he moves forward (+) or backward (-) according to the number in the square. The game begins on the top row and then continues across the bottom of the gameboard. The player who crosses the finish line first wins.

## ACTIVITY SHEET

FOLLOW-UP FOR BRIDGE OVER TROUBLED WATERS

Consider the following situations and give at least one positive and negative aspect (advantage and disadvantage) for each.

1. Move to larger city:
  - A.
  - B.
2. Receive an increase in salary:
  - A.
  - B.
3. Have a job which involves physical danger:
  - A.
  - B.
4. Work 2nd shift (3:00 - 11:00 p.m.):
  - A.
  - B.
5. Work on sales commission only:
  - A.
  - B.
6. Job involves frequent travel:
  - A.
  - B.

**CAREER GENERALIZATION:**

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

**CAREER OBJECTIVE:**

The student will compare and contrast the consequences of different career decisions.

**PERFORMANCE OBJECTIVE:**

Given the game, "Choose the Consequences," the student will match the job with the different consequences.

**MATERIALS:**

- \*Set of game cards
- \*Directions for "Choose the Consequences"
- \*"Choose the Consequences" game board
- \*Game Information Sheet
- \*Evaluation Check Sheet
- \*Answer key for Evaluation Check Sheet
- Pencil or pen
- Game pieces

**PREPARATION:**

Cut out the game cards along the lines; laminate the cards and the game board. Identify and discuss all words and phrases in this activity that may be new to the students before they begin the game. Have children read the information sheet. Discuss with them some of the consequences of different career decisions.

**PROCEDURE:**

Place the game board and cards, with directions, in a center for independent work. Five to six students can play the game at a time.

**EVALUATION:**

Check to see that the students have completed the Evaluation Check Sheet with 75% accuracy. If not, have the students play the game again.

5609 B

DANGER IN WORK

5609 B

DANGER IN WORK

5609 B

DANGER IN WORK

5609 B

DANGER IN WORK

5609 B

SEASONAL WORK

5609 B

SEASONAL WORK

5609 B

SEASONAL WORK

5609 B

SEASONAL WORK

5609 B

SEASONAL WORK

5609 B

SALARY CHANGE

5609 B

SALARY CHANGE  
(WORK ON COMMISSION)

5609 B

SALARY CHANGE  
(WORK ON COMMISSION)

Telephone Lineperson      Coal Miner      Roofing Worker      Dynamite Worker

Wheat Farmer      Combine Operator      A Gardner      Price Marker

A Waitress/Waiter      Taxi Driver      Taxi Driver      A Pro Ballplayer



5609 B

LONG TRAINING

5609 B

LONG TRAINING

5609 B

LONG TRAINING

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LONG TRAINING

5609 B

IRREGULAR SALARY  
(WORK ON COMMISSION)

5609 B

IRREGULAR SALARY  
(WORK ON COMMISSION)

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IRREGULAR SALARY  
(WORK ON COMMISSION)

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IRREGULAR SALARY  
(WORK ON COMMISSION)

5609 B

GOOD PAY

5609 B

GOOD PAY

5609 B

GOOD PAY

5609 B

GOOD PAY

Veterinarian

Lawyer

Dentist

Doctor

Car Salesperson

Clerk

Avon Agent

Insurance Agent

Golf Pro

Movie Star

Comedian

An Astronaut

5609 B

SALARY CHANGE  
(WORK ON COMMISSION)

5609 B

SEASONAL WORK

5609 B

SALARY CHANGE

5609 B

LONG TRAINING

5609 B

SEASONAL WORK

5609 B

DANGER IN WORK

5609 B

DANGER IN WORK

5609 B

DANGER IN WORK

5609 B

GOOD PAY

5609 B

SEASONAL WORK

5609 B

SEASONAL WORK

5609 B

DANGEROUS WORK

Surgeon                      Rock Group Musician                      Bridal Consultant                      Newspaper Carrier

Model

Welder

Police Officer

Lumberjack

Computer Programmer

Fruit Grower

Camp Counselor

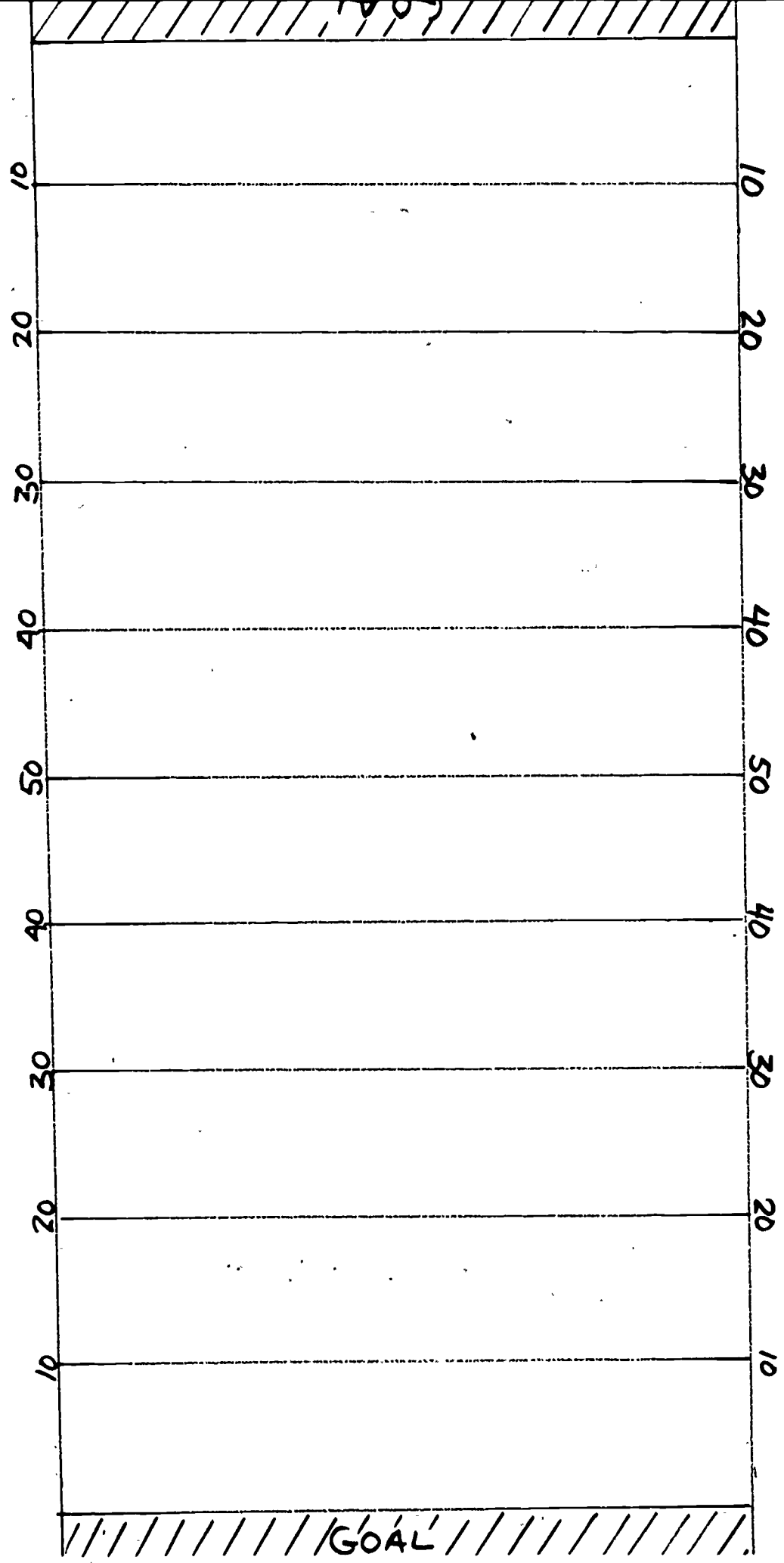
Mining Engineer

## CHOOSE THE CONSEQUENCES

## DIRECTIONS:

This game is for 5-6 players. Shuffle the cards and place them in the middle of a table with job titles up. The players draw cards in turn and give an answer, which is a consequence of having the job shown on the front side of the card. They may check the back side of the card for the correct answer. The game starts at the 50 yard line and players move their markers toward opposite goals. For correct answers, players move 10 yards forward; for incorrect answers, 10 yards backwards.

Six points are received for crossing the goal line and one extra point is given if the next card is correctly answered. The marker is then returned to the 50 yard line and the game is continued. When the cards are exhausted, the player or team with the most points wins.



## GAME INFORMATION SHEET

Long Training

Jobs that require more education usually pay more. Dentists, lawyers and doctors take a long time to be trained. Their skills are considered important by people and are costly.

Salary Change

Some workers are not paid a regular set amount of money. Some sales persons are paid according to how much they sell. They work on a commission. If they sell a lot, they earn a lot. When they sell less, they earn less. Successful salespeople are among the highest paid workers in the world.

Certain other workers are paid only for each "piece" of work done; pieceworkers. They receive an amount of money for each hat, radio or box of cherries completed. They are very fast workers or else they could not make enough money.

Seasonal Workers

Workers who get work for only parts of the year usually do not earn as much as workers who work the year round. Fruitpickers have to go where the crop is and so work mainly during the harvest season. For this reason they are called "seasonal workers".

Danger In Work

People who take chances or risks in their work usually make more money. Sometimes they risk their lives, like the workers who paint bridges or work with explosives. These workers will usually earn more money than those who do not take these risks.

EVALUATION CHECK SHEET

Put a check in one of the columns after each job which is a consequence of that job.

JOBS	SEASONAL WORK	SALARY CHANGE	LONG TRAINING	DANGER IN WORK	GOOD PAY
1. Coal miner					
2. Doctor					
3. Dentist					
4. Lawyer					
5. Newspaper Carrier					
6. Movie Star					
7. Roofing Worker					
8. Dynamite Worker					
9. An Astronaut					
10. A Gardener					
11. A Pro Ballplayer					
12. A Waitress/Waiter					
13. Insurance Agent					
14. Avon Agent					
15. Clerk					
16. Veterinarian					



JOBS	SEASONAL WORK	SALARY CHANGE	LONG TRAINING	DANGER IN WORK	GOOD PAY
17. Taxi Driver					
18. Wheat Farmer					
19. Combine Operator					
20. Bridal Consultant					
21. Telephone Lineperson					
22. Bus Driver					
23. Golf Pro					
24. Car Salesperson					
25. Price Marker					
26. Comedian					
27. Rock Group Musician					
28. Lumberjack					
29. Camp Counselor					
30. Mining Engineer					
31. Police Officer					
32. Fruit Grower					
33. Computer Programmer					
34. Model					
35. Welder					

## KEY

Evaluation Check Sheet

- |   |   |
|---|---|
| 1. Coal Miner - Danger in Work            | 25. Price Marker - Seasonal Work        |
| 2. Doctor - Long Training                 | 26. Comedian - Salary Change            |
| 3. Dentist - Long Training                | 27. Rock Group Musician - Salary Change |
| 4. Lawyer - Long Training                 | 28. Lumberjack - Danger in Work         |
| 5. Newspaper carrier - Salary change      | 29. Camp Counselor - Seasonal Work      |
| 6. Movie Star - Good Pay                  | 30. Mining Engineer - Danger in Work    |
| 7. Roofing Worker - Danger in Work        | 31. Police Officer - Danger in Work     |
| 8. Dynamite Worker - Danger in Work       | 32. Fruit Grower - Seasonal Work        |
| 9. An Astronaut - Good Pay                | 33. Computer Programmer - Good Pay      |
| 10. Gardener - Seasonal Work              | 34. Model - Seasonal Work               |
| 11. Pro Ballplayer - Seasonal Work        | 35. Welder - Danger in Work             |
| 12. Waitress/Waiter - Salary Change       |   |
| 13. Insurance Agent - Salary Change       |   |
| 14. Avon Agent - Salary Change            |   |
| 15. Clerk - Salary Change                 |   |
| 16. Veterinarian - Long Training          |   |
| 17. Taxi Driver - Salary Change           |   |
| 18. Wheat Farmer - Seasonal Work          |   |
| 19. Combine Operator - Seasonal Work      |   |
| 20. Bridal Consultant - Seasonal Work     |   |
| 21. Telephone Lineperson - Danger in Work |   |
| 22. Bus Driver - Salary Change            |   |
| 23. Golf Pro - Salary Change              |   |
| 24. Car Salesperson - Salary Change       |   |

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

The student will analyze the components of a career-related decision in terms of projected consequences.

PERFORMANCE OBJECTIVE:

The student will analyze six (6) described work situations and list at least three (3) advantages and/or disadvantages for each.

MATERIALS:

- \*Situations
- \*Activity Sheet
- \*Answer Key
- Pen or Pencil

PREPARATION:

Duplicate at least three (3) copies of the Situations and sufficient copies of the Activity Sheet. Place the materials in a learning center.

PROCEDURE:

Explain that this is an independent activity. Students are to read the Situations carefully, analyze factors and then complete the Activity Sheet. They may check their work on the Answer Key.

EVALUATION:

The student should complete the Activity Sheet with 90% accuracy.

## SITUATIONS

1. Promotion:

Derek Dean is married and has three children in elementary school. He works for an insurance company and has been offered a promotion with a considerable increase in salary. The raise is appealing, although he would have to pay more taxes. Taking the promotion, however, will mean moving to a distant, unfamiliar city. The city is larger and offers cultural opportunities, but the children dread going to a new school.

2. Travel:

Paul Yates is an over-the-road truck driver. He was recently married and is considering a change of occupation. He enjoys driving, but sitting in one place for hours at a time can be tiring, especially under the strain of continuous driving at night. He is well paid, but the work required being away from his wife and friends for days or even weeks.

3. Long Training

Karelyn Miller enjoys working with people and is thinking of being a social worker. There are many opportunities available, but a bachelor's degree, preferably in social welfare, generally is the minimum educational requirement for beginning jobs in social work. Certain specialized areas require a master's degree. This training is expensive and will take several years. Karelyn is anxious to get involved and thinking of going to work at a local day care center where pay is comparatively lower.

4. Salary Change:

Mrs. Smith works as a salesperson in a department store. She is not paid a regular salary every week. Some weeks she makes more, and some weeks she makes less. She is paid according to how much she sells. Her hours are irregular; sometimes she has to go earlier, and sometimes she has to work later. The 20% discount that she gets off of anything that is bought at the store is really appreciated by Mrs. Smith. This really cuts her cost of living. She likes her work.

5. Seasonal Worker:

Mr. Carlos Martiniz does construction work. He works for a large company, constructing buildings, highways, dams, and airports. Construction work is physically strenuous, since it requires frequent bending, stooping and heavy lifting. Much of the work is performed outdoors, and some work time is lost because of bad weather. His work takes him to many different cities, which takes him away from his family often. He is a member of a unionized group. Union minimum hourly wage average from \$5.57 to \$7.27 an hour.

## 6. Dangerous Work:

Mr. Arthur Scott works as a Lineman for an electric company. Sometimes he is involved with danger with his work. His job consists of maintaining the network of powerlines that carry electricity from the generating plants to consumers. He installs, replaces, and repairs equipment. He is on call at all times even after he completes his regular job schedule. The people he works with are most enjoyable. He likes his work very much. His pay is very good; the average hourly earning for a lineperson is about \$5.95.

## SITUATIONS ACTIVITY SHEET

Analyze each of the given situations, and list at least three advantages and/or disadvantages for each.

1. a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

2. a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

3. a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

4. a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

5. a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

6. a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

## ANSWER KEY TO SITUATIONS ACTIVITY SHEET

The following are possible answers for the given situations.

1.
  - a. increase in salary +
  - b. pay higher taxes -
  - c. move to distant, unfamiliar city -
  - d. large city offers cultural opportunities +
  - e. children dread going to a new school -
  
2.
  - a. enjoys driving +
  - b. sitting is tiring -
  - c. strain of driving at night -
  - d. well paid +
  - e. requires being away from family and friends -
  
3.
  - a. long training -
  - b. expensive training -
  - c. enjoys working with people +
  - d. many opportunities available +
  - e. specialized areas require master's degree -
  
4.
  - a. irregular hours -
  - b. 20% discount on all purchases +
  - c. not limited to a set salary +
  - d. likes her work +
  - e. irregular salary -
  
5.
  - a. strenuous work -
  - b. away from family -
  - c. good hourly wage +
  - d. has some time off +
  - e. get a chance to travel +
  
6.
  - a. irregular schedule -
  - b. likes his work +
  - c. good hourly wage +
  - d. involves danger -
  - e. likes people he works with +



**CAREER GENERALIZATION:**

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

**CAREER OBJECTIVE:**

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.

**PERFORMANCE OBJECTIVE:**

Given a work Situation, the student will role-play it, making a decision and giving reasons for it.

**MATERIALS:**

\*Situations (See obj. c)

**PREPARATION:**

Beforehand, students will need some preparation on how to role-play. A discussion on the situations and the purpose of role-playing them would be beneficial.

**PROCEDURE:**

Have the students work in groups of 2 or 3, spending some time preparing before presenting their situation to the class. Explain that they are to evaluate the facts given and tell how they would respond in the given situation.

**EVALUATION:**

The student will participate successfully in one role-playing situation.

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

The student will identify some human relations and communication skills that are important to a successful career.

PERFORMANCE OBJECTIVE:

The student will match communication skills needed for specific occupations on a worksheet, with 80% accuracy.

MATERIALS:

- \*Work-Skills Sheet
- \*Directions for game
- \*Worker Information Sheet
- \*Answer Key
- \*Category Quick Worksheets (3)
- \*Category Quick Directions
- \*Job Skill Cards
- Pencil
- Paper

PREPARATION:

This activity can be done by individuals at a learning center, by small groups, or by a large group. Reproduce as many Work Skills Sheets as you need.

PROCEDURE:

Use Worker Information Sheet and any other material available to become better acquainted with the different jobs on the Work Skills Sheet.

Identify and discuss all words and phrases that may be new to your students before you begin.

Students will place a check under each skill that the worker would need to do the job.

EVALUATION:

The student should be able to complete the Category Quick Activity with about 80% accuracy.

## EXPANSION ACTIVITY:

Informally start a discussion, "I once heard about a clerk who could not count money." Then ask the class to tell you if they thought the clerk would be successful in his/her job.

WORK-SKILLS SHEET

	organizing skills	good grammar skills	problem solving skills	can understand other people	planning skills	ability to influence others
RECEPTIONIST						
SHEET-METAL WORKER						
FLOOR MANAGER						
STOCK CLERK						
INSPECTOR						
JOBBER						
DENTAL ASSISTANT						
LINE PERSON						
CARPET LAYER						
SANITARIAN						



## DIRECTIONS FOR GAME

On the top line of the worksheet you will see a list of several skills, some of which you may have learned at school, others you may have acquired in different ways. Along the left column of the worksheet is a list of occupations which require some skills and abilities. Place a check under each skill that each worker would need in order to do the job well.

## WORKER INFORMATION SHEET

- RECEPTIONIST-----is a hostess who may give the caller his first impression of an entire organization.
- SHEET-METAL WORKER---installs ventilating, air conditioning, and warm air heating systems in homes, offices, factories, stores and other buildings.
- FLOOR MANAGER-----manages and coordinates the activities of workers in one department of a store. He/she assigns duties to other employees, hears customers complaints, and reorders new stock for his/her department.
- STOCK CLERK-----counts, sorts, and weighs merchandise; fills orders, prepares inventories, keeps a record of goods received and issued.
- INSPECTOR-----must examine closely items that are manufactured to make sure they operate properly.
- JOBBER/DISTRIBUTOR---stocks thousands of different products, buying them at his own risk and trusting his knowledge of the market for resale to retail stores and business users.
- DENTAL ASSISTANT----performs duties which relieve the dentist from clerical and minor routine tasks.
- LINE PERSON-----contracts and maintains the network of power lines which carries electricity from generating plants to consumers. His/her work consists of installations, equipment replacements, repairs, and routine maintenance work.
- CARPET LAYER-----first, inspects the floor to be covered to determine its conditions. Second, plans his layout carefully to minimize waste of materials.
- SANITARIAN-----is a specialist in environmental health. The sanitarian has many jobs that help protect us. He/she examines food plants and water supplies. He/she may get a sample of food or water and have it tested.

## WORK-SKILLS ANSWER KEY

1. RECEPTIONIST-----good grammar skills  
can understand other people
2. SHEET-METAL WORKER----planning skills
3. FLOOR MANAGER-----problem solving  
organizing skills
4. STOCK CLERK-----organizing skills
5. INSPECTOR-----problem solving skills
6. JOBBER/DISTRIBUTOR----problem solving skills
7. DENTAL ASSISTANT-----organizing skills  
can understand other people
8. LINE PERSON-----planning skills
9. CARPET LAYER-----planning skills
10. SANITARIAN-----problem solving

## CATEGORY QUICK WORKSHEET (1 page of 3)

RECEPTIONIST

SHEET-METAL WORKER

FLOOR MANAGER

STOCK CLERK



CATEGORY QUICK WORKSHEET (2nd page of 3)

INSPECTOR	JOBBER/DISTRIBUTOR	DENTAL ASSISTANT	LINE PERSON

## CATEGORY QUICK WORKSHEET (3rd page of 3)

CARPET LAYER	SANITARIAN
	251

## CATEGORY QUICK DIRECTIONS

A playing board headed with 10 jobs. The job skills are on cards. The students have about 15 minutes to fill in the space under each job with a card or cards with that skill or skills that may be used to do that job.

5610A ORGANIZING SKILLS	5610A ORGANIZING SKILLS	5610A ORGANIZING SKILLS	5610A GOOD GRAMMAR SKILLS
5610A GOOD GRAMMAR SKILLS	5610A GOOD GRAMMAR SKILLS	5610A PROBLEM SOLVING SKILLS	5610A PROBLEM SOLVING SKILLS
5610A PROBLEM SOLVING SKILLS	5610A CAN UNDERSTAND OTHER PEOPLE	5610A CAN UNDERSTAND OTHER PEOPLE	5610A CAN UNDERSTAND OTHER PEOPLE
5610A PLANNING SKILL	5610A PLANNING SKILL	5610A PLANNING SKILL	5610A ABILITY TO INFLUENCE OTHERS
5610A ABILITY TO INFLUENCE OTHERS	5610A ABILITY TO INFLUENCE OTHERS		

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:

The student will match some different occupations with some skills that are needed for that occupation.

MATERIALS:

- \*Occupations and Skills Worksheet
- \*Answer Key
- Pencils

PREPARATION:

Reproduce as many copies as needed of the worksheet. Lead a discussion on the importance of communication skills in getting along on the job.

PROCEDURE:

Place the material necessary to do this activity in a learning center. Students should read and follow the directions. After the activity is completed, the students may use the key to check their selections. They may discuss among themselves why they made their selections.

EVALUATION:

Informally check the students' work to see that they understand the importance of communication skills in working with others.

## OCCUPATIONS AND SKILLS WORKSHEET

Each person has abilities. (An ability means that you can do something like read, run, talk, etc.) Getting along with people is an important part of a successful career.

Study the list of jobs numbered 1 through 18. On the left is a list of skills needed to get along with people. Place the number of the jobs that might use each skill in the blank by the skills.

- |   |                                 |
|---|---------------------------------|
| _____ show respect for others               | 1. architect                    |
| _____ understand self                       | 2. delivery person              |
| _____ assume responsibility                 | 3. doctor                       |
| _____ accept other people                   | 4. electrician                  |
| _____ cooperate with others                 | 5. painter                      |
| _____ ability to influence others           | 6. contractor                   |
| _____ understand others                     | 7. plumber                      |
| _____ spell correctly                       | 8. police officer               |
| _____ be able to pronounce words distinctly | 9. postal worker                |
| _____ listen well to others                 | 10. forester                    |
| _____ solve a problem                       | 11. logger                      |
| _____ able to organize a job                | 12. carpenter                   |
| _____ read well                             | 13. secretary                   |
|   | 14. truck driver                |
|   | 15. telephone operator          |
|   | 16. schedule maker for airlines |
|   | 17. librarian                   |
|   | 18. payroll clerk               |

After you have completed the work, look over the answers and check them on the answer key. List the skills that are needed for all of the jobs.

## ANSWER KEY

<u>1-18</u>	Show respect for others
<u>1-18</u>	Understand self
<u>1-18</u>	Assume responsibility
<u>1-18</u>	Accept others
<u>1-18</u>	Cooperate with others
<u>1-18</u>	Ability to influence others
<u>1-18</u>	Understand others
<u>2,13,15,</u>	Spell correctly
<u>16,18</u>	Spell correctly
<u>13,15,16</u>	Be able to pronounce words distinctly
<u>8,15,16</u>	Listen to others
<u>1-18</u>	Solve a problem
<u>4,5,6,12</u>	Able to organize a job
<u>2,9,13,17</u>	Read well

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

The student will analyze a situation and determine the human relations and communication skills most appropriate for achieving positive results.

PERFORMANCE OBJECTIVE:

The student will match the words on the Word Cards with the meanings on the game board, with 80% accuracy.

MATERIALS:

- \*Tic Tac Find Board
- \*Word Cards
- \*Key
- \*Game Directions

PREPARATION:

Have a dictionary lesson and a discussion on the words on the Word Cards.

Place the Tic Tac Find Board, cards, and directions in a center.

PROCEDURE:

Allow the students to play the game and check their work on the Key.

EVALUATION:

Informally check the students' work.



1.

5610C

People who work  
and play together  
\_\_\_\_\_ on  
one another.

4.

5610C

Two people can get  
more work done if  
they \_\_\_\_\_.

7.

5610C

The duties and tasks  
a person has are  
his \_\_\_\_\_.

2.

5610C

Sometimes we  
\_\_\_\_\_ our  
responsibilities.

5.

5610C

It is important to  
consider the \_\_\_\_\_  
of others when working  
or playing.

8.

5610C

Some people learn to  
plan, organize, and  
\_\_\_\_\_ work and  
play activities.

3.

5610C

An individual's  
responsibilities  
\_\_\_\_\_ as he or  
she grows up.

6.

5610C

When two people  
disagree, it is some-  
times best to \_\_\_\_\_.

9.

5610C

Everyone playing a  
game needs to know  
the \_\_\_\_\_.

## WORD CARDS

5610C 1. COOPERATE	5610C 2. DEPEND	5610C 3. CONTROL
5610C 4. FEELINGS	5610C 5. SHARE	5610C 6. RULES
5610C 7. RESPONSIBILITIES	5610C 8. COMPROMISE	5610C 9. CHANGE
5610C 10. RESPECT	5610C 11. ACCEPTANCE	5610C 12. SELF-RESPECT
5610C 13. COOPERATION	5610C	5610C

ANSWER KEY  
TIC TAC FIND

1. Depend
2. Share
3. Change
4. Cooperate
5. Feelings
6. Compromise
7. Responsibilities
8. Control
9. Rules

## TIC TAC FIND

## DIRECTIONS:

This game is played in the same way you play Tic Tac Toe. The only difference is that once you choose a box you MUST answer the question in that box. After you give the word for the blank, then choose a card from the card stack that has the same word, put a zero 0 in the box (in pencil.) The other player then takes his turn and does the same thing using the letter X. Remember, to win you must have three boxes in a row. Caution: an incorrect answer is a box for your opponent. Check your answers on the Answer Key.

2

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

The student will evaluate his/her own competencies in human relations and communications skills in a variety of settings.

PERFORMANCE OBJECTIVE:

The student will fill in the communications and Human Relations Skills, assess his or her own communication skills.

MATERIALS:

\*Communications and Human Relations Skills checklist  
Pencils

PREPARATION:

Reproduce as many copies of the checklist as you need.

PROCEDURE:

Place the copies of the checklist in a learning center, or with a small group of 3 or 4 students. Have each student fill in the checklist, then have them discuss each others responses.

EVALUATION:

Informally question the students who have completed the checklist. Ask them why they checked some of the responses.

Ask students to look over their responses. Notice the questions they marked in the columns "always" and "often". Start thinking what they can do to correct the problem.

COMMUNICATIONS AND HUMAN RELATIONS CHECKLIST

Communicating and relating to other people is sometimes a difficult process. Do you know how well you communicate, and relate to other people? Read each question. Then decide how often you behave the way the question asks. Put a check in one of the boxes marked "always", "often", "sometimes", "seldom", and "never".

	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
<b>HOW DO YOU RELATE TO OTHER PEOPLE?</b>					
Do you dislike talking with people?	_____	_____	_____	_____	_____
Do you talk at people instead of with them?	_____	_____	_____	_____	_____
Do people avoid talking with you and asking your ideas?	_____	_____	_____	_____	_____
Do you talk only with people who support your ideas?	_____	_____	_____	_____	_____
Do you feel you have to keep the conversation moving?	_____	_____	_____	_____	_____
Do you use words or a tone of voice that "puts people down?"	_____	_____	_____	_____	_____
Do you find it hard to agree with other people?	_____	_____	_____	_____	_____
Do you have certain words that make you lose your temper?	_____	_____	_____	_____	_____
<b>HOW DO YOU COMMUNICATE WITH OTHERS?</b>					
Do you nag when you are talking to someone?	_____	_____	_____	_____	_____
Do you argue instead of discussing differences of opinions?	_____	_____	_____	_____	_____
Do you lose your temper when you are not understood?	_____	_____	_____	_____	_____
Do you sometimes boast to get your point accepted?	_____	_____	_____	_____	_____

HOW CLEARLY DO YOU SPEAK?

Do you use "and", "err", "uah", or "you know" a lot?

Do you use profanity when you talk?

Do you feel that when a meaning is clear to you, it is clear to someone else?

Do you substitute words like "whatchama-call-it", or "What's his face"?

Do you mumble or speak so softly that people cannot hear you?

ALWAYS

OFTEN

SOMETIMES

SELDOM

NEVER

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

HOW WELL DO YOU LISTEN?

Do you accept what is said just because of who said it?

Do you listen more for facts than ideas?

Are you easily distracted by sights and sounds?

Do you "tune out" when you feel you know what is being said?

Do you judge what was said before you hear all that was said?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

HOW DO YOU CONSIDER FEELINGS IN COMMUNICATION?

Do you fail to show respect for the feelings of others?

Do you find it hard to feel what the other person is feeling?

Do you overlook nonverbal meanings and signs?

Do you fail to help the other person deal with his feelings?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

C I T E

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

The student will identify the clothing, equipment, instruments and/or tools related to different occupations.

PERFORMANCE OBJECTIVE:

Given a list of tools and a list of workers, the student will match the tools to the workers with 75% accuracy.

MATERIALS:

- \*CITE Tic Tac Toe Job Cluster Cards (15)
- \*CITE Tic Tac Toe Caller Cards 9 per cluster (15 clusters)
- \*CITE Matching Sheet
- \*CITE Answer Key
- Washable felt tip pens

PREPARATION:

The TIC TAC TOE game is played by groups of 3 people, 2 as players and 1 as caller. However, since there are 15 different cards, several groups of 3 may play the game at the same time, each group using a different card. Laminate the cards.

PROCEDURE:

Put the game materials in a learning center. Several (3-4) groups of 3 may play at the same time. One person out of each group of 3 will be the caller. The caller should follow the directions on the caller's envelope. The other 2 people in the group are the players. The 2 players share the same card. Each of the 15 different Cluster Cards have 9 representative jobs from that cluster arranged like a TIC TAC TOE game. The caller's cards are 9 cards with clothing, equipment, instruments or tools from that cluster. The caller picks a card from his 9 cards and reads the name on it. The two players, one using an X and one an O, take turns trying to connect the tools, equipment, etc., with a particular job on the Cluster Card. If they connect it correctly they can place their X or O in that space. If they have an incorrect answer, the other player gets their X or O in the space. Three X's or three O's in a row, column or diagonal, wins the game. Winning is purely a matter of chance and on some games there will be no winner. The key for the Caller Cards is on the cards.



## EVALUATION:

The student should be able to complete the CITE evaluation sheet with 75% accuracy. They should not do the evaluation sheet until they have played the game with all 15 of the Cluster Cards. If they do not get 75% correct, have them play the game again.

## AGRI-BUSINESS AND NATURAL RESOURCES

1 Butcher _____	2 Agronomist _____	3 Nursery owner _____
4 Crop duster _____	5 Irrigator _____	6 Dairy Herder _____
7 Rancher _____	8 Combine operator _____	9 Oil rigger _____

## BUSINESS AND OFFICE

1 File clerk <hr/>	2 Systems analyst <hr/>	3 Stenographer <hr/>
4 Secretary <hr/>	5 Calculator operator <hr/>	6 Receptionist <hr/>
7 Accountant <hr/>	8 Purchasing agent <hr/>	9 Payroll clerk <hr/>

## COMMUNICATION AND MEDIA

1 Commercial artist <hr/>	2 Reporter <hr/>	3 Telegrapher <hr/>
4 Typesetter <hr/>	5 Lineperson <hr/>	6 Television newswriter <hr/>
7 Telephone repairperson <hr/>	8 Book binder <hr/>	9 Printer <hr/>

## CONSTRUCTION

1 Mason _____	2 Bulldozer operator _____	3 Plasterer _____
4 Cabinet maker _____	5 Crane operator _____	6 Roofer _____
7 Architect _____	8 Bricklayer _____	9 Plumber _____

## CONSUMER AID 'HOMEMAKING

1 Dressmaker _____	2 Interior decorator _____	3 Upholsterer _____
4 Salad maker _____	5 Baker _____	6 Floral designer _____
7 Dry cleaner _____	8 Food checker _____	9 Child care _____

## ENVIRONMENT

1 Forest ranger  _____	2 Soil conservationist  _____	3 Meteorologist  _____
4 Surveyor  _____	5 Landscape r scaper  _____	6 Lumberjack  _____
7 City planner  _____	8 Minerologist  _____	9 Water tester  _____

FINE ARTS  
AND HUMANITIES

1 Rock group musician _____	2 Novelist _____	3 Portrait photographer _____
4 Actress _____	5 Make-up artist _____	6 Sculptor _____
7 Conductor _____	8 Booking agent _____	9 Stage hand _____



## HEALTH

1 Receptionist _____	2 X-ray technician _____	3 Ambulance driver _____
4 Dentist _____	5 Researcher _____	6 Surgeon _____
7 Pharmacist _____	8 Dietician _____	9 Anesthetist _____

## HOSPITALITY AND RECREATION

1 Waitress/ Waiter  _____	2 Ski instructor  _____	3 Quarterback  _____
4 Jockey  _____	5 Golf pro  _____	6 Swimming instructor  _____
7 Dance instructor  _____	8 Tennis pro  _____	9 Restaurant chef  _____

## MANUFACTURING

1 Welder _____	2 Grinder _____	3 Metal fabricator _____
4 Drill press operator _____	5 Motor assembler _____	6 Lens grinder _____
7 Electrical equipment engineer _____	8 Gunsmith _____	9 Diamond cutter _____

## MARINE SCIENCE

1 Skin diver <hr/>	2 Oceanographer <hr/>	3 Submarine operator <hr/>
4 Whaler <hr/>	5 Lobster farmer <hr/>	6 Salvager <hr/>
7 Trawler <hr/>	8 Marine oiler <hr/>	9 Bacterologist <hr/>

## MARKETING AND DISTRIBUTION

1 Cashier _____	2 Shipping and receiving clerk _____	3 Car sales person _____
4 Price marker _____	5 Jeweler _____	6 Grocer _____
7 Auto parts _____	8 Lumberyard worker _____	9 Deliverer _____

## PERSONAL SERVICES

1 Barber _____	2 Manicurist _____	3 Mortician _____
4 Shoe repair _____	5 Chauffeur _____	6 Minister _____
7 Tax counselor _____	8 Bridal consultant _____	9 Pet groomer _____

## PUBLIC SERVICES

1 Bus care worker _____	2 Camp counselor _____	3 Life guard _____
4 Librarian _____	5 Security Officer _____	6 Animal shelter worker _____
7 Lawyer _____	8 Fire fighter _____	9 Traffic officer _____

## TRANSPORTATION

1 Truck driver  _____	2 Stewardess/ Steward  _____	3 Railroad engineer  _____
4 Taxi driver  _____	5 Train conductor  _____	6 Mechanic  _____
7 Radio operator  _____	8 Merchant marine  _____	9 Bus driver  _____



## AGRI-BUSINESS AND NATURAL RESOURCES

## Caller cards

Heat cleaver square 1	Test tubes square 2	Greenhouse square 3
Airplane square 4	Sprinklers square 5	Milking machine square 6
Barb wire square 6 or 7	Combine square 8	Pipe wrench square 9

## BUSINESS AND OFFICE

## Caller Cards

File cabinet square 1	Computer square 2	Shorthand notebook square 3 or 4
Typewriter square 3 or 4	Adding machine square 5	Telephone square 6
Ledgers square 7	Order forms square 8	Paychecks square 9

## COMMUNICATION AND MEDIA

## Caller Cards

India ink square 1	Press badge, notepad square 2	Morse code square 3
Type square 4	Pole square 5 or 7	Typewriter square 2 or 6
Wire cutters square 5 or 7	Glue square 8	Printing press square 9

## CONSTRUCTION

## Caller cards

Cement square 1 or 8	Bulldozer square 2	Plaster square 3
Woodworking tools square 4	Crane square 5	Shingles square 6
Blueprints square 7	Bricks square 8 or 1	Pipe square 9

## CONSUMER AND HOME MAKING

## Caller cards

Dress patterns square 1	Upholstery material square 2 or 3	Furniture square 2 or 3
Fruit, vegetables square 4	Flour, sugar, eggs square 5	Flowers, vases square 6
Cleaning fluid square 7	Cash register square 8	Toys square 9

ENVIRONMENT  
Caller Cards

Fire fighting equipment square 1	Maps of farm land square 2 or 4	Radar square 3
Metal tape square 4	Shovels, spades square 5	Hatchets square 6
Blueprints square 7	Rocks, petroleum square 8	Chemicals square 9

FINE ARTS  
AND HUMANITIES  
Caller Cards

5611A

Musical instrument square 1	Typewriter square 2 or 8	Camera square 3
Script square 4	Make-up square 4 or 5	Clay, stone, metal, etc. square 6
Baton square 7	Tickets square 8	Carpenter tools square 9

HEALTH  
Caller cards

Telephone and desk square 1	X-ray machine square 2	Special motor vehicle square 3
Drill square 4	Test tubes square 5	Scalpel square 6
Prescription square 6 or 7	Foods square 8	Anesthetic square 9



## HOSPITALITY AND RECREATION

## Caller cards

Serving tray for food square 1	Skiis square 2	Football square 3
Whip square 4	Golf clubs square 5	Swim suit square 6
Music square 7	Tennis racket square 8	Ovens, pots and pans, grill square 9

## MANUFACTURING

## Caller Cards

Gas and arc square 1	Goggles square 1 or 2	Metal bender square 3
Drill press square 4	Piston square 5	Glass square 6
Generator square 7	Firing pin square 8	Eye magnifying glass square 9

## MARINE SCIENCE

## Caller Cards

Scuba tank square 1	Echo sounder square 2	Radar square 3
Harpoon square 4	Lobster pots square 5	Cranes square 6
Fish net square 7	Pressure and temperature guages square 8	Test tubes and chemicals square 9

## MARKETING AND DISTRIBUTION

## . Caller Cards

Cash register square 1	Invoices square 2 or 6	New cars square 3
Ink square 4	Gems square 5	Food square 6
Spark plugs square 7	Wood products square 8	Truck square 9

## PERSONAL SERVICES

## Caller cards

Clippers square 1 or 9	Nail polish square 2	Casket square 3
Leather dye square 4	Limousine square 5	Pulpit square 6
W-2 tax forms square 7	Wedding dress square 8	Comb square 1 or 9

## PUBLIC SERVICES

## Caller cards

Tows square 1	Swimsuit square 2 or 3	Card catalog square 4
Law books square 7	Flashlight and walkie-talkie square 5	Dog food square 6
Holder and bases square 8	Sturdy sports clothes square 2	Traffic tickets square 9

TRANSPORTATION  
Caller Cards

Truck square 1	Airplane square 2	Train square 3 or 5
Taxi square 4	Tickets square 5	Pliers square 6
Short wave signals square 7	Ships square 8	Bus square 9

C I T E

## DIRECTIONS FOR CALLER'S ENVELOPE:

Turn all Caller Cards face down. Choose one of the cards at random for the Cluster Card the players are using. Read the item on the card. If the player whose turn it is can correctly match it with a worker on his card, he may put an O or X in that space. Players take turns. The caller checks the answer at each turn from his Caller Cards.



<u>C</u>	<u>I</u>	<u>T</u>	<u>E</u>
l	n	o	q
o	s	o	u
t	t	l	i
h	r	s	p
i	u		m
n	m		e
g	e		n
	n		t
	t		
	s		

Matching clothing, instruments, tools and equipment with workers from the 15 Job Clusters.

DIRECTIONS:

Match an item from the right hand column with a worker from the left hand column. Put the letters of the items from column 2 in the blanks in column 1. Match the item with the worker it is most commonly associated with.

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. _____ welder             | a. script                     |
| 2. _____ interior decorator | b. firing pin                 |
| 3. _____ reporter           | c. whip                       |
| 4. _____ gunsmith           | d. drill                      |
| 5. _____ systems analyst    | e. cleaning fluid             |
| 6. _____ stewardess/steward | f. pliers                     |
| 7. _____ nursery owner      | g. glue                       |
| 8. _____ minister           | h. oven, pots and pans, grill |
| 9. _____ actress            | i. meat cleaver               |
| 10. _____ dentist           | j. scuba tank                 |
| 11. _____ receiving clerk   | k. gas and arc                |
| 12. _____ forest ranger     | l. metal tape                 |
| 13. _____ librarian         | m. gems                       |
| 14. _____ payroll clerk     | n. prescription               |
| 15. _____ conductor         | o. press badge, notepad       |

16. \_\_\_\_\_ tax conselor  
17. \_\_\_\_\_ book binder  
18. \_\_\_\_\_ jockey  
19. \_\_\_\_\_ whaler  
20. \_\_\_\_\_ dry cleaner  
21. \_\_\_\_\_ mechanic  
22. \_\_\_\_\_ butcher  
23. \_\_\_\_\_ pharmacist  
24. \_\_\_\_\_ architect  
25. \_\_\_\_\_ restaurant chef  
26. \_\_\_\_\_ life guard  
27. \_\_\_\_\_ surveyor  
28. \_\_\_\_\_ jeweler  
29. \_\_\_\_\_ roofer  
30. \_\_\_\_\_ skin diver
- p. upholstery fairic  
q. swimsuit  
r. airplane  
s. shingles  
t. computer  
u. pulpit  
v. greenhouse  
w. baton  
x. fire fighting equipment  
y. harpoon  
z. invoices  
aa. card catalogue  
bb. W-2 tax forms  
cc. paychecks  
dd. blueprints

## ANSWER KEY

<u>C</u>	<u>I</u>	<u>T</u>	<u>E</u>
l	n	o	q
o	s	o	u
t	t	l	i
h	r	s	p
i	u		m
n	m		e
g	e		n
	n		t
	t		
	s		

Matching clothing, instruments, tools and equipment with workers from the 15 Job Clusters.

## DIRECTIONS:

Match an item from the right hand column with a worker from the left hand column. Put the letters of the items from column 2 in the blanks in column 1. Match the item with the worker it is most commonly associated with.

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. <u>  k  </u> welder             | a. script                     |
| 2. <u>  p  </u> interior decorator | b. firing pin                 |
| 3. <u>  o  </u> reporter           | c. whip                       |
| 4. <u>  b  </u> gunsmith           | d. drill                      |
| 5. <u>  t  </u> systems analyst    | e. cleaning fluid             |
| 6. <u>  r  </u> stewardess/steward | f. pliers                     |
| 7. <u>  v  </u> nursery owner      | g. glue                       |
| 8. <u>  u  </u> minister           | h. oven, pots and pans, grill |
| 9. <u>  a  </u> actress            | i. meat cleaver               |
| 10. <u>  d  </u> dentist           | j. scuba tank                 |
| 11. <u>  z  </u> receiving clerk   | k. gas and arc                |
| 12. <u>  x  </u> forest ranger     | l. metal tape                 |
| 13. <u>  aa  </u> librarian        | m. gems                       |
| 14. <u>  cc  </u> payroll clerk    | n. prescription               |
| 15. <u>  w  </u> conductor         | o. press badge, notepad       |

## ANSWER KEY

16. bb tax conselor  
17. g book binder  
18. c jockey  
19. y whaler  
20. e dry cleaner  
21. f mechanic  
22. i butcher  
23. n pharmacist  
24. dd architect  
25. h restaurant chef  
26. q life guard  
27. l surveyor  
28. m jeweler  
29. s roofer  
30. j skin diver
- p. upholstery fabric  
q. swimsuit  
r. airplane  
s. shingles  
t. computer  
u. pulpit  
v. greenhouse  
w. baton  
x. fire fighting equipment  
y. harpoon  
z. invoices  
aa. card catalogue  
bb. W-2 tax forms  
cc. paychecks  
dd. blueprints

CAREER GENERALIZATION

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

CAREER OBJECTIVE

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

PERFORMANCE OBJECTIVE

Given a list of workers, the student will categorize them by similar clothing, equipment, and tool needs, with 75% accuracy.

MATERIALS

- \*Game Board, "What Do They Need?"
- \*Job Cards - 92
- \*Key for Game and Activity Sheet
- \*Activity Sheet "What Do They Need?"
- \*Directions for the game.
- Pencils to do Activity Sheet

PREPARATION

Game Board and Job Cards should be put in a learning center. Reproduce as many copies of the Activity Matching Sheet as needed. Job Cards must be cut apart.

PROCEDURE

Place the materials needed in a learning center. The student will use the 92 Job Cards and place them under one of the eight headings of items on the game board. Some jobs will have more than one card because they use more than one of the eight items. Some Job Cards could fit under more than one heading. The student can check his work with the key.

EVALUATION

The student should be able to complete the Activity Sheet with 75% accuracy. The key for the Game Board may be used also for the Activity Sheet.

5611B ACTOR/ACTRESS	5611B PORTRAIT PHOTOGRAPHER	5611B MODEL	5611B MAGAZINE PHOTOGRAPHER
5611B TOUR DIRECTOR	5611B COMMERCIAL ADVERTISING PHOTOGRAPHER	5611B BEAUTICIAN	5611B DRESSMAKER
5611B TAILOR	5611B FASHION DESIGNER	5611B COMMERCIAL ARTIST	5611B FLORIST
5611B MANICURIST	5611B PET GROOMER	5611B INTERIOR DECORATOR	5611B UPHOLSTERER
5611B NURSE	5611B PARK RANGER	5611B POLICE OFFICER	5611B FIREFIGHTERS
5611B HIGHWAY PATROL	5611B SURGEON	5611B ANESTHETIST	5611B WAITER/WAITRESS
5611B PRO-BASEBALL PLAYER	5611B PILOT	5611B BELL HOP	5611B AIRLINE CABIN ATTENDANT
5611B BUS DRIVER	5611B MAIL CARRIER	5611B PRO-FOOTBALL PLAYER	5611B DELIVERYPERSON
5611B TRUCK DRIVER	5611B ELECTRIC SERVICEPERSON	5611B TELEPHONE SERVICEPERSON	5611B PLUMBER
5611B LANDSCAPER	5611B PARCEL POST MAIL CARRIER	5611B FIREFIGHTERS	5611B DOG CATCHER
5611B CATTLE RANCHER	5611B UPHOLSTERER	5611B SOCIAL WORKER	5611B NOVELIST
5611B PLAYWRIGHT	5611B TELEVISION NEWSWRITER	5611B JOURNALIST	5611B REPORTER
5611B RECEPTIONIST	5611B SECRETARY	5611B STENOGRAPHER	5611B BILLING CLERK
5611B CHASING AGENT	5611B RECIPE WRITER	5611B PARK RANGER	5611B HIGHWAY PATROL

5611B TRUCK DRIVER	5611B CROP DUSTER	5611B TAXI DRIVER	5611B DELIVERY PERSON
5611B CONSERVATION OFFICER	5611B CITY PLANNER	5611B AMBULANCE DRIVER	5611B TRAVEL AGENT
5611B BUS DRIVER	5611B OCEANOGRAPHER	5611B TAXI DISPATCHER	5611B CHAUFFEUR
5611B BUTCHER	5611B MEAT PACKING PLANT WORKER	5611B EGG GRADER	5611B DIETICIAN
5611B LOBSTER FARMER	5611B PRODUCT TESTER	5611B RECIPE WRITER	5611B BAKER
5611B FOOD CHECKER	5611B CHEF	5611B WAITER/WAITRESS	5611B CATERER
5611B RESTAURANT MANAGER	5611B RETAIL GROCER	5611B WHOLESALE GROCER	5611B CARPENTER
5611B UPHOLSTERER	5611B SET DESIGNER	5611B STAGE HAND	5611B CABINET MAKER
5611B ROOFER	5611B LUMBERYARD WORKER	5611B	5611B

KEY FOR GAME  
 "What Do They Need?"

CAMERA- Actor/ Actress  
 Portrait Photographer  
 Press Photographer  
 Model  
 Magazine Photographer  
 Tour Director  
 Commercial Advertising

SCISSORS- Barber  
 Beautician  
 Dressmaker  
 Tailor  
 Fashion Designer  
 Commercial Artist  
 Florist  
 Manicurist  
 Pet Groomer  
 Interior Decorator  
 Upholsterer

UNIFORM- Nurse  
 Pro-football Player  
 Park Ranger  
 Police Officer  
 Fire Fighters  
 Highway Patrol  
 Surgeon  
 Anesthetist  
 Waitress/Waiter  
 Pro-baseball Player  
 Pilot  
 Bell Hop  
 Airline Stewardess  
 Bus Driver  
 Mail Carrier

TRUCK- Delivery Person  
 Truck Driver  
 Electrician  
 Telephone Service Person  
 Plumber  
 Landscaper  
 Parcel Post Mail Carrier  
 Fire Fighter  
 Dog Catcher  
 Cattle Rancher  
 Upholsterer



TYPEWRITER- Social Worker  
Novelist  
Playwright  
Television Newswriter  
Journalist  
Reporter  
Receptionist  
Secretary  
Stenographer  
Billing Clerk  
Purchasing Agent  
Recipe Writer

MAPS- Park Ranger  
Highway Patrol  
Truck Driver  
Crop Duster  
Taxi Driver  
Delivery Person  
Conservation Officer  
City Planner  
Ambulance Driver  
Travel Agent  
Bus Driver  
Oceanographer  
Taxi Dispatcher  
Chauffeur

FOOD- Butcher  
Packing Plant Worker  
Egg Grader  
Dietician  
Lobster Farmer  
Product Tester  
Recipe Writer  
Baker  
Food Store Checker  
Chef  
Waitress/Waiter  
Caterer  
Restaurant Manager  
Retail Grocer  
Wholesale Grocer

HAMMER- Carpenter  
Upholsterer  
Set Designer  
Stage Hand  
Cabinet Maker  
Roofer  
Lumberyard Worker

ACTIVITY SHEET  
FOR  
"WHAT DO THEY NEED?"

List five careers that would use the following clothing, tools, equipment, or instruments as a main part of performing their job.

I. CAMERA

- 1.
- 2.
- 3.
- 4.
- 5.

II. SCISSORS

- 1.
- 2.
- 3.
- 4.
- 5.

III. UNIFORM

- 1.
- 2.
- 3.
- 4.
- 5.

IV. TRUCK

- 1.
- 2.
- 3.
- 4.
- 5.

V. TYPEWRITER

1.

2.

3.

4.

5.

VI. MAPS

1.

2.

3.

4.

5.

VII. FOOD

1.

2.

3.

4.

5.

VIII. HAMMER

1.

2.

3.

4.

5.

Directions for playing the game "What Do They Need?"

Each of the Job Cards will fit under at least one of the headings on the Game Board. If there is a job that you think might fit under more than one heading, put it under the one that is most important for that job. There is more than one of some of the Job Cards. For example: an upholsterer would use a truck and a hammer, so there are two Job Cards for upholsterer. You may check your answers with the Key.

CAREER GENERALIZATION:

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

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

The student should complete the Activity Sheet with 80% accuracy.

MATERIALS:

- \*Fact Sheets - 5
- \*Activity Sheet
- \*Answer Key
- Pencil and Paper

PREPARATION:

Reproduce enough copies of the student Activity Sheet for each participating student.

PROCEDURE:

Place the Fact Sheets and copies of the Activity Sheets in a learning center. Have the students answer the questions on the Activity Sheet. They may check their work on the Answer Key or have you check it.

EVALUATION:

Check the students' Activity Sheet. They should complete the Activity Sheet with 80% accuracy.

\* In package

10. Do you think it would be worth the money to have a career in the job that requires the most money to get started, compared with the other four careers? Why? (Use space below for your answer.)

## FACT SHEET

Clothing, equipment, instruments, and/or tools  
needed to start a career as a:

## FINISH CARPENTER

Circular saw	\$ 89.00
Sander	69.49
Jointer	94.50
Table saw	174.50
Sabre saw	63.88
Ladder	47.79
Hand saw	12.75
Coping saw	1.57
Keyhole saw	1.99
Dovetail saw	3.90
Hack saw	7.87
Miter box with saw	14.49
Electric drill	39.50
Bits for drill	15.18
Router	49.44
Wood boring bits	5.45
Counter sink	2.49
Nail Set	1.50
Hammer	6.39
Plastic tipped hammer	4.59

FINISH CARPENTER  
(cont.)

Square	\$ 6.79
Hand plane	11.49
Chisel	5.30
Stapler	9.43
Brace and bit set	19.99
Hand drill	7.09
Level	6.29
Marking guage	2.44
Chalk and plumb line	2.19
Set screwdrivers	4.28
Wrench set	1.50
Pliers set	3.48
Measuring tape	3.33
Scriber	1.99
Tool box	15.98
Overalls	3 pairs 7.47 each



## FACT SHEET

Clothing, equipment, instruments, and/or tools  
needed to start a career as a:

## DRESSMAKER

Sewing machine with cabinet	\$349.95
Dress form	32.66
Pinking shears	9.69
Electric scissors	19.75
Scissors 5"	3.99
Scissors 7"	6.20
Cutting board	3.30
Small storage cabinet	16.99
Tape measure	.39
Dressmaker pins	.39
Needles	.60
Dressmakers chalk	.49
Tracing paper	.49
Tracing wheel	.39
Hem marker	2.95
Hem guage	.49

## FACT SHEET

Clothing, equipment, instruments, and/or tools needed to start a career as a:

LAWYER  
(starting with a law firm)

Office desk	\$350.00
Desk chair	150.00
Side chairs	2 @ 150.00
End tables	2 @ 75.00
Coffee table	100.00
Lamps	2 @ 50.00
Framing for certificates, diplomas, etc.	75.00
Dictating equipment	500.00
Desk accessories	75.00
State statute (law) books	135.00
Bookcase	200.00

## FACT SHEET

Clothing, equipment, instruments, and/or tools needed to start a career as an:

## OUTSIDE PAINTER

Brush 4"	2 at \$11.39 each
Brush 3"	5.67
Brush 2"	3.79
Brush 1½" angular	2.65
Brush 2" angular	3.79
Rough surface brush	5.40
Scraper	4.80
Spray gun and tank	98.90
Roller set	4.49
Step ladder	29.99
Heavy duty ladder	2 at 39.99 each
Ladder jack	10.19
Stabilizer plus tray	14.79
Drop cloths	3 at 11.45 each
Pails	4 at 4.87 each
Overalls	3 at 5.67 each
Cap	2.97
Electric paint remover	13.95
Caulk gun	2.49
Putty knife	1.49

## FACT SHEET

Clothing, equipment, instruments, and/or tools  
needed to start a career as a:

## NURSE AID

Uniform - pants suits	3 at	\$15.00 each
Uniform - dresses	2 at	9.00 each
Work shoes		13.99

## ACTIVITY SHEET

1. Find the total amount of money needed for clothing, equipment, instruments, and tools to start each of the five jobs.

Painter	_____
Carpenter	_____
Dressmaker	_____
Lawyer	_____
Nurse's Aide	_____

2. Which one takes the most money for clothing, equipment, instruments, and tools in order to start that career?

\_\_\_\_\_

3. Which one takes the least amount of money?

\_\_\_\_\_

4. Which two jobs are closest together in cost of equipment to get started?

\_\_\_\_\_

5. What is the difference in cost for equipment, etc., to become a painter or a carpenter?

\_\_\_\_\_

6. What is the difference in cost for equipment, etc., to become a dressmaker or a nurse's aide?

\_\_\_\_\_

7. Which career requires the largest number of items to get started?

\_\_\_\_\_

8. Which career takes the smallest number of items?

\_\_\_\_\_

9. What is the difference in total cost of clothing, equipment, instruments and tools between the one with the highest cost and the one with the lowest cost?

\_\_\_\_\_

## KEY FOR ACTIVITY SHEET

- |              |                |
|--------------|----------------|
| 1. Painter   | <u>378.96</u>  |
| Carpenter    | <u>830.25</u>  |
| Dressmaker   | <u>448.72</u>  |
| Lawyer       | <u>2135.00</u> |
| Nurse's Aide | <u>76.99</u>   |
2. Lawyer
  3. Nurse's Aide
  4. Painter and dressmaker
  5. \$451.29
  6. \$371.73
  7. Carpenter
  8. Nurse's Aide
  9. \$2058.01
  10. Answers will vary

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:

The student will determine whether or not specific clothing, tools, equipment and/or instruments are necessary for specific jobs with 80% accuracy.

MATERIALS:

- \*Story Sheet "What Would You Use?"
- \*Activity Sheet
- \*Story Sheet Key
- \*Activity Sheet Key
- Pencil

PREPARATION:

Reproduce a Story Sheet and an Activity Sheet for each participating student.

PROCEDURE:

Put the materials in a learning center. Have the children read the paragraphs on the Story Sheets and cross through any item that would not be appropriate for the activity described. After checking their own work from the Key, have them do the Activity Sheet.

EVALUATION:

The student should be able to do the Activity Sheet with 80% accuracy. Informally check their work.

"WHAT WOULD YOU USE?"

In each of the following situations a person starts to accomplish a job or activity using certain tools, clothing, equipment, and instruments. Read the paragraph and cross through anything that you don't think would be appropriate for doing that task.

1. Joe was going to put a new roof on his garage. He put on his good suit and got out his materials. He went to the garage and got out a camera, ladder, shingles, paint brush, hammer, nails, scissors and pipe wrench.
2. Anita loved to paint pictures of country scenes. She decided one day to spend the afternoon at her aunt and uncle's farm painting. She dressed in a work shirt and jeans and loaded her equipment in her car. First she packed her paints, typewriter, brushes, test tubes, watercolor paper and pencils. She put in an easel and a stool. She was ready to leave when she decided maybe she should take her camera, a microscope and a picnic lunch.
3. Tom had a summer job working with a lawn service company. He went to work in his work clothes and barefoot. He helped the other men load the truck with the lawnmowers, edgers, rakes, barbed wire, hoes, and lawn sweeper. After they arrived at their first job for the day, they realized they had forgotten the dust rags and brooms.
4. Mike had a new job as a newspaper boy. His route was in the neighborhood where he lived. He had only had the job for 2 weeks, since the first of January. Mike got up early and dressed hurriedly in his shirt, shorts and sandals so he wouldn't be late delivering the papers. He quickly ate his breakfast, got his papers and bag, picked up his tape measure, list of customers, glue, and rubber bands; and was off to work before most people were awake.
5. Mary Ann had a job she found very interesting. She was a nurse's aide at the hospital in her city. She worked the evening shift. After eating an early supper she dressed in her uniform, put on her 3" wooden clogs, and left for work. Because she had an apartment close to the hospital, she decided to walk to work. However, it wasn't long before she wished she had driven her car. The typewriter, and adding machine were much heavier than she had realized.



6. Karen was receptionist for a large accounting firm. She always wore her jeans and a sweatshirt to work. She worked all day with an appointment book, typewriter, fabric, needles, pins, and a sewing machine. She had to have a pleasant voice because she used the telephone and a microphone a lot in her work.
7. Gary had always loved the outdoors and wild life, so he trained himself to work for the government as a forester aide. Gary always dresses in sturdy clothing, especially good boots because his job requires a lot of walking. In his work he uses binoculars, a dictating machine, invoice orders, maps, tape measures, a pick-up truck, and a limousine. Gary enjoys his work and plans to continue with it and eventually become a forester.
8. Steve and Andy work as carpet layers for a large retail carpet company in their city. When they leave the store each day for their first job, they must be sure they have their carpet, padding, sewing machine, carpet knife, ladders, hammer and nails, paint brush and tape measure. After collecting everything needed, they leave for the job on their motorcycles.
9. Sue works as a waitress evenings and goes to college in the morning. She has a uniform she wears to work and she always makes sure she has on comfortable shoes. While working she works with dishes, silverware, food, pots, pans, and skillets, a menu, order tickets, a telephone, desk and chair, and numbers. Maybe most important she works with people, so she needs to have a pleasant manner and remember to KEEP SMILING.
10. Anita's hobby was making her own clothes, including the designing. Anita always watched the fabric sales and the paint sales to pick up bargains for her hobby. She had a spare room in the basement for her sewing room. It was full of material, thread, paint, needles, pins, tape measure, level, sketching paper, test tubes, cutting table, knives, pliers, and of course, her sewing machine. Anita wanted to be a professional dress-designer when she was older.

## ACTIVITY SHEET

If you agree with the following statements put T for true on the blank. If you disagree with the statement put F for false on the blank.

To do their job:

- \_\_\_ 1. A painter needs a ladder.
- \_\_\_ 2. A model needs nice looking clothes.
- \_\_\_ 3. A bus driver needs an adding machine.
- \_\_\_ 4. A composer needs a piano.
- \_\_\_ 5. A chef needs measuring cups.
- \_\_\_ 6. A cashier needs a ruler.
- \_\_\_ 7. A secretary needs a stethoscope.
- \_\_\_ 8. A tailor needs a tape measure.
- \_\_\_ 9. A lifeguard needs scuba diving equipment.
- \_\_\_ 10. A librarian needs a uniform.
- \_\_\_ 11. A crop duster needs insecticides.
- \_\_\_ 12. A telephone line repairperson needs wire cutters.
- \_\_\_ 13. An architect needs blueprint paper.
- \_\_\_ 14. A butcher in a meat market needs scales.
- \_\_\_ 15. A costume designer needs paint.
- \_\_\_ 16. A set designer needs paint.
- \_\_\_ 17. A veterinarian needs drugs.
- \_\_\_ 18. A credit manager needs scales.
- \_\_\_ 19. A hospital orderly needs wheel chairs.
- \_\_\_ 20. A radio operator needs a type setting machine.

- \_\_\_\_\_ 21. A child care worker needs toys.
- \_\_\_\_\_ 22. A bell captain needs a short wave radio.
- \_\_\_\_\_ 23. A car sales person needs a hammer.
- \_\_\_\_\_ 24. A swimming instructor needs a swim-suit.
- \_\_\_\_\_ 25. A grocery store manager needs an inventory sheet.

## KEY FOR STORIES

These words or phrases should be crossed out in the stories.

1. good suit, camera, paint brush, scissors, pipe wrench.
2. typewriter, test tubes, microscope.
3. barefoot, wrenches, barbed wire, dust rags.
4. shirt (or left in ), shorts, sandals, tape measure, glue.
5. 3" wooden clogs, typewriter, adding machine.
6. jeans, sweat shirt, fabric, needles and pins, sewing machine, microphone.
7. dictating machine, invoice orders, limousine.
8. sewing machine, ladders, paint brush, motorcycles.
9. pots, pans, skillets, telephone, desk, chair.
10. paint sales, paint, level, test tubes, knives, pliers.

## KEY FOR ACTIVITY SHEET

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

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given a map of the United States divided into 10 (ten) geographical areas, the student will identify the areas and the environmental factors in operation in those areas with 80% accuracy.

MATERIALS:

- \*Map of the United States Showing Geographical Areas
- \*Outlined Map of the United States
- \*List of Suggested Discussion Questions
- \*List of Geographical Areas and Environmental Factors
- \*Geographical Area Answer Key

PREPARATION:

The List of Suggested Discussion Questions may be used to develop understanding and awareness of how geographical locations and environmental conditions help to determine the kind of work available in certain regions. Use the map provided to locate geographical areas.

List on the board environmental factors that are in operation in the Plains Area; such as climate, seasons, rainfall, etc.

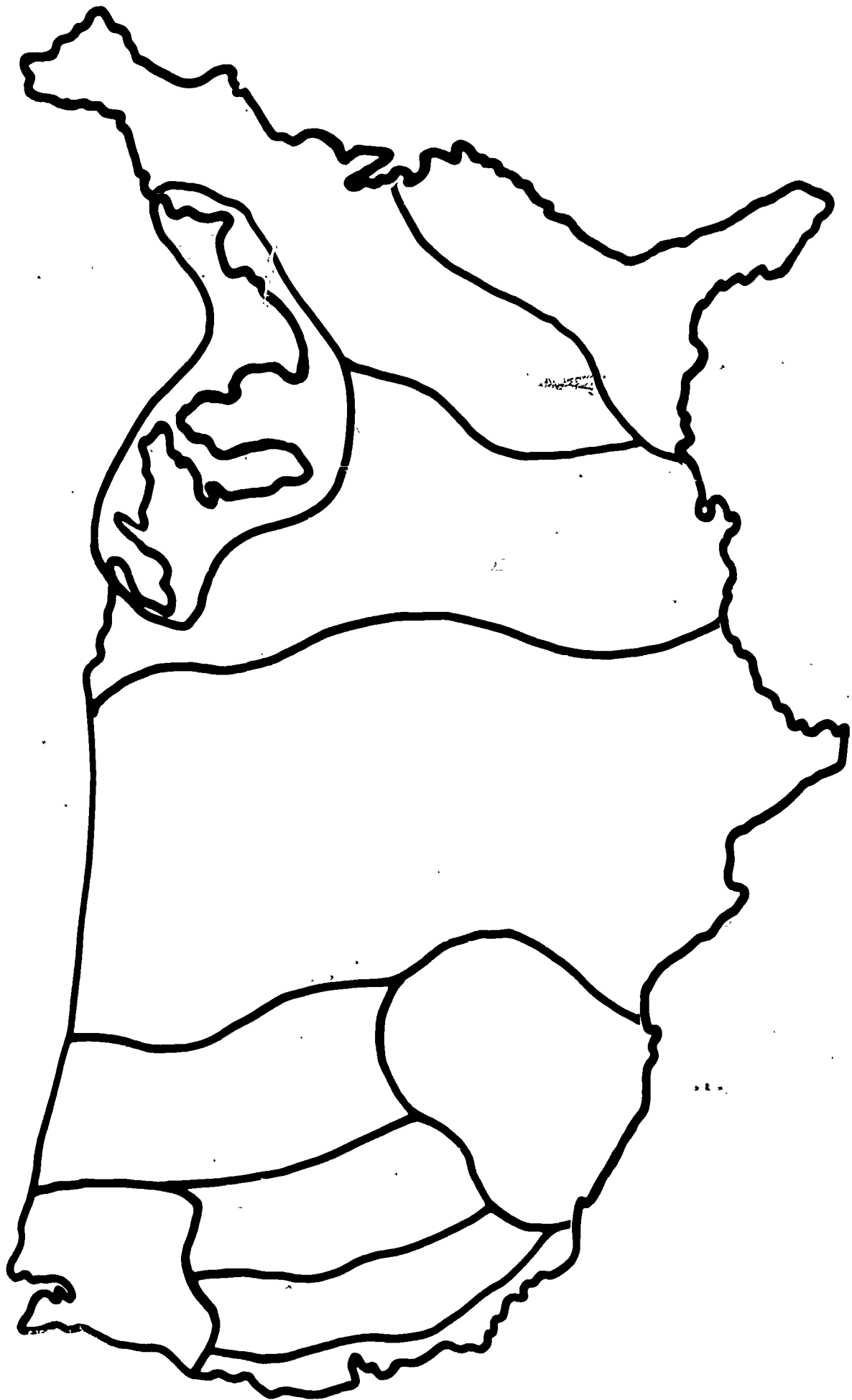
The Geographical Area Maps and sheets listing Geographical Areas and Environmental Factors may be reproduced and used with groups in learning centers or as individual study sheets.

PROCEDURE:

Using the sheet with listed Geographical Areas and Environmental Factors, the student will write these on the map in the appropriate geographical areas. The work may be checked on the Geographical Area Answer Key.

EVALUATION:

Given only an Outline Map of the United States, the student should draw lines showing geographical areas and write in environmental factors in operation in those areas with 80% accuracy.

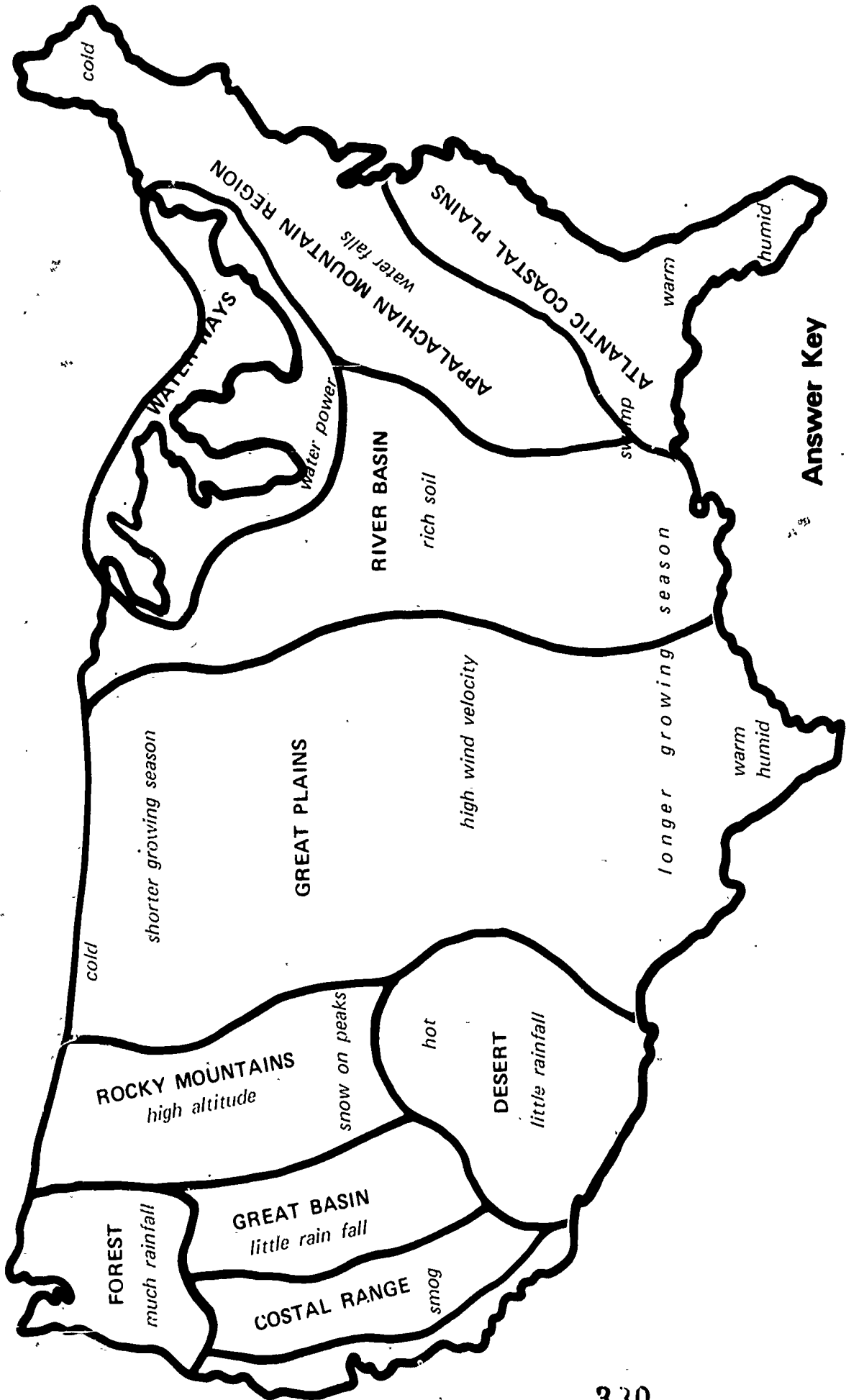


**Mainland U.S.A.  
Showing Geographic Areas**



Mainland U.S.A.  
Outline





Answer Key

## SUGGESTED DISCUSSION QUESTIONS:

1. Where does your father work?  
Where does your mother work?
2. What kind of work does he/she do?
3. Do you have a relative or friend who is a wheat farmer?  
a rancher? a dairyman/woman?
4. Why would a wheat farmer live in Kansas?
5. Does someone you know work for an oil company? Why?
6. Do you know anybody who works in the coal mines? Why not?
7. Do you know-of any forest rangers in Kansas?
8. Do you help your father herd sheep or your mother make blankets?
9. Where might someone live who does?
10. Is your parent a deep-sea diver?
11. If he/she were, where might you live?
12. Give an example of some jobs determined by location (e.g., only available in certain geographical areas).

## GEOGRAPHICAL AREAS

Atlantic Coastal Plains  
Waterways  
River Basin  
Appalachian Mountain Region  
Desert  
Forest  
Great Plains  
Rocky Mountain  
Coastal Range  
Great Basin

## ENVIRONMENTAL FACTORS

Much rainfall  
Little rainfall  
High temperature  
Low temperature  
Altitude or elevation  
Humidity  
Fertile soil  
Long growing season  
Short growing season  
Water falls  
Swamp  
Smog  
Wind

CAREER GENERALIZATION:

Geography and environment influence the world of work.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given work sheets listing geographic and environmental factors in one list and occupations in another, the student will match factors with occupations with 85% accuracy.

MATERIALS:

- \*Worksheet "Occupational Opportunities"
- \*Worksheet "Factors and Occupations"
- \*Suggested Activity Sheet
- \*Answer Keys (2)

PREPARATION:

Use ideas from the Suggested Activity Sheet to establish the concept of how work and life styles are related to natural and economic resources.

Reproduce enough copies of the Worksheets for each student. Determine whether you want them to be used in a learning center or as seat work.

PROCEDURE:

Have the students work the Factors and Occupations Worksheet. They may check their work on the Answer Key.

EVALUATION:

Give each student the Occupational Opportunities Worksheet to work. Informally check their work.

## OCCUPATIONAL OPPORTUNITIES

On the chart, list the occupational opportunities that might be found where the other listed factors are present.

GEOGRAPHICAL FACTOR	ENVIRONMENTAL FACTOR	NATURAL RESOURCES	OCCUPATION
River Basin	Average rainfall	Fertile soil	
Mountain Area	Cold, snow	Slopes	
Desert Area	Dry climate	Short grasses and cactus	
Lake Area	Warm, humid	Hills, trees, water	
Coastal Area	Warm year round	Ocean	
Forest Area	Warm, rainy	Trees	
Plains Area	Avg. growing season	Grasses	
Fall line Area	Four seasons	Water falls	
Atlantic Coastal Plains	Warm climate	Fertile soil	

## WORKSHEET

## FACTORS AND OCCUPATIONS

Match the geographical and environmental factors listed in line A with occupations listed in line B, by drawing a line from list A to list B.

- |                              |                    |
|------------------------------|--------------------|
| 1. Pacific Coast States      | a. park attendant  |
| 2. Appalachian Mountain Area | b. irrigator       |
| 3. New England Coast         | c. aircraft worker |
| 4. Gulf Coast                | d. coal miner      |
| 5. Great Lakes Area          | e. oceanographer   |
| 6. Great Plains Area         | f. motel manager   |
| 7. Desert Southwest          | g. crop duster     |
| 8. Forest Area               | h. boat builder    |
| 9. Peninsula                 | i. fruit grower    |
| 10. Kansas                   | j. fisher          |

## SUGGESTED ACTIVITY SHEET

1. Using a wall map of the United States, locate various geographic areas or natural regions due to resources or other factors. Have a discussion as to why particular occupations might be available in the area.
2. Let the students pretend they are a particular kind of worker. Have them tell where they live and what natural resources or environmental factors helped to determine the kind of work they do.

Example:

I am a lumberjack and I live in the northwest part of the United States where there are vast forests due to the right climate and lots of rainfall.

3. Let a student describe the geographical area where he lives including resources, environmental factors, or industry found there. Ask the other students to guess what his occupation might be. Many answers might be correct.

ANSWER KEY  
FACTORS AND OCCUPATIONS

- 1 - i
- 2 - d
- 3 - j
- 4 - e
- 5 - h
- 6 - g
- 7 - b
- 8 - a
- 9 - f
- 10 - c



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:

Given the Spin-A-Fact game, the student will build complete sentences with 85% accuracy.

MATERIALS:

- \*Spin-A-Fact Game Board
- \*Spin-A-Fact Game Cards (15 yellow, 15 green, 15 blue)
- \*Spin-A-Fact Directions
- \*Answer Key

PREPARATION:

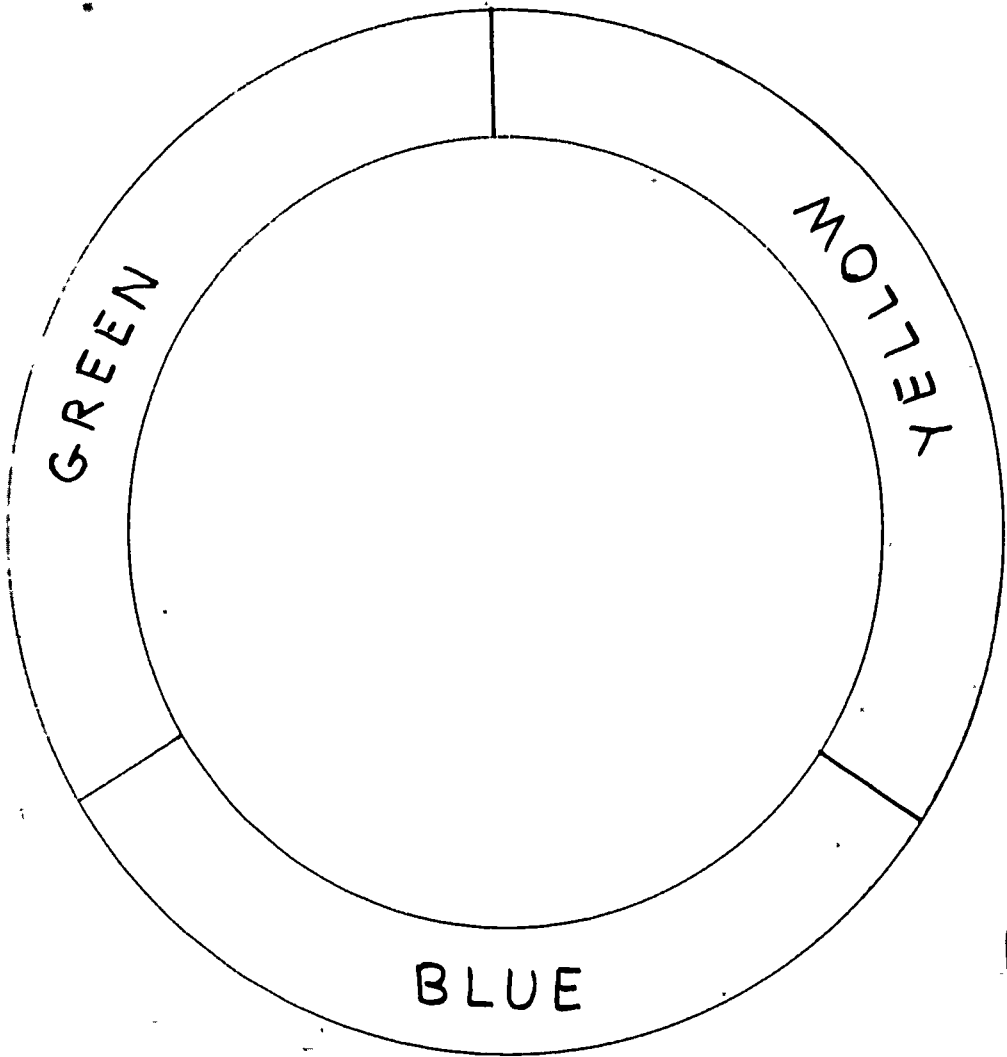
Laminate the game pieces if desired. Place the game pieces in a learning center. The game is designed for two to four players.

PROCEDURE:

Have the students play the game according to the directions. They may check their answers on the Answer Key.

EVALUATION:

Given only the game cards, the student will build complete sentences with 85% accuracy.



Green Cards

Yellow Cards

Blue Cards

# Spin A Fact

## PHRASES FOR YELLOW CARDS

often determines	might live	might live	might live
might live	might live	might live	might live
would live	would live	might live	might live

YELLOW CARDS CONTINUED

<p>might live</p>	<p>might live</p>	<p>might live</p>	
-------------------	-------------------	-------------------	--

## PHRASES FOR GREEN CARDS

Where we live	A ski instructor	A skin diver	A lumberjack
A factory engineer	A barge operator	A forest ranger	A sheep herder
A coal miner	A rancher	A refinery supervisor	An irrigator

## GREEN CARDS CONTINUED

A wheat farmer	An actress	A commercial fisher	
----------------	------------	---------------------	--

## PHRASES FOR BLUE CARDS

the kind of work we do.	in the mountains.	near the coast.	near a forest.
near an industrial city.	near a river.	in or near a national forest.	in the dry grasslands.
where coal is mined.	on the plains.	near an oil field.	in the desert.

## BLUE CARDS CONTINUED

in the central part of  
the United States.

in a large city.

near the Great Lakes.



## SPIN-A-FACT

## PLAYING DIRECTIONS:

The game is played by two to four players. The word cards are three different colors which correspond with the three colors on the spinner (yellow, green and blue).

The cards are stacked in three piles face down on the board according to color. The first player spins the dial and takes 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 one card in the same manner. The players continue spinning and drawing one card at a time until someone is able to make a complete sentence that makes sense or is true. That player scores five points. The game continues until all cards have been drawn. The player with the most points wins.

If a question arises concerning the correctness of a sentence, the teacher or the Answer Key may be consulted.

## ANSWER KEY

1. Where we live - often determines - the kind of work we do
2. A ski instructor - might live - in the mountains
3. A skin diver - might live - near the coast
4. A lumberjack - might live - near a forest
5. A factory engineer - might live - near an industrial city
6. A barge operator - might live - near a river
7. A forest ranger - might live - in a national park
8. A sheep herder - might live - in the dry grasslands
9. A coal miner - would live - where coal is mined
10. A rancher - might live - on the plains
11. A refinery supervisor - might live - near an oil field
12. An irrigator - might live - in the desert
13. A wheat farmer - might live - in the central part of the United States
14. An actress - might live - in a large city
15. A commercial fisher - might live - near the Great Lakes

Language Arts: Reasoning, vocabulary development  
Social Studies: Map study, geographical locations  
Science: Classifying

5612D

**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 an Outline Map of the United States and a numbered list of occupations, the student will write the occupational numbers on the map in the appropriate areas, with 75% accuracy.

**MATERIALS:**

- \*Outline Map of the United States
- \*Occupations List Sheet
- \*Map Answer Key
- \*Occupations Answer Key
- Pencils

**PREPARATION:**

Using a wall map of the United States, let students take turns pointing out geographical areas, naming occupations that might be suitable there, and telling why this might be true.

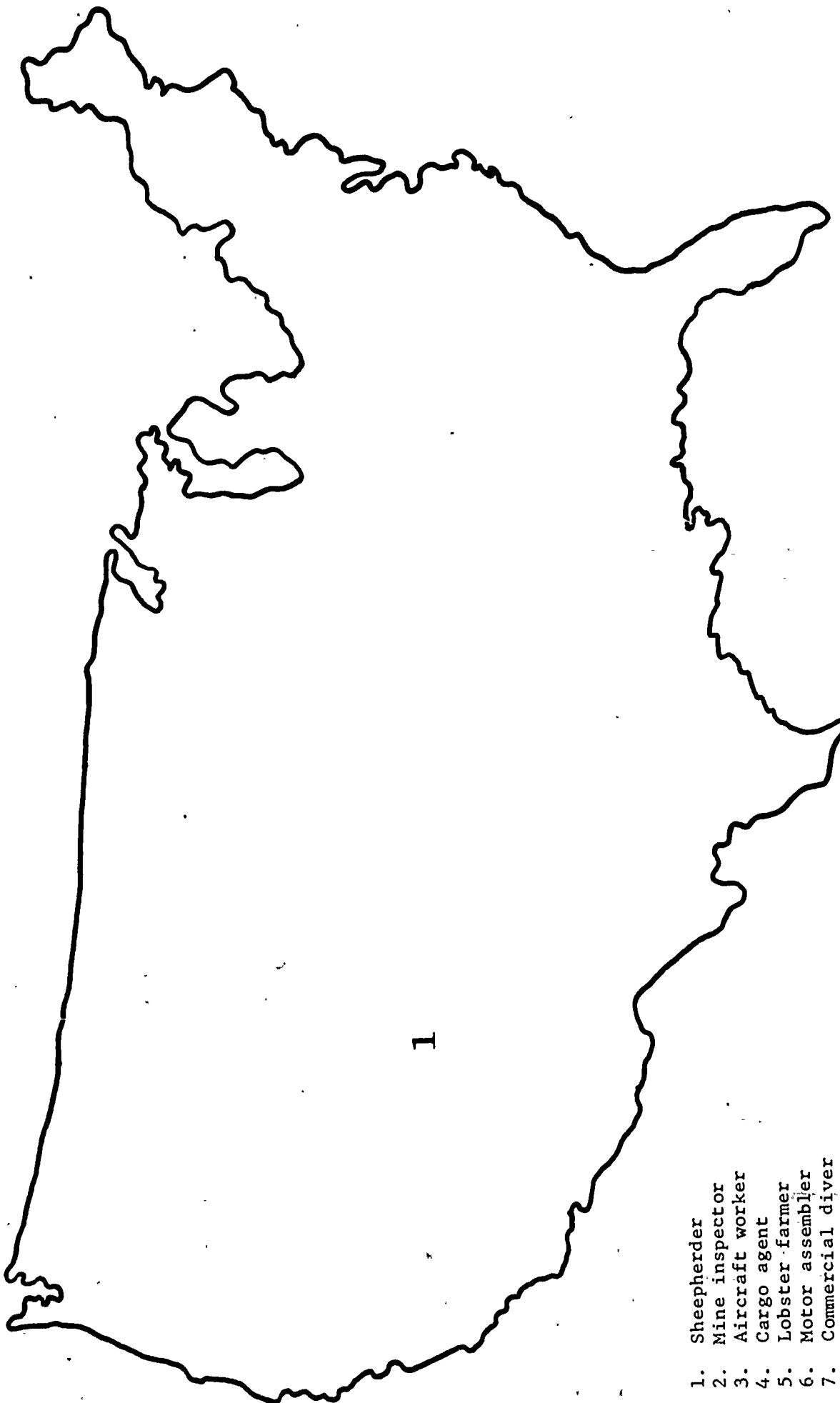
Reproduce enough copies of the Outline Map and the Occupations List Sheet for each participating student.

**PROCEDURE:**

First have the students fill in the Outline Map. They may check their work on the Answer Key. Then have them fill in the Occupations List Sheet and check answers on the Answer Key.

**EVALUATION:**

Informally check the students' work.



1. Sheepherder
2. Mine inspector
3. Aircraft worker
4. Cargo agent
5. Lobster farmer
6. Motor assembler
7. Commercial diver
8. Air pollution analyst
9. Marine Biologist
10. Forest Ranger
11. Fish and wildlife assistant

Read the list of occupations, decide where that worker might be found and put the corresponding number in that area. The first one has been done for you.

## OCCUPATIONS LIST

Below is the list of occupations you located on the map. Write sentences or phrases to justify your decision for placing the numbers as you did. Number one has been done for you.

1. shepherd -

In the dry grasslands - a hot, dry climate with suitable grazing.

2. mine inspector -

3. aircraft worker -

4. cargo agent -

5. lobster farmer -

6. motor assembler -

7. commercial diver -

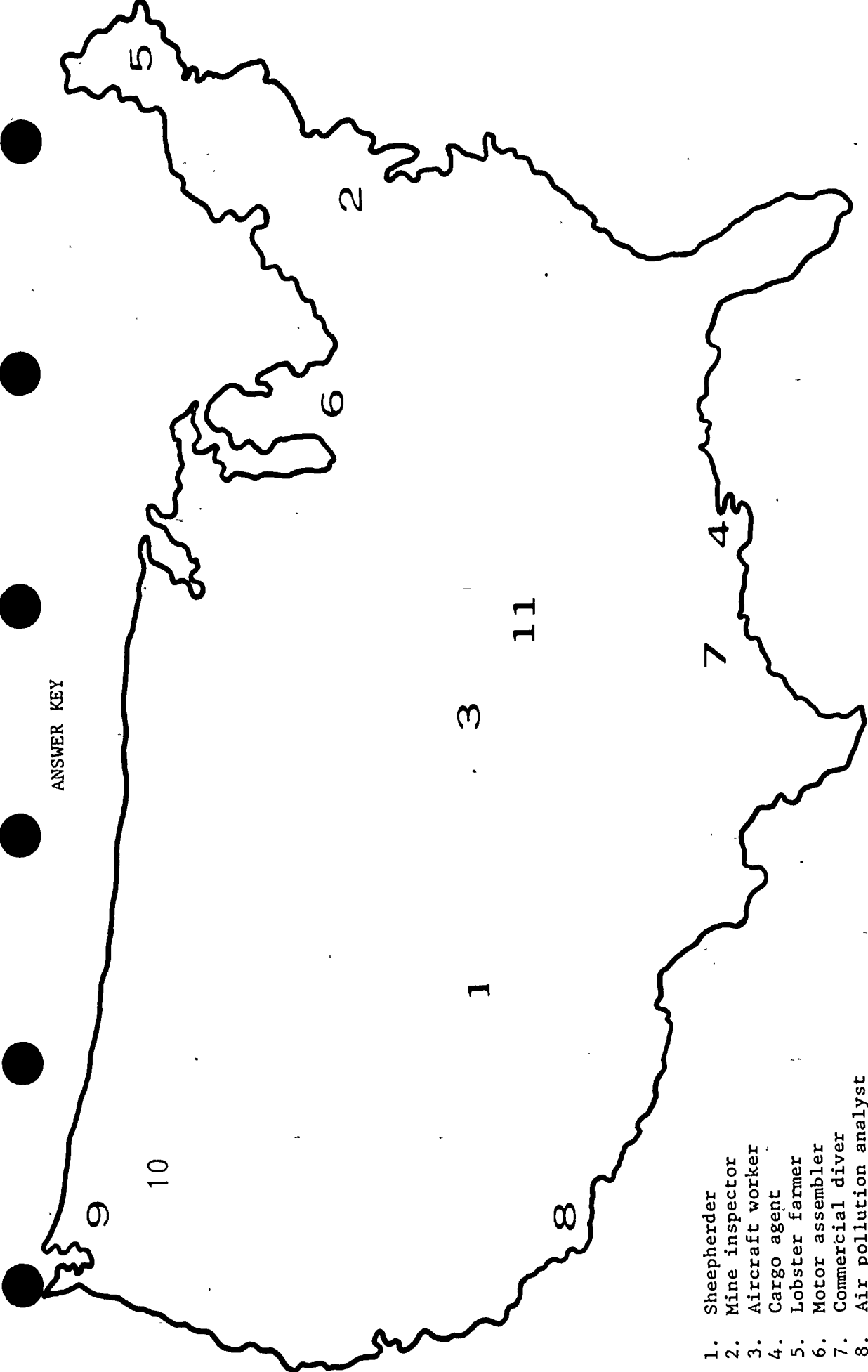
8. air pollution analyst -

9. marine biologist -

10. forest ranger -

11. fish and wildlife assistant -

ANSWER KEY

- 
1. Sheepherder
  2. Mine inspector
  3. Aircraft worker
  4. Cargo agent
  5. Lobster farmer
  6. Motor assembler
  7. Commercial diver
  8. Air pollution analyst
  9. Marine Biologist
  10. Forest Ranger
  11. Fish and wildlife assistant

## OCCUPATIONS LIST

## ANSWER KEY

River Basin ----- farmer  
Mountain Area ----- motel manager  
Desert Area ----- sheep herder  
Lake Area ----- boat dock operator  
Coastal Area ----- deep-sea diver  
Forest Area ----- saw-mill operator  
Plains Area ----- rancher  
Fall line Area ----- industrial worker  
Atlantic Coastal Plains ----- crop duster

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

The student will identify how career patterns change and the social and technological factors inherent in those changes.

PERFORMANCE OBJECTIVE:

The student will match words with related phrases on an Activity Sheet with 80% accuracy.

MATERIALS:

- \*Word Puzzle Sheet
- \*Activity Sheet
- \*Answer Key

PREPARATION:

Use bulletin board display depicting life pattern changes since Colonial America.

Possible areas to be explored orally with class:

1. Homes
  - a. kinds of
  - b. style
  - c. materials used
2. Travel
  - a. modes
    1. automobile
    2. train
    3. plane
3. Clothing
  - a. fashions
  - b. materials
  - c. seasonals
4. Foods
  - a. variety
  - b. convenience
  - c. quality
5. Recreation
  - a. leisure-time activities
  - b. types



6. Education
  - a. requirements for jobs
  - b. quality of schools
  - c. teachers

Lead a discussion concerning:

- Changes students are aware of.
- Reasons for changes.
- Advantages or disadvantages of change.

Invite a grandparent or senior citizen to visit with class.

Duplicate enough Word Puzzle Sheets and Activity Sheets for each participating student. Place the materials in a learning center.

PROCEDURE:

The students should first work the Puzzle Sheet, and then fill in the Activity Sheet.

EVALUATION:

Check the students' work on the Activity Sheet. Answers that can be justified, but do not agree with the answer key may be accepted.

## WORD PUZZLE

SEEK AND FIND THE 20 WORDS LISTED BELOW

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

1. REFRIGERATOR
2. DATA PROCESSING
3. CATTLE
4. SHOES
5. DETERGENT
6. TELSTAR
7. FURNACE

8. MICROWAVE
9. TRACTOR
10. WASHING MACHINE
11. BRICK HOMES
12. PASSENGER TRAIN
13. ELECTRIC LIGHTS
14. TELEGRAM

15. CITY
16. FERTILIZER
17. OCEAN LINER
18. AUTOMOBILE
19. WHEAT
20. FREEWAY

## ACTIVITY SHEET

Match words on Word Puzzle Sheet with the following related phrases by placing number of word on line before phrase.

- \_\_\_\_\_ Outmoded the wagon trails.
- \_\_\_\_\_ Rub-boards no longer a necessity.
- \_\_\_\_\_ Ice-man services no longer needed.
- \_\_\_\_\_ More valuable use of prairie grassland.
- \_\_\_\_\_ Solves problems in business.
- \_\_\_\_\_ Once made by hand.
- \_\_\_\_\_ Graze where once buffalo roamed.
- \_\_\_\_\_ At first was called horseless carriage.
- \_\_\_\_\_ Dead fish once used for.
- \_\_\_\_\_ Lye soap once served same purpose.
- \_\_\_\_\_ Better and safer than candles.
- \_\_\_\_\_ Located where once there was a village or settlement.
- \_\_\_\_\_ Faster than stagecoach.
- \_\_\_\_\_ Improvement over logs.
- \_\_\_\_\_ Took the place of horse-drawn plow.
- \_\_\_\_\_ Provides TV pictures from Europe.
- \_\_\_\_\_ Improved water travel over sailing vessel.
- \_\_\_\_\_ Fireplace no longer a necessity to heat homes.
- \_\_\_\_\_ Made wood burning oven seem antiquated.
- \_\_\_\_\_ Messages sent faster than in letter-writing.

## WORD PUZZLE ANSWER KEY

SEEK AND FIND THE 20 WORDS LISTED BELOW

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

1. REFRIGÉRATOR
2. DATA PROCESSING
3. CATTLE
4. SHOES
5. DETERGENT
6. TELSTAR
7. FURNACE

8. MICROWAVE
9. TRACTOR
10. WASHING MACHINE
11. BRICK HOMES
12. PASSENGER TRAIN
13. ELECTRIC LIGHTS
14. TELEGRAM

15. CITY
16. FERTILIZER
17. OCEAN LINER
18. AUTOMOBILE
19. WHEAT
20. FREEWAY

## ANSWER KEY

- 20 Outmoded the wagon trails.
- 10 Rub-boards no longer a necessity.
- 1 Ice-man services no longer needed.
- 19 More valuable use of prairie grassland.
- 2 Solves problems in business.
- 4 Once made by hand.
- 3 Graze where once buffalo roamed.
- 18 At first was called horseless carriage.
- 16 Dead fish once used for.
- 5 Lye soap once served same purpose.
- 13 Better and safer than candles.
- 15 Located where once there was a village or settlement.
- 12 Faster than stagecoach.
- 11 Improvement over logs.
- 9 Took the place of horse-drawn plow.
- 6 Provides TV pictures from Europe.
- 17 Improved water travel over sailing vessel.
- 7 Fireplace no longer a necessity to heat homes.
- 8 Made wood burning oven seem antiquated.
- 14 Messages sent faster than in letter-writing.

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 OBJECT

The student will match cards containing phrases describing change factors (stimulus) with cards containing descriptions of resultant changes, with 80% accuracy.

MATERIALS:

- \*Concentration Game Board
- \*Game cards
- \*Answer key
- \*Directions for playing game

PREPARATION:

Lead a discussion concerning changes in life styles brought about by social and technological factors.

Laminate the game pieces if desired. Cut out the game cards.

PROCEDURE:

Game board and cards with directions for playing may be placed in a learning center. Two - four students may play at a time. They may use the answer key to check their work.

EVALUATION:

Check the work of the students informally.

5613B

FASHION DESIGNING

5613B

TELEVISION

5613B

SPECIALIZATION OF WORK

5613B

AUTOMATION

5613B

SCIENTIFIC FARMING

5613B

WOMEN'S LIBERATION MOVEMENT

5613B

SCHOOL BUSSING

5613B

MANUFACTURE OF RECREATION VEHICLES

5613B  
FREEZING OF FOODS

5613B  
MASS PRODUCTION

5613B  
ABILITY TO MOVE ABOUT QUICKLY

5613B  
RAPID EXCHANGE OF GOODS

5613B  
SCIENTIFIC CANNING

5613B  
AIR-CONDITIONING

5613B  
SCIENTIFIC KNOWLEDGE (MEDICINE)

5613B  
WAR STIMULUS

5613B  
ELECTRICAL APPLIANCES

5613B  
INTERSTATE FREEWAY SYSTEMS



5613B

INTEGRATED SCHOOLS

5613B

CHANGE IN SEX ROLES

5613B

MORE TOURIST TRAVEL

5613B

GREATER YIELD PER ACRE

5613B

INCREASE IN PRODUCTION

5613B

BETTER PRODUCTS

5613B

HOME ENTERTAINMENT

5613B

BETTER DRESSED CITIZENRY

5613B

HOUSEWORK MADE EASIER AND FASTER

5613B

NEWER WEAPONS DEVISED

5613B

LONGER LIFE SPAN

5613B

MORE COMFORTABLE HOMES

5613B

BETTER FOODS AT LOWER PRICES

5613B

BETTER DISTRIBUTION OF PRODUCTS

5613B

BECAME "NATION ON WHEELS"

5613B

MORE LEISURE TIME

5613B

WIDER VARIETY OF FOODS

5613B

BETTER AND SAFER TRAVEL

## ANSWER KEY

1. freezing of foods - wider variety of foods
2. mass production - more leisure time
3. ability to move about quickly - became "nation on wheels"
4. rapid exchange of goods - better distribution of products
5. scientific canning - better foods at lower prices
6. air conditioning - more comfortable homes
7. scientific knowledge (medicine) - longer life span
8. war stimulus - newer weapons devised
9. electrical appliances - housework made faster and easier
10. interstate freeway system - better and safer travel
11. fashion designing - better dressed citizenry
12. television - home entertainment
13. specialization of work - better products
14. automation - increase in production
15. scientific farming - greater yield per acre
16. women's liberation movement - change in sex role
17. manufacture of recreation vehicles - more tourist travel
18. school bussing - more integrated schools

## DIRECTIONS FOR GAME "CHANGE CONCENTRATION"

Shuffle the cards and place them all face down on the game board (or table).

The first player turns over two cards. If the two cards match (a cause of change and an effect of change) the player keeps the cards. If they are not a match he places them face down where they were and the next player has a turn. Players must concentrate to remember information on cards previously turned over in order to make a match. The player with the most matching cards at the end of the game wins.

CAREER GENERALIZATION:

Changing social and technological conditions affect careers and career opportunities.

CAREER OBJECTIVE:

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

PERFORMANCE OBJECTIVE:

Given the Story Sheet, the student will underline words or phrases describing inventions, that wouldn't have existed in Colonial America, with 80% accuracy.

MATERIALS:

\*Story Sheet  
Pencil

PREPARATION:

Lead a discussion concerning changes in our way of life since colonial times. Consider the following topics: Value of changes-- advantages and disadvantages? How have these changes affected your life? What about future changes?

Reproduce as many copies as needed of the Story Sheet.

PROCEDURE:

Story Sheet may be used in learning center as individual or group work. Have the students use them, following the directions.

EVALUATION:

The students might list as a group the jobs created due to changes in life styles brought about by technological and social factors.

## STORY SHEET

In the following paragraphs Andi is taking you through most of a normal day in her life. Andi is an average American girl living in today's world.

Read the paragraphs and underline words or phrases used to tell of situations or actions that would not have appeared in the story had it been written by a girl living in Colonial America. Be ready to give reasons for your decisions.

Look again at the words or phrases underlined and be ready to list jobs that were created due to technological and social changes.

## A DAY WITH ANDI

I am Andi.

Before going to bed last night I enjoyed a warm bubble bath in the upstairs bathroom. I slept well because the air-conditioner kept my room at a comfortable temperature. The perma-press sheets on my posturepedic mattress added to my comfort.

I was awakened early this morning by the music from my clock radio. I arose quickly and dressed in my no-iron shorts and halter. I used my electric toothbrush and took my flouride tablet. I put on my makeup and used my new hot comb.

When I went downstairs mother had my breakfast of toast spread with margarine and a fruit juice prepared in the blender ready for me. When I finished with my breakfast I put the dishes in the dishwasher.

Mother needed some help so I took out the vacuum cleaner and vacuumed the living room carpet and polished the furniture. My next job was the laundry. I went to the laundry room, took the soiled clothes from the hamper and put a load in the washing machine. I decided to bake some cookies while the clothes were washing, so I set the electric oven at correct temperature, took a can of prepared dough from the refrigerator, sliced it with the electric knife, put the cookies on the cookie sheet, and place them in the

oven.

Just as I finished putting the clothes in the drier, the phone rang. It was Monica calling to confirm the time we were going to the movies.

For lunch I baked a T.V. dinner and made a glass of instant tea. I went downstairs and watched T.V. while I ate my lunch.

I had promised to pick Monica up at one, so I told mother of my plans. She asked me to drive the Ford since the air-conditioner on the Chevy was not in working condition.

I took the freeway to Monica's because it was quicker than going through all the stoplights downtown.

After the movie we ate at a downtown restaurant and then made it home by bedtime.

CAREER GENERALIZATION:

Different occupations are related in many ways.

CAREER OBJECTIVE:

The student will identify the different occupational clusters, and 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 Bingo Cards (9 different cards)
- \*Classifying Careers Sheets (3 different sheets)
- \*Master Copy of Worker names (3 different sheets)
- \*Cluster Discs (30 sheets)
- \*Caller's Directions

PREPARATION:

The Career Cluster Bingo game is designed for three to nine students. If only three students are playing, you will want each student to have a card representing different cluster symbols. For six to play the cards would all have different worker names but each set of two students would have the same cluster symbols. When nine players are involved every set of three students would have cards with the same cluster symbols. Each of the nine cards has a different combination of worker names.

Reproduce as many of the Classifying Careers Sheets as you need.

PROCEDURE:

Place the materials necessary to play the game in a learning center. Choose one extra player to be the caller. While the students look over their cards, the caller should follow the instructions on the Caller's Envelope.

After the game is played, each student should complete the Classifying Careers Sheet. The Classifying Careers Sheet cluster symbols should match the symbols on their Career Cluster Bingo card.


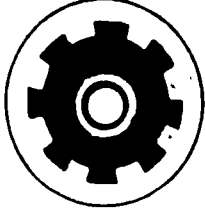
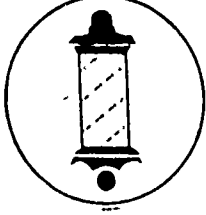

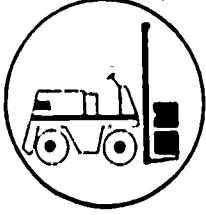
EVALUATION

The student should be able to complete the sheet with 80% accuracy. If not, have the student play the game again with a different card or engage in another activity in this section.




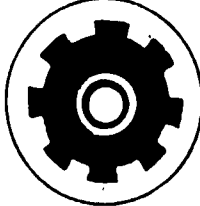
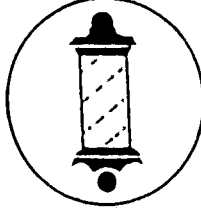

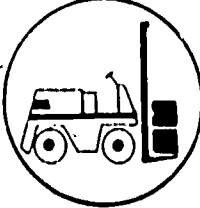
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## CAREER CLUSTER

CONSUMER AND HOME MAKING 	MANUFACTURING 	PERSONAL SERVICES 	HOSPITALITY AND RECREATION 	MARKETING AND DISTRIBUTION 
housekeeper  5614A	metal fabricator  5614A	beauty counselor  5614A	jockey  5614A	warehouse supervisor  5614A
boiler  5614A	motor assembler  5614A	marriage counselor  5614A	equestrian  5614A	shipping and receiving clerk  5614A
child counselor  5614A	lens grinder  5614A	tax counselor  5614A	golf pro  5614A	package designer  5614A
interior decorator  5614A	production manager  5614A	personal shopper  5614A	maitre de  5614A	forklift operator  5614A
child care  5614A	electrical equipment engineer  5614A	valet  5614A	bus boy  5614A	car sales person  5614A
upholsterer  5614A	factory engineer  5614A	chauffeur  5614A	recreation director  5614A	price marker  5614A
sound maker  5614A	stage designer  5614A	escort service employee  370 5614A	bartender  5614A	fashion coordinator  5614A


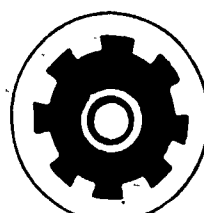
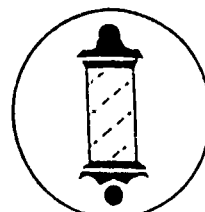

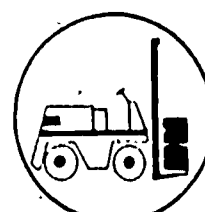
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## CAREER CLUSTER

CONSUMER AND HOME MAKING 	MANUFACTURING 	PERSONAL SERVICES 	HOSPITALITY AND RECREATION 	MARKETING AND DISTRIBUTION 
product tester  5614A	quality control supervisor  5614A	barber  5614A	coffee shop manager  5614A	cashier  5614A
dressmaker  5614A	lathe operator  5614A	cosmetologist  5614A	caterer  5614A	stock clerk  5614A
fashion designer  5614A	welder  5614A	manicurist  5614A	hotel manager  5614A	manager trainee  5614A
recipe writer  5614A	drill press operator  5614A	mortician  5614A	reservations clerk  5614A	product demonstrator  5614A
home service representative  5614A	grinder  5614A	massager  5614A	ski instructor  5614A	market research analyst  5614A
homemaker  5614A	kettleman  5614A	minister  5614A	quarterback  5614A	model  5614A
home economist  5614A	tool and dye maker  5614A	shoe repair  <b>371</b> 5614A	bell captain  5614A	display worker  5614A

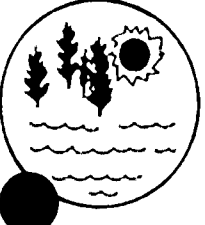




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## CAREER CLUSTER

CONSUMER AND HOMEMAKING 	MANUFACTURING 	PERSONAL SERVICES 	HOSPITALITY AND RECREATION 	MARKETING AND DISTRIBUTION 
tailor  5614A	galvanizer  5614A	insurance agent  5614A	waitress/er  5614A	advertising agent  5614A
baker  5614A	gunsmith  5614A	companion to the elderly  5614A	ski lift operator  5614A	jeweler  5614A
fabric consultant  5614A	moving machine operator  5614A	bridal consultant  5614A	swimming instructor  5614A	shipping clerk  5614A
fiscal designer  5614A	hose maker  5614A	pet groomer  5614A	dance instructor  5614A	grocer  5614A
dry cleaner  5614A	diamond cutter  5614A	body guard  5614A	tennis pro  5614A	auto parts  5614A
pantry supervisor  5614A	shift foreman  5614A	ladies maid  5614A	restaurant chef  5614A	lumberyard worker  5614A
food checker  5614A	sawyer  5614A	personal manager  5614A	short order cook  5614A	deliverer  5614A

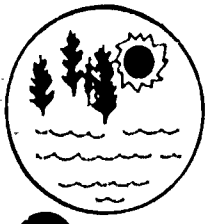




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## CAREER CLUSTER

ENVIRONMENT 	HEALTH 	BUSINESS AND OFFICE 	MARINE SCIENCE 	TRANSPORTATION 
forest ranger  5614A	general duty nurse  5614A	file clerk  5614A	skin diver  5614A	truck driver  5614A
soil conservation- ist  5614A	sanitarian  5614A	typist  5614A	biologist (marine)  5614A	stewardess  5614A
canal tender  5614A	nursing aid  5614A	computer programmer  5614A	engineer (marine)  5614A	pilot  5614A
conservation officer  5614A	receptionist  5614A	systems analyst  5614A	oceanographer  5614A	railroad engineer  5614A
meteorologist  5614A	x-ray technician  5614A	stenographer  5614A	submarine operator  5614A	taxi driver  5614A
air pollution analyst  5614A	dental assistant  5614A	key punch operator  5614A	fish hatchery worker  5614A	train conductor  5614A
forest fire fighter  5614A	veterinarian  5614A	secretary  5614A	shrimper  5614A	brakeman  5614A

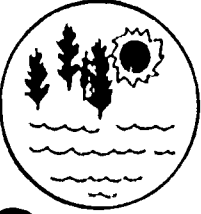


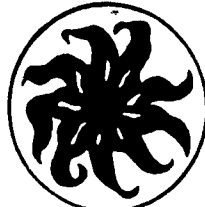

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## CAREER CLUSTER

ENVIRONMENT 	HEALTH 	BUSINESS AND OFFICE 	MARINE SCIENCE 	TRANSPORTATION 
surveyor  5614A	psychiatrist  5614A	calculator operator  5614A	whaler  5614A	airport manager  5614A
balloonist  5614A	hospital orderly  5614A	receptionist  5614A	commercial fisherman  5614A	dispatcher  5614A
seismologist  5614A	dentist  5614A	business machine servicer  5614A	lobster farmer  5614A	mechanic  5614A
archivist  5614A	physician  5614A	stockbroker  5614A	sponge diver  5614A	engine inspector  5614A
landscaper  5614A	researcher  5614A	credit manager  5614A	underwater salvager  5614A	radio operator  5614A
lumberjack  5614A	dental lab technician  5614A	labor relations agent  5614A	fish farmer  5614A	cargo agent  5614A
wastewater treatment operator  5614A	surgeon  5614A	business counselor  5614A	marine conservationist  5614A	switchman  5614A


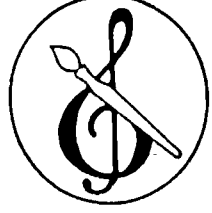
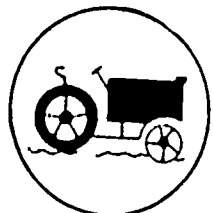


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## CAREER CLUSTER

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
				
city planner  5614A	pharmacist  5614A	inventor  5614A	clam dredge operator  5614A	merchant marine  5614A
mine inspector  5614A	mid-wife  5614A	accountant  5614A	aquanaut  5614A	stewart  5614A
pillar robber  5614A	dietician  5614A	billing clerk  5614A	fish culturist  5614A	navigator  5614A
geologist  5614A	anesthetist  5614A	operations chief  5614A	trawler  5614A	shoresman  5614A
mucker  5614A	physical therapist  5614A	order clerk  5614A	marine oiler  5614A	barge operator  5614A
water tester  5614A	private nurse  5614A	purchasing agent  5614A	fishery bacterologist  5614A	bus driver  5614A
fish and wildlife assistant  5614A	ambulance driver  5614A	payroll clerk  5614A	  5614A	signal main-tainer  5614A


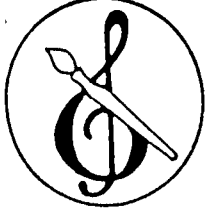
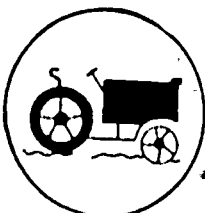


call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

## CAREER CLUSTER

<p>PUBLIC SERVICES</p> 	<p>FINE ARTS AND HUMANITIES</p> 	<p>AGRI-BUSINESS AND NATURAL RESOURCES</p> 	<p>COMMUNICATION AND MEDIA</p> 	<p>CONSTRUCTION</p> 
<p>traffic officer</p> <p style="text-align: right;">5614A</p>	<p>lyricist</p> <p style="text-align: right;">5614A</p>	<p>wheat farmer</p> <p style="text-align: right;">5614A</p>	<p>television news-writer</p> <p style="text-align: right;">5614A</p>	<p>electrician</p> <p style="text-align: right;">5614A</p>
<p>police detective</p> <p style="text-align: right;">5614A</p>	<p>composer</p> <p style="text-align: right;">5614A</p>	<p>cattle auctioneer</p> <p style="text-align: right;">5614A</p>	<p>telephone repairman</p> <p style="text-align: right;">5614A</p>	<p>painter</p> <p style="text-align: right;">5614A</p>
<p>night watchman</p> <p style="text-align: right;">5614A</p>	<p>sculpter</p> <p style="text-align: right;">5614A</p>	<p>rancher</p> <p style="text-align: right;">5614A</p>	<p>technical director</p> <p style="text-align: right;">5614A</p>	<p>roofer</p> <p style="text-align: right;">5614A</p>
<p>fire fighters</p> <p style="text-align: right;">5614A</p>	<p>dancer</p> <p style="text-align: right;">5614A</p>	<p>combine operator</p> <p style="text-align: right;">5614A</p>	<p>composer</p> <p style="text-align: right;">5614A</p>	<p>jackhammer operator</p> <p style="text-align: right;">5614A</p>
<p>animal shelter worker</p> <p style="text-align: right;">5614A</p>	<p>artist</p> <p style="text-align: right;">5614A</p>	<p>tree surgeon</p> <p style="text-align: right;">5614A</p>	<p>book binder</p> <p style="text-align: right;">5614A</p>	<p>building contractor</p> <p style="text-align: right;">5614A</p>
<p>highway patrol officer</p> <p style="text-align: right;">5614A</p>	<p>costume designer</p> <p style="text-align: right;">5614A</p>	<p>grain elevator operator</p> <p style="text-align: right;">5614A</p>	<p>lithographer</p> <p style="text-align: right;">5614A</p>	<p>architect</p> <p style="text-align: right;">5614A</p>
<p>recreation director</p> <p style="text-align: right;">5614A</p>	<p>set designer</p> <p style="text-align: right;">5614A</p>	<p>oil rigger</p> <p style="text-align: right;">5614A</p>	<p>copy boy</p> <p style="text-align: right;">5614A</p>	<p>bricklayer</p> <p style="text-align: right;">5614A</p>

This game is called Career Cluster. It is played similar to bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.



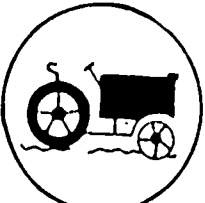


## CAREER CLUSTER

PUBLIC SERVICES 	FINE ARTS AND HUMANITIES 	AGRI-BUSINESS AND NATURAL RESOURCES 	COMMUNICATIONS AND MEDIA 	CONSTRUCTION 
juvenile case-worker  5614A	portrait photographer  5614A	nursery owner  5614A	telegrapher  5614A	cabinet maker  5614A
governor  5614A	director  5614A	crop duster  5614A	typesetter  5614A	site foreman  5614A
city commissioner  5614A	conductor  5614A	refinery foreman  5614A	proofreader  5614A	civil engineer  5614A
prison warden  5614A	booking agent  5614A	gas tester  5614A	journalist  5614A	crane operator  5614A
vehicle inspector  5614A	stage hand  5614A	wheat cleaner  5614A	newscaster  5614A	riveter  5614A
librarian  5614A	lighting specialist  5614A	irrigator  5614A	lineman  5614A	safety engineer  5614A
rescuer  5614A	choreographer  5614A	dairy herdsman  5614A	T.V. announcer  5614A	building inspector  5614A




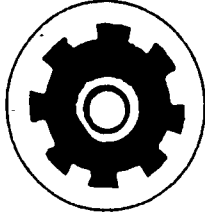
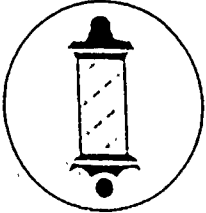

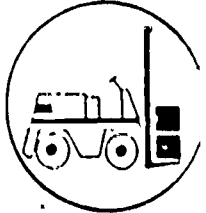
This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

## CAREER CLUSTER

PUBLIC SERVICES 	FINE ARTS AND HUMANITIES 	AGRI-BUSINESS AND NATURAL RESOURCES 	COMMUNICATIONS AND MEDIA 	CONSTRUCTION 
life guard  5614A	rock group musician  5614A	oil pipe inspector  5614A	commerical artist  5614A	mason  5614A
camp counselor  5614A	actress  5614A	butcher  5614A	press photographer  5614A	carpenter  5614A
lawyer  5614A	comedian  5614A	meat packing plant manager  5614A	production manager  5614A	excavator  5614A
ranger  5614A	playwright  5614A	agronomist  5614A	reporter  5614A	bulldozer operator  5614A
social worker  5614A	novelist  5614A	brand inspector  5614A	copy editor  5614A	plumber  5614A
day care worker  5614A	opera singer  5614A	egg grader  5614A	T.V. cameraman  5614A	plasterer  5614A
probation officer  5614A	make up artist  5614A	extension service specialist  5614A	teletype operator  5614A	draftsman  5614A

**TEACHER:** Cut out these worker names and place them in a small envelope.


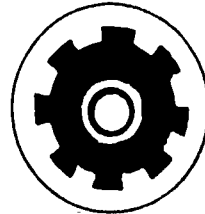
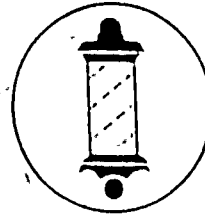

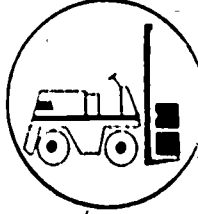
Attach the envelope to the Classifying Careers Sheet that matches this heading. The student directions are on the Classifying Careers Sheet.

 <p>CONSUMER HOMEMAKING</p>	<p>MANUFACTURING</p> 	<p>PERSONAL SERVICES</p> 	<p>HOSPITALITY AND RECREATION</p> 	<p>MARKETING AND DISTRIBUTION</p> 
<p>housekeeper</p> <p>5614A</p>	<p>metal fabricator</p> <p>5614A</p>	<p>beauty counselor</p> <p>5614A</p>	<p>jockey</p> <p>5614A</p>	<p>warehouse supervisor</p> <p>5614A</p>
<p>butler</p> <p>5614A</p>	<p>motor assembler</p> <p>5614A</p>	<p>marriage counselor</p> <p>5614A</p>	<p>equestrian</p> <p>5614A</p>	<p>shipping and receiving clerk</p> <p>5614A</p>
<p>child counselor</p> <p>5614A</p>	<p>lens grinder</p> <p>5614A</p>	<p>tax counselor</p> <p>5614A</p>	<p>golf pro</p> <p>5614A</p>	<p>package designer</p> <p>5614A</p>
<p>interior decorator</p> <p>5614A</p>	<p>production manager</p> <p>5614A</p>	<p>personal shopper</p> <p>5614A</p>	<p>maitre de</p> <p>5614A</p>	<p>forklift operator</p> <p>5614A</p>
<p>child care worker</p> <p>5614A</p>	<p>electrical equipment engineer</p> <p>5614A</p>	<p>valet</p> <p>5614A</p>	<p>bus boy</p> <p>5614A</p>	<p>car sales person</p> <p>5614A</p>
<p>upholsterer</p> <p>5614A</p>	<p>factory engineer</p> <p>5614A</p>	<p>chauffeur</p> <p>5614A</p>	<p>recreation director</p> <p>5614A</p>	<p>price marker</p> <p>5614A</p>
<p>salad maker</p> <p>5614A</p>	<p>page designer</p> <p>5614A</p>	<p>escort service employee</p> <p>5614A</p>	<p>bartender</p> <p>5614A</p>	<p>fashion coordinator</p> <p>5614A</p>

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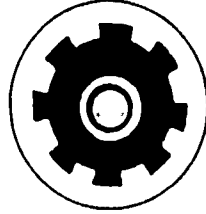
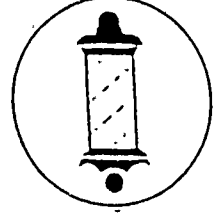

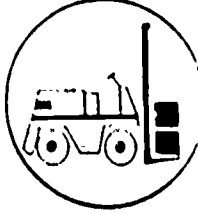
Attach the envelope to the Classifying Careers Sheet that matches this

Heading. The student directions are on the Classifying Careers Sheet.

<b>CONSUMER AND HOME MAKING</b> 	<b>MANUFACTURING</b> 	<b>PERSONAL SERVICES</b> 	<b>HOSPITALITY AND RECREATION</b> 	<b>MARKETING AND DISTRIBUTION</b> 
product tester  5614A	quality control supervisor  5614A	barber  5614A	coffee shop manager  5614A	cashier  5614A
dressmaker  5614A	lathe operator  5614A	cosmetologist  5614A	caterer  5614A	stock clerk  5614A
fashion designer  5614A	welder  5614A	manicurist  5614A	hotel manager  5614A	manager trainee  5614A
pipe writer  5614A	drill press operator  5614A	mortician  5614A	reservations clerk  5614A	product demonstrator  5614A
home service representative  5614A	grinder  5614A	massager  5614A	ski instructor  5614A	market research analyst  5614A
homemaker  5614A	kettleman  5614A	minister  5614A	quarterback  5614A	model  5614A
home economist  5614A	tool and dye maker  5614A	shoe repair  5614A	bell captain  5614A	display worker  5614A

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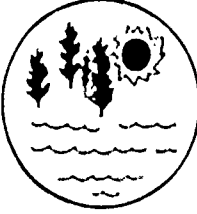




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<p>CONSUMER HOMEMAKING</p> 	<p>MANUFACTURING</p> 	<p>PERSONAL SERVICES</p> 	<p>HOSPITALITY AND RECREATION</p> 	<p>MARKETING AND DISTRIBUTION</p> 
<p>tailor</p> <p>5614A</p>	<p>galvanizer</p> <p>5614A</p>	<p>insurance agent</p> <p>5614A</p>	<p>waitress/er</p> <p>5614A</p>	<p>advertising agent</p> <p>5614A</p>
<p>baker</p> <p>5614A</p>	<p>gunsmith</p> <p>5614A</p>	<p>companion to the elderly</p> <p>5614A</p>	<p>ski lift operator</p> <p>5614A</p>	<p>jeweler</p> <p>5614A</p>
<p>fabric consultant</p> <p>5614A</p>	<p>moving machine operator</p> <p>5614A</p>	<p>bridal consultant</p> <p>5614A</p>	<p>swimming instructor</p> <p>5614A</p>	<p>shipping clerk</p> <p>5614A</p>
<p>fashion designer</p> <p>5614A</p>	<p>hose maker</p> <p>5614A</p>	<p>pet groomer</p> <p>5614A</p>	<p>dance instructor</p> <p>5614A</p>	<p>grocer</p> <p>5614A</p>
<p>dry cleaner</p> <p>5614A</p>	<p>diamond cutter</p> <p>5614A</p>	<p>body guard</p> <p>5614A</p>	<p>tennis pro</p> <p>5614A</p>	<p>auto parts</p> <p>5614A</p>
<p>country supervisor</p> <p>5614A</p>	<p>shift foreman</p> <p>5614A</p>	<p>ladies maid</p> <p>5614A</p>	<p>restaurant chef</p> <p>5614A</p>	<p>lumberyard worker</p> <p>5614A</p>
<p>food checker</p> <p>5614A</p>	<p>sawyer</p> <p>5614A</p>	<p>personal manager</p> <p>5614A</p>	<p>short order cook</p> <p>5614A</p>	<p>deliverer</p> <p>5614A</p>

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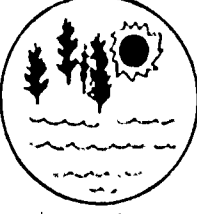




Heading. The student directions are on the Classifying Careers Sheet.

ENVIRONMENT 	HEALTH 	BUSINESS AND OFFICE 	MARINE SCIENCE 	TRANSPORTATION 
forest ranger  5614A	general duty nurse  5614A	file clerk  5614A	skin diver  5614A	truck driver  5614A
oil conservation- list  5614A	sanitarian  5614A	typist  5614A	biologist (marine)  5614A	stewardess  5614A
anal tender  5614A	nursing aid  5614A	computer programmer  5614A	engineer (marine)  5614A	pilot  5614A
ervation er  5614A	receptionist  5614A	systems analyst  5614A	oceanographer  5614A	railroad engineer  5614A
eteorologist  5614A	x-ray technician  5614A	stenographer  5614A	submarine operator  5614A	taxi driver  5614A
r pollution analyst  5614A	dental assistant  5614A	key punch operator  5614A	fish hatchery worker  5614A	train conducto  5614A
orest fire fighter  5614A	veterinarian  5614A	secretary  5614A	shrimper  5614A	brakeman  5614A

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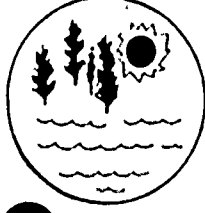




Heading. The student directions are on the Classifying Careers Sheet.

ENVIRONMENT 	HEALTH 	BUSINESS AND OFFICE 	MARINE SCIENCE 	TRANSPORTATION 
surveyor  5614A	psychiatrist  5614A	calculator operator  5614A	whaler  5614A	airport manager  5614A
balloonist  5614A	hospital orderly  5614A	receptionist  5614A	commerical fish- erman  5614A	dispatcher  5614A
seismologist  5614A	dentist  5614A	business machine servicer  5614A	lobster farmer  5614A	mechanic  5614A
geologist  5614A	physician  5614A	stockbroker  5614A	sponge diver  5614A	engine inspector  5614A
landscaper  5614A	researcher  5614A	credit manager  5614A	underwater salvager  5614A	radio operator  5614A
lumberjack  5614A	dental lab tech- nician  5614A	labor relations agent  5614A	fish farmer  5614A	cargo agent  5614A
wastewater treat- ment operator  5614A	surgeon  5614A	business counselor  5614A	marine conserva- tionist  5614A	switchman  5614A



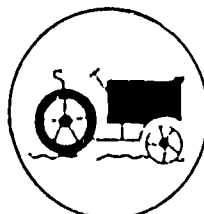


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Heading. The student directions are on the Classifying Careers Sheet.

ENVIRONMENT	HEALTH	BUSINESS AND OFFICE	MARINE SCIENCE	TRANSPORTATION
				
city planner  5614A	pharmacist  5614A	inventor  5614A	clam dredge operator  5614A	merchant marine  5614A
mine inspector  5614A	mid-wife  5614A	accountant  5614A	aquanaut  5614A	steward  5614A
pillar robber  5614A	dietician  5614A	billing clerk  5614A	fish culturist  5614A	navigator  5614A
orologist  5614A	anesthetist  5614A	operations chief  5614A	trawler  5614A	shoresman  5614A
mucker  5614A	physical therapist  5614A	order clerk  5614A	marine oiler  5614A	barge operator  5614A
water tester  5614A	private nurse  5614A	purchasing agent  5614A	fishery bacterologist  5614A	bus driver  5614A
fish and wildlife assistant  5614A	ambulance driver  5614A	payroll clerk  5614A	fishery bacterologist  5614A	signal main- tainer  5614A

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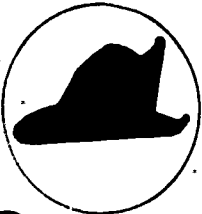
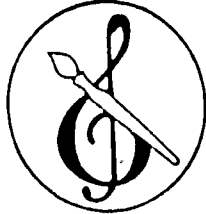
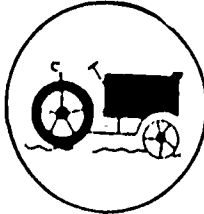


PUBLIC SERVICES 	FINE ARTS AND HUMANITIES 	AGRICULTURE-BUSINESS AND NATURAL RESOURCES 	COMMUNICATION AND MEDIA 	CONSTRUCTION 
traffic officer 5614A	lyricist 5614A	wheat farmer 5614A	television news-writer 5614A	electrician 5614A
police detective 5614A	composer 5614A	cattle auctioneer 5614A	telephone repairman 5614A	painter 5614A
night watchman 5614A	sculptor 5614A	rancher 5614A	technical director 5614A	roofer 5614A
firefighters 5614A	dancer 5614A	combine operator 5614A	compositor 5614A	jackhammer operator 5614A
animal shelter worker 5614A	artist 5614A	tree surgeon 5614A	book binder 5614A	building contractor 5614A
highway patrol officer 5614A	costume designer 5614A	grain elevator operator 5614A	lithographer 5614A	architect 5614A
recreation director 5614A	set designer 5614A	oil rigger 5614A	copy boy 5614A	bricklayer 5614A



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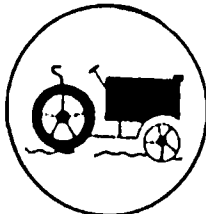


Heading. The student directions are on the Classifying Careers Sheet.

<p>PUBLIC SERVICES</p> 	<p>FINE ARTS AND HUMANITIES</p> 	<p>AGRI-BUSINESS AND NATURAL RESOURCES</p> 	<p>COMMUNICATIONS AND MEDIA</p> 	<p>CONSTRUCTION</p> 
<p>juvenile case-worker 5614A</p>	<p>portrait photographer 5614A</p>	<p>nursery owner 5614A</p>	<p>telegrapher 5614A</p>	<p>cabinet maker 5614A</p>
<p>governor 5614A</p>	<p>director 5614A</p>	<p>crop duster 5614A</p>	<p>typesetter 5614A</p>	<p>site foreman 5614A</p>
<p>city commissioner 5614A</p>	<p>conductor 5614A</p>	<p>refinery foreman 5614A</p>	<p>proofreader 5614A</p>	<p>civil engineer 5614A</p>
<p>prison warden 5614A</p>	<p>booking agent 5614A</p>	<p>gas lessee 5614A</p>	<p>journalist 5614A</p>	<p>crane operator 5614A</p>
<p>vehicle inspector 5614A</p>	<p>stage hand 5614A</p>	<p>wheat cleaner 5614A</p>	<p>newscaster 5614A</p>	<p>riveter 5614A</p>
<p>librarian 5614A</p>	<p>lighting specialist 5614A</p>	<p>irrigator 5614A</p>	<p>lineman 5614A</p>	<p>safety engineer 5614A</p>
<p>rescuer 5614A</p>	<p>choreographer 5614A</p>	<p>dairy herdsman 5614A</p>	<p>T.V. announcer 5614A</p>	<p>building inspector 5614A</p>

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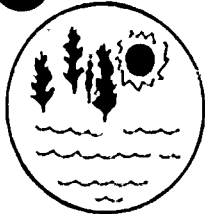




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PUBLIC SERVICES 	FINE ARTS AND HUMANITIES 	AGRI-BUSINESS AND NATURAL RESOURCES 	COMMUNICATIONS AND MEDIA 	CONSTRUCTION 
life guard  5614A	rock group musician  5614A	oil pipe inspector  5614A	commercial artist  5614A	mason  5614A
camp counselor  5614A	actress  5614A	butcher  5614A	press photographer  5614A	carpenter  5614A
lawyer  5614A	comedian  5614A	meat packing plant manager  5614A	production manager  5614A	excavator  5614A
ranger  5614A	playwright  5614A	agronomist  5614A	reporter  5614A	bulldozer operator  5614A
social worker  5614A	novelist  5614A	brand inspector  5614A	copy editor  5614A	plumber  5614A
day care worker  5614A	opera singer  5614A	egg grader  5614A	T.V. cameraman  5614A	plasterer  5614A
probation officer  5614A	make up artist  5614A	extension service specialist  5614A	teletype operator  5614A	draftsman  5614A

appropriate Career Cluster headings. Check your work with your teacher or the master checklist.

# CAREER CLASSIFICATION SHEET


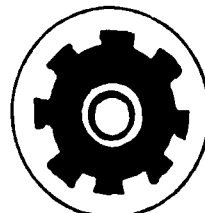
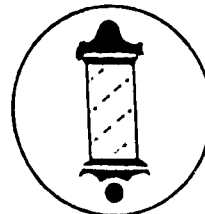

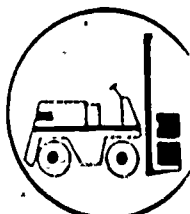
5614A

ENVIRONMENT 	HEALTH 	BUSINESS AND OFFICE 	MARINE SCIENCE 	TRANSPORTATION 

appropriate Career Cluster headings. Check your work with your teacher or the master checklist.

# CAREER CLASSIFICATION SHEET

5614A

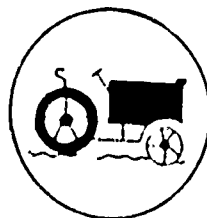
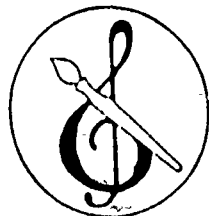
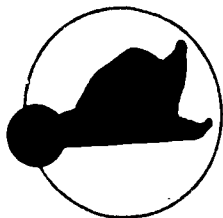
<p>CONSUMER HOMEMAKING</p> 	<p>MANUFACTURING</p> 	<p>PERSONAL SERVICES</p> 	<p>HOSPITALITY AND RECREATION</p> 	<p>MARKETING AND DISTRIBUTION</p> 



## PUBLIC SERVICES

FINE ARTS  
AND HUMANITIESAGRI-BUSINESS AND  
NATURAL RESOURCESCOMMUNICATION  
AND MEDIA

## CONSTRUCTION



1. life guard
2. camp counselor
3. lawyer
4. park ranger
5. social worker
6. day care worker
7. probation officer
8. juvenile case-worker
9. governor
10. city commissioner
11. prison warden
12. vehicle inspector
13. librarian
14. rescuer
15. traffic officer
16. police detective
17. night watchman
18. fire fighters
19. animal shelter worker
20. highway patrol officer
21. recreation director

rock group musician  
actress  
comedian

playwright

novelist  
opera singer  
make up artist

portrait photo-grapher  
director  
conductor

booking agent  
stage hand

lighting specialist  
choreographer

lyricist

composer

sculpter  
dancer

artist

costume designer  
set designer

oil pipe instructor  
butcher  
meat packing plant manager  
agronomist

brand inspector  
egg grader  
extension service specialist  
nursery owner

crop duster  
refinery foreman

gas tester  
wheat cleaner

irrigator  
dairy herdsman

wheat farmer

cattle auctioneer

rancher  
combine operator

tree surgeon

grain elevator operator  
oil rigger

commercial artist  
press photographer  
production manager

reporter

copy editor  
T.V. cameraman  
teletype operator

telegrapher

typesetter  
proofreader

journalist  
newscaster

lineman  
T.V. announcer

television news-writer  
telephone repair-man  
technical director  
compositor

book binder

lithographer

copy boy

mason  
carpenter  
excavator

bulldozer operator  
plumber  
plasterer  
draftsman

cabinet maker

site foreman  
civil engineer

crane operator  
riveter

safety engineer  
building inspector  
electrician

electrician

roofer  
jackhammer operator  
building contractor  
architect

bricklayer

5614A

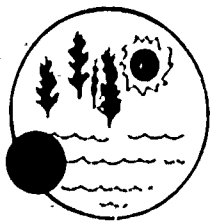
## ENVIRONMENT

## HEALTH

BUSINESS  
AND OFFICE

## MARINE SCIENCE

## TRANSPORTATION



1. forest ranger
2. soil conservationist
3. canal tender
4. conservation officer
5. meteorologist
6. air pollution analyst
7. forest fire fighter
8. surveyor
9. balloonist
10. seismologist
11. aquarist
12. landscaper
13. lumberjack
14. wastewater treatment operator
15. city planner
16. mine inspector
17. pillar robber
18. minerologist
19. mucker
20. water tester
21. fish and wild-life assistant

- general duty nurse  
sanitarian
- nursing aid  
receptionist
- x-ray technician
- dental assistant
- veterinarian
- psychiatrist  
hospital orderly
- dentist
- physician
- researcher
- dental lab technician  
surgeon
- pharmacist
- mid-wife  
dietician  
anesthetist  
physical therapist  
private nurse
- ambulance driver

- file clerk  
typist
- computer programmer  
systems analyst
- stenographer
- key punch operator
- secretary
- calculator operator  
receptionist
- business machine  
servicer  
stockbroker
- credit manager
- labor relations  
agent  
business counselor
- inventor
- accountant  
billing clerk  
operations chief  
order clerk  
purchasing agent
- payroll clerk

- skin diver  
biologist (marine)
- engineer (marine)  
oceanographer
- submarine  
operator  
fish hatchery  
worker  
shrimper
- whaler  
commercial fisherman  
lobster farmer
- sponge diver
- underwater  
salvager  
fish farmer
- marine conservationist
- clam dredge  
operator
- aquanaut  
fish culturist  
trawler  
marine oiler  
fishery  
bacterologist

- truck driver  
stewardess
- pilot  
railroad  
engineer  
taxi driver
- train conductor
- brakeman
- airport manager  
dispatcher
- mechanic
- engine  
inspector  
radio  
operator  
cargo agent
- switchman
- merchant marine
- stewart  
navigator  
shoresman  
barge operator  
bus driver
- signal main-  
tainer

5614A

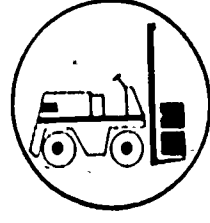
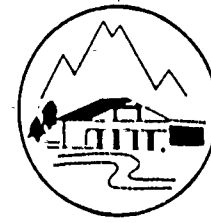
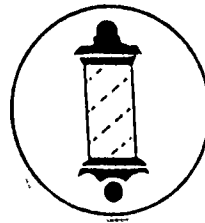
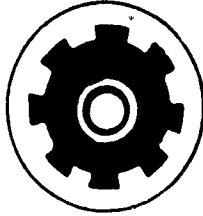
CONSUMER AND HOMEMAKING

MANUFACTURING

PERSONAL SERVICES

HOSPITALITY AND RECREATION

MARKETING AND DISTRIBUTION



1. product tester
2. dressmaker
3. fashion designer
4. recipe writer
5. home service representative
6. homemaker
7. home economist
8. housekeeper
9. butler
10. child counselor
11. interior decorator
12. child care
13. upholsterer
14. salad maker
15. tailor
16. baker
17. fabric consultant
18. floral designer
19. dry cleaner
20. pantry supervisor
21. food checker

- quality control supervisor  
lathe operator  
welder
- drill press operator
- grinder
- kettleman  
tool and dye maker  
metal fabricator
- motor assembler
- lens grinder
- production manager
- electrical equipment engineer  
factory engineer
- gage designer
- galvanizer
- gunsmith
- moving machine operator  
hose maker  
diamond cutter  
shift foreman
- sawyer

- barber
- cosmetologist  
manicurist
- mortician
- massager
- minister  
shoe repair  
beauty counselor
- marriage counselor
- tax counselor
- personal shopper
- valet
- chauffeur
- escort service employee  
insurance agent
- companion to the elderly  
bridal consultant
- pet groomer  
body guard  
ladies maid
- personal manager

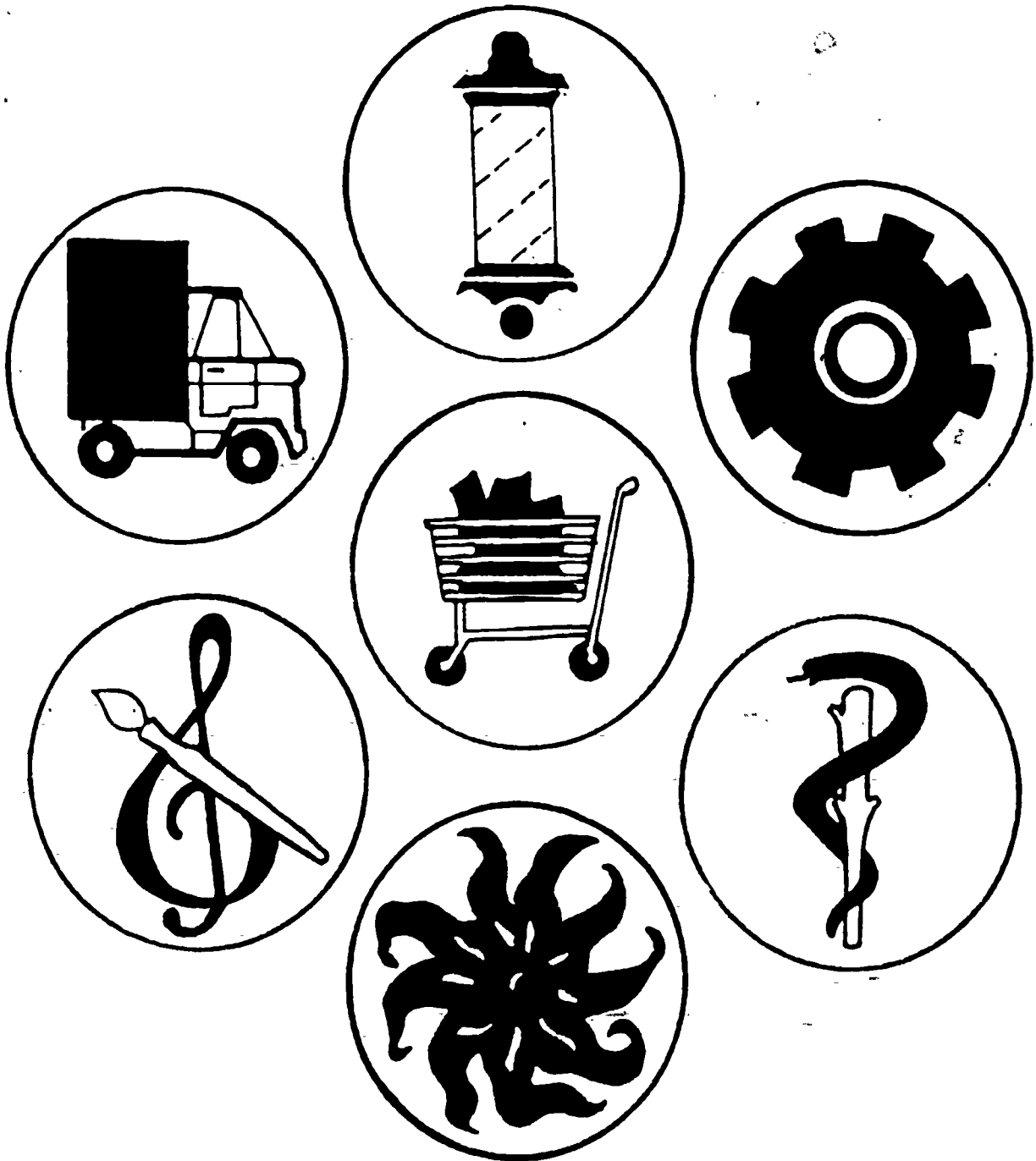
- coffee shop manager  
caterer  
hotel manager
- reservations clerk
- ski instructor
- quarterback  
bell captain  
jockey
- equestrian
- golf pro
- maitre de
- bus boy
- recreation director  
bartender
- waitress/er
- ski lift operator
- swimming instructor  
dance instructor  
tennis pro  
restaurant chef
- short order cook

- cashier
- stock clerk,  
manager trainee
- product demonstrator  
market research analyst  
model  
display worker  
warehouse supervisor  
shipping and receiving clerk  
package designer  
forklift operator  
car sales person
- price marker
- fashion coordinator  
advertising agent  
jeweler
- shipping clerk
- grocer  
auto parts  
lumberyard worker  
deliverer

5614A



The following are samples of the discs that will be included in callers envelope.



PERSONAL  
SERVICES

Beauty Counselor

MANUFACTURING

Motor assembler

TRANSPORTATION

Stewart

CONSUMER AND  
HOMEMAKING

Housekeeper

HEALTH

Pharmacist

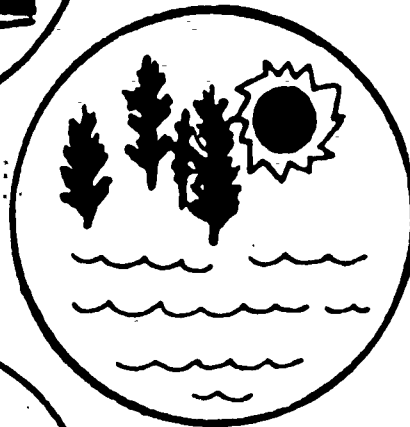
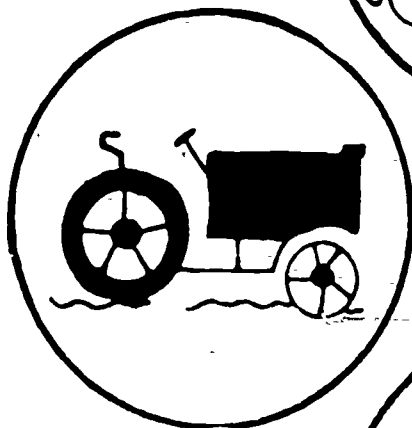
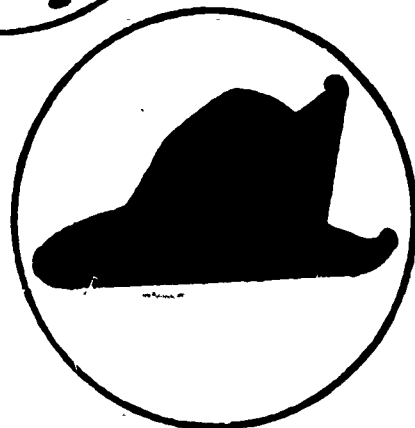
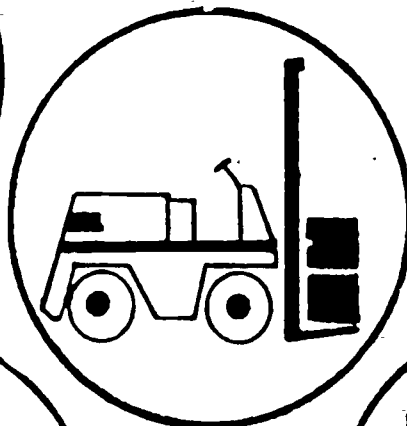
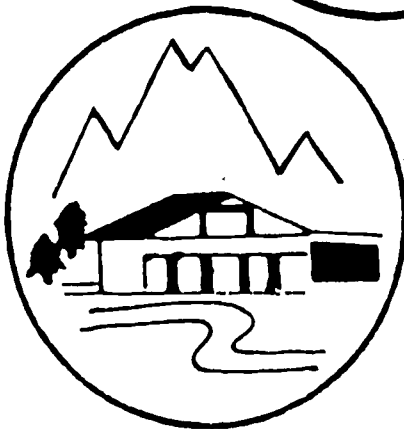
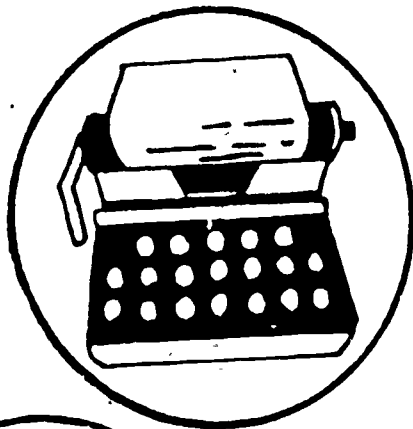
FINE ARTS AND  
HUMANITIES

Rock group musician

MARINE SCIENCE

Trawler

The following are samples of the discs that will be included in callers envelope.



## CONSTRUCTION

Carpenter

BUSINESS AND  
OFFICE

Accountant

## PUBLIC SERVICES

Lawyer

HOSPITALITY AND  
RECREATION

Golf pro

MARKETING AND  
DISTRIBUTION

Package designer

## ENVIRONMENT

Water tester

AGRI-BUSINESS AND  
NATURAL RESOURCES

Butcher

COMMUNICATIONS  
AND MEDIA

Reporter

## CALLER'S DIRECTIONS

Empty the game parts into a shoe box or similar size container. Mix the pieces thoroughly with both hands.

Draw the pieces out one at a time. Tell the players the name of the cluster symbol and the name of the worker printed on the piece. For example: Consumer and Homemaking--Fabric consultant.

As you call the names, group them together by cluster symbol. When someone bingos, check their card with the names you have called.

**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 a job name, the student will match the job name with another from the same occupational cluster.

**MATERIALS:**

- \*Clustering Game Board
- \*3 Sets of Career Cards (30 cards each set)
- \*15 Cluster Puzzles (30 cards each puzzle)
- \*Occupational Cluster Cards (15)
- \*Clustering Answer Keys (3)

**PREPARATION:**

1. Arrange one Cluster Puzzle Set in numerical order face-down on the game board.
2. Arrange a set of Career Cards with job name showing on the game board, on top of the puzzle.
3. Arrange the number cards in numerical order on top of (covering) the Career Cards.

**PROCEDURE:**

1. Four players are needed for this game, which is very similar to the TV game, Concentration.
2. Two players designated as contestants will attempt to match Career Cards in the same cluster. The remaining two players serve as M. C. and game board operator.
3. Play begins when one player calls out two numbers in an attempt to make a match. The two designated number cards are taken from the board, revealing two job names. If the jobs match, the cards are removed from the board, revealing two parts of the Cluster Puzzle. The player then has a chance to guess the puzzle. If a match is not achieved, the number cards are placed back on the game board.
4. Each player receives 10 points for each correct match, and 25 points if he identifies the Cluster Puzzle.

5. Game ends when all cards on board are matched, or when a player identifies the Cluster Puzzle.
6. The player with the most points wins.

**GAME VERSATILITY:**

Several sets of Puzzle Cards and Career Cards are included in this package to enable students to play any number of times without repetition.

**EVALUATION:****Materials:**

Career Cards (more than one set)  
Occupational Cluster Cards (15)  
Game Board

**Preparation:**

Arrange the set of Occupational Cluster Cards on the Game Board so that two pegs are below each Occupational Cluster Card.

**Procedure:**

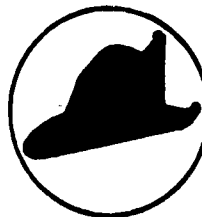
1. Using more than one set of Career Cards, the M.C. reads a job title to one contestant, who then names the related job cluster.
2. If a correct classification is given, the card is placed on the Game Board beneath the cluster name, and the contestant receives 10 points.
3. Incorrect answers may be challenged by the opponent.
4. If neither player can identify the cluster, the card is placed aside to be reviewed after other cards have been used.

5614A<sup>2</sup>



LIFE GUARD

5614A<sup>2</sup>



RECREATION DIRECTOR

5614A<sup>2</sup>



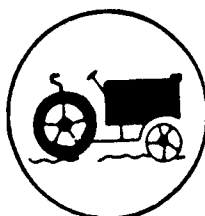
STAGE HAND

5614A<sup>2</sup>



COMEDIAN

5614A<sup>2</sup>



BUTCHER

5614A<sup>2</sup>



BRAND INSPECTOR

401



5614A<sup>2</sup>



COMMERCIAL ARTIST

5614A<sup>2</sup>



REPORTER

5614A<sup>2</sup>



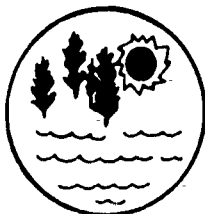
MASON

5614A<sup>2</sup>



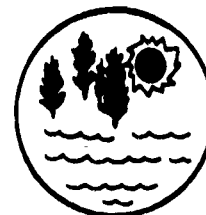
CARPENTER

5614A<sup>2</sup>



FOREST RANGER

5614A<sup>2</sup>



SOIL CONSERVATIONIST

5614A<sup>2</sup>



NURSING AID

5614A<sup>2</sup>



DENTAL ASSISTANT

5614A<sup>2</sup>



FILE CLERK

5614A<sup>2</sup>



TYPIST

5614A<sup>2</sup>



SKIN DIVER

5614A<sup>2</sup>



OCEANOGRAPHER

5614A<sup>2</sup>



TRUCK DRIVER

5614A<sup>2</sup>



PILOT

5614A<sup>2</sup>



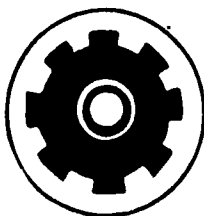
DRESSMAKER

5614A<sup>2</sup>



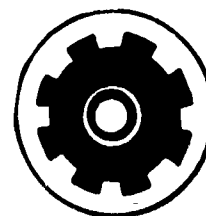
FASHION DESIGNER

5614A<sup>2</sup>



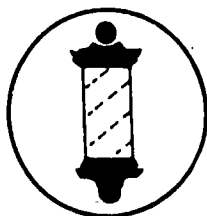
LATHE OPERATOR

5614A<sup>2</sup>



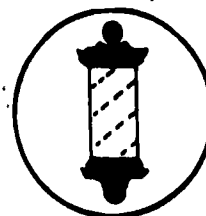
WELDER

5614A<sup>2</sup>



BARBER

5614A<sup>2</sup>



MANICURIST

5614A<sup>2</sup>



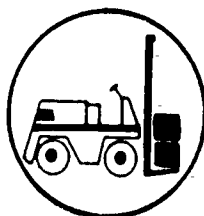
HOTEL MANAGER

5614A<sup>2</sup>



CATERER

5614A<sup>2</sup>



CASHIER

5614A<sup>2</sup>



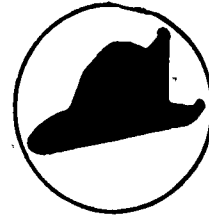
STOCK CLERK

5614A<sup>2</sup>



LAWYER

5614A<sup>2</sup>



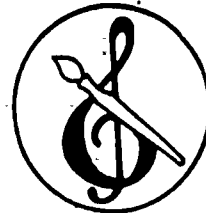
PROBATION OFFICER

5614A<sup>2</sup>



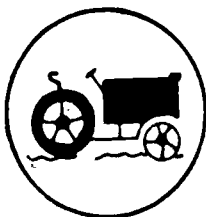
OPERA SINGER

5614A<sup>2</sup>



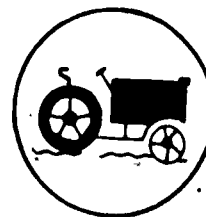
MAKE-UP ARTIST

5614A<sup>2</sup>



NURSERY OWNER

5614A<sup>2</sup>



CROP DUSTER

5614A<sup>2</sup>



TELEGRAPHER

5614A<sup>2</sup>



LINEMAN

5614A<sup>2</sup>



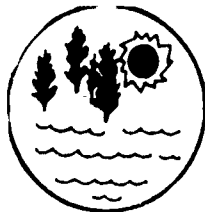
EXCAVATOR

5614A<sup>2</sup>



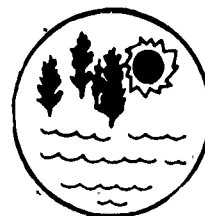
BULLDOZER OPERATOR

5614A<sup>2</sup>



WASTEWATER TREATMENT OPERATOR

5614A<sup>2</sup>



CANAL TENDER

5614A<sup>2</sup>



RECEPTIONIST

5614A<sup>2</sup>



VETERINARIAN

5614A<sup>2</sup>



STENOGRAPHER

5614A<sup>2</sup>



SECRETARY

5614A<sup>2</sup>



FISH HATCHERY WORKER

5614A<sup>2</sup>



SHRIMPER

5614A<sup>2</sup>



TRAIN CONDUCTOR

5614A<sup>2</sup>



BRAKEMAN

5614A<sup>2</sup>



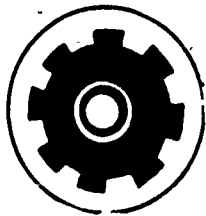
HOMEMAKER

5614A<sup>2</sup>



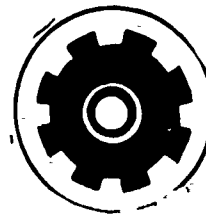
HOUSEKEEPER

5614A<sup>2</sup>



DRILL PRESS OPERATOR

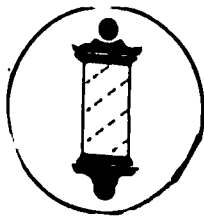
5614A<sup>2</sup>



GRINDER

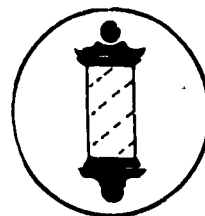


5614A<sup>2</sup>



COSMETOLOGIST

5614A<sup>2</sup>



BEAUTY COUNSELOR

5614A<sup>2</sup>



GOLF PRO

5614A<sup>2</sup>



QUARTERBACK

5614A<sup>2</sup>



FASHION COORDINATOR

5614A<sup>2</sup>



JEWELER

410

5614A<sup>2</sup>



GOVERNOR

5614A<sup>2</sup>



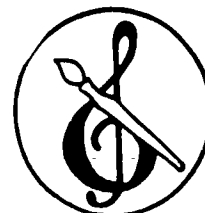
CITY COMMISSIONER

5614A<sup>2</sup>



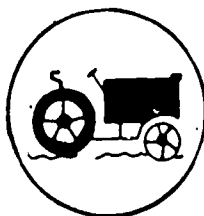
PLAYWRIGHT

5614A<sup>2</sup>



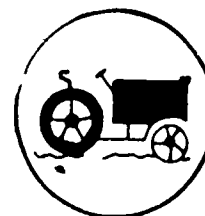
NOVELIST

5614A<sup>2</sup>



CATTLE AUCTIONEER

5614A<sup>2</sup>



RANCHER

5614A<sup>2</sup>



CO'Y EDITOR

5614A<sup>2</sup>



TELETYPE OPERATOR

5614A<sup>2</sup>



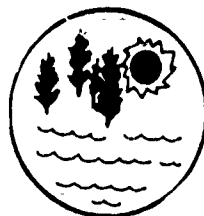
DRAFTSMAN

5614A<sup>2</sup>



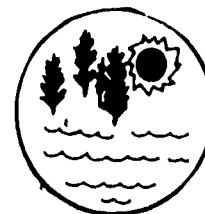
SITE FOREMAN

5614A<sup>2</sup>



SEISMOLOGIST

5614A<sup>2</sup>



MINEROL OGIST

5614A<sup>2</sup>



HOSPITAL ORDERLY

5614A<sup>2</sup>



PHYSICAL THERAPIST

5614A<sup>2</sup>



CREDIT MANAGER

5614A<sup>2</sup>



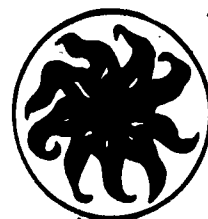
PAYROLL CLERK

5614A<sup>2</sup>



SPONGE DIVER

5614A<sup>2</sup>



UNDERWATER SALVAGER

5614A<sup>2</sup>



SHORESMAN

5614A<sup>2</sup>



BARGE OPERATOR

5614A<sup>2</sup>



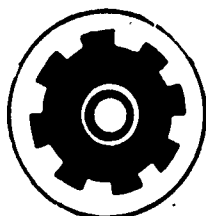
PRODUCT TESTER

5614A<sup>2</sup>



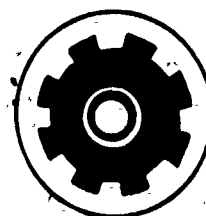
RECIPE WRITER

5614A<sup>2</sup>



TOOL AND DYE MAKER

5614A<sup>2</sup>



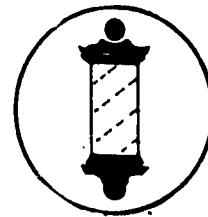
METAL FABRICATOR

5614A<sup>2</sup>



TAX COUNSELOR

5614A<sup>2</sup>



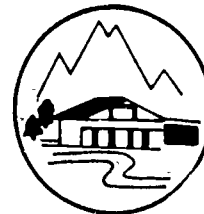
INSURANCE AGENT

5614A<sup>2</sup>



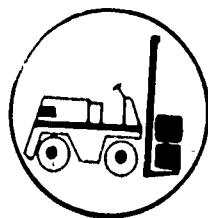
RESERVATIONS CLERK

5614A<sup>2</sup>



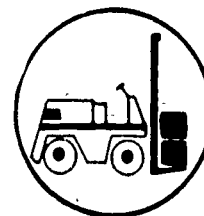
RECREATION DIRECTOR

5614A<sup>2</sup>



WAREHOUSE SUPERVISOR

5614A<sup>2</sup>



SHIPPING AND RECEIVING CLERK

415

## ANSWER KEY

## CLUSTERATION SET 1

Public Services

Life Guard  
Recreation Director

Fine Arts and Humanities

Stagehand  
Comedian

Agri-Business and Natural Resources

Butcher  
Brand Inspector

Communication and Media

Commercial Artist  
Reporter

Construction

Mason  
Carpenter

Environment

Forest Ranger  
Soil Conservationist

Health

Nursing Aid  
Dental Assistant

Business and Office

File Clerk  
Typist

Marine Science

Skin Diver  
Oceanographer

Transportation

Truck Driver  
Pilot

Consumer and Homemaking

Dressmaker  
Fashion Designer

Manufacturing

Lathe Operator  
Welder

Personal Services

Barber  
Manicurist

Hospitality and Recreation

Hotel Manager  
Caterer

Marketing and Distribution

Cashier  
Stock Clerk

## ANSWER KEY

## CLUSTERATION SET 2

Public Service

Lawyer  
Probation Officer

Fine Arts and Humanities

Opera Singer  
Make-up Artist

Agri-Business and Natural Resources

Nursery Owner  
Crop Duster

Communication and Media

Telegrapher  
Lineperson

Construction

Excavator  
Bulldozer Operator

Environment

Wastewater Treatment Operator  
Canal Tender

Health

Receptionist  
Veterinarian

Business and Office

Stenographer  
Secretary

Marine Science

Fish Hatchery Worker  
Shrimper

Transportation

Train Conductor  
Brakeperson

Consumer and Homemaking

Homemaker  
Housekeeper

Manufacturing

Drill Press Operator  
Grinder

Personal Services

Cosmetologist  
Beauty Counselor

Hospitality and Recreation

Golf Pro  
Quarterback

Marketing and Distribution

Fashion Coordinator  
Jeweler



## ANSWER KEY

## CLUSTERATION SET 3

Public Services

Governor  
City Commissioner

Fine Arts and Humanities

Playwright  
Novelist

Agri-Business and Natural Resources

Cattle Auctioneer  
Rancher

Communication and Media

Copy Editor  
Teletype Operator

Construction

Draftsperson  
Site foreman/woman

Environment

Seismologist  
Minerologist

Health

Hospital Orderly  
Physical Therapist

Business and Office

Credit Manager  
Payroll Clerk

Marine Science

Sponge Diver  
Underwater Salvager

Transportation

Shoresman  
Barge Operator

Consumer and Homemaking

Product Tester  
Recipe Writer

Manufacturing

Tool and Dye Maker  
Metal Fabricator

Personal Services

Tax Counselor  
Insurance Agent

Hospitality and Recreation

Reservations Clerk  
Recreation Director

Marketing and Distribution

Warehouse Supervisor  
Shipping and Receiving Clerk

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 the clusters.

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

PERFORMANCE OBJECTIVE:

Given a list of abilities and work attitudes, the student will analyze these and relate them to career choices which apply to his/her lifestyle.

MATERIALS:

\*Copies of Activity Sheets (1 and 2) for each student

PREPARATION:

Duplicate Activity Sheets (1 and 2) for each student.

PROCEDURE:

Follow directions carefully in completing the Activity Sheets (1 and 2).

EVALUATION:

The student will complete four of the five exercises included in the Activity Sheets.

## ACTIVITY SHEET #1

I. FROM THE LIST OF ABILITIES BELOW, WRITE  
(1) and (2) BY YOUR FIRST AND SECOND CHOICE  
OF THE ABILITIES IN WHICH YOU FEEL YOU ARE  
MOST CAPABLE

\_\_\_\_\_ Working with your hands

\_\_\_\_\_ Reasoning skill

\_\_\_\_\_ Working with tools

\_\_\_\_\_ Preparing or processing food

\_\_\_\_\_ Creative writing

\_\_\_\_\_ Athletic ability

\_\_\_\_\_ Mathematical ability

\_\_\_\_\_ Getting along with others

II. NAME TWO CAREERS RELATED TO EACH OF YOUR CHOICES.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_

III. FROM WHAT OCCUPATIONAL CLUSTERS, DO THESE CAREERS  
COME?

1. \_\_\_\_\_ 2. \_\_\_\_\_

## ACTIVITY SHEET #2

- I. ON THE LINES BELOW, WRITE THE FOUR CAREERS YOU NAMED IN EXERCISE II IN ACTIVITY SHEET #1.

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- II. FROM THE LIST OF WORK ATTITUDES BELOW, CHOOSE THOSE ATTITUDES WHICH ARE NECESSARY TO THE CAREERS YOU HAVE NAMED.

1. travel
2. danger
3. helping the sick
4. working with children
5. operating big machines
6. working at night
7. adventure
8. working with animals
9. wearing a uniform
10. driving a car or truck
11. getting dirty
12. working with numbers

Language Arts: Depth, paper design, drawing, word recognition,  
vocabulary enrichment, construction, painting,  
creative writing, sentence structure, grammar

5614D

Math: Number concepts, pattern, sets, sequence, measurement, geometry,  
basic operations, fractions, problem solving

Physical Education: Strength, endurance, coordination

Social Studies: Decision-making, cooperative behavior, social reform,  
value conception

#### CAREER GENERALIZATION:

Different occupations are related in many ways.

#### CAREER OBJECTIVE:

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

#### PERFORMANCE OBJECTIVE:

Given the appropriate materials for each of the eight activities, the  
student will complete the activities with 80% accuracy.

#### MATERIALS:

\*Refer to materials listed on each Activity Sheet.

\*Comparison Sheet (used after eight activities)

#### PREPARATION:

Gather materials for each activity. Some activities will be designated  
to small groups or individuals.

#### PROCEDURE:

Have the students perform the eight activities following the  
directions for each activity. Then have the students complete the  
Comparison Sheet.

#### EVALUATION:

The student should be able to perform all activities with 80% accuracy.  
Refer to evaluation on each Activity Sheet.

ACTIVITY #1 - "Working with your Hands"

PERFORMANCE OBJECTIVE:

Given three copies of a picture of a worker (drawn by student), the student will elevate the picture into three dimensions with 80% accuracy.

MATERIALS:

Silicone glue (clear)  
3 copies of a picture of a worker for each student  
Construction paper squares with dimensions 4" x 5", in various colors  
Crayons  
Cardboard squares, 4" x 5" (optional)

PREPARATION:

Gather materials.  
Ask each student to: draw a picture of a worker in his work situation and trace two copies of the picture; color all three pictures the same; leave one print as is; cut two other prints out.

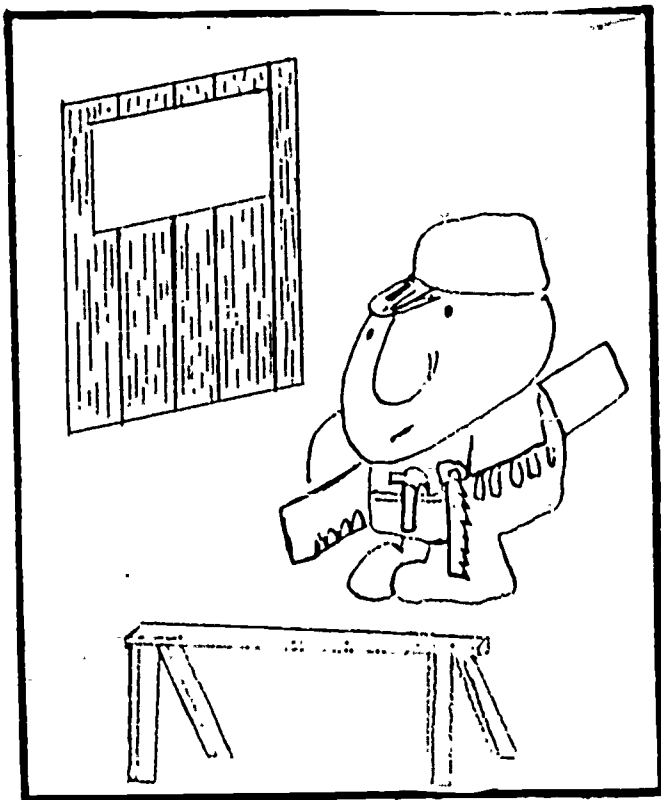
PROCEDURE:

1. Glue print to construction paper background.
2. Decide which parts of your picture are farther away and which parts are closer.
3. Apply silicone glue in a peak fashion to the parts designated as background.
4. Place the glued parts so that they are directly over the base print and elevated approximately 1/4 inch. Be sure that the glued piece is directly over the part on the base print.
5. Now with the picture parts designated as closer to the front of the picture, glue them in a like fashion. Try to elevate over 1/4 inch so that picture parts will be elevated more than background parts.

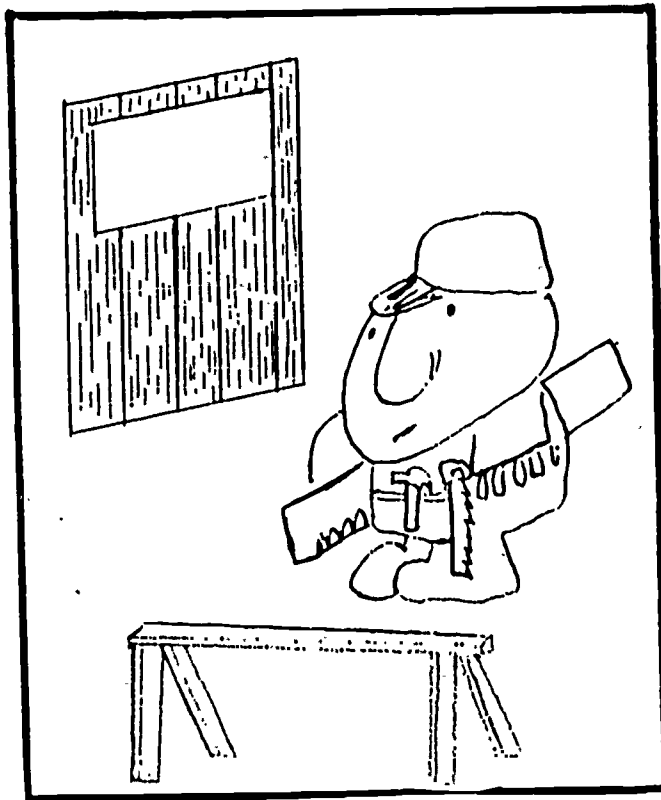
EVALUATION:

The student should complete the picture with 80% accuracy. Count five points for each error in following directions. Evaluate on scale of 100 as perfect score.

The three pictures that follow are used to make a shadow box picture. (Three dimensional) picture #1 is the base. Follow the instructions below each picture.



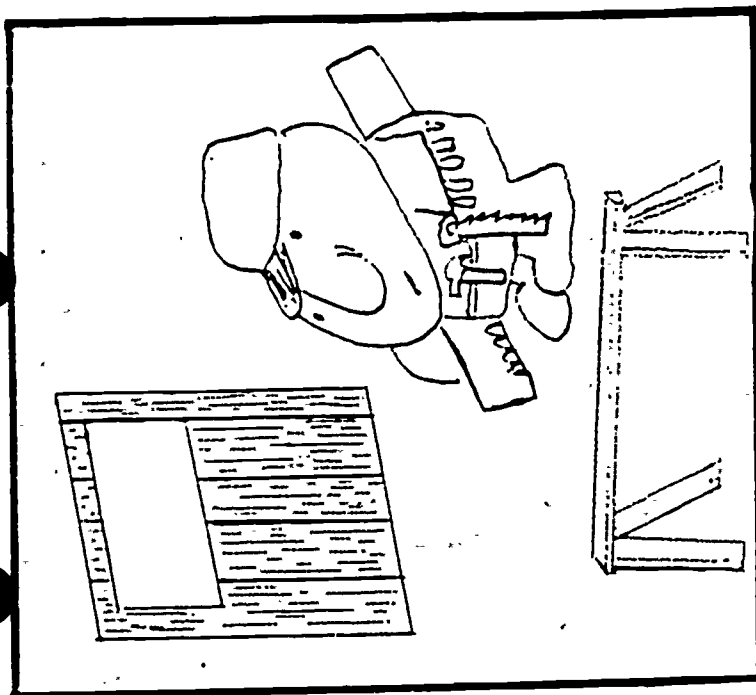
Picture #1



Picture #2

1. This is the base picture. Color the picture with your favorite colors. Now cut the picture off the page along the heavy black boarder.

2. Color the carpenter and his tools with the same colors you used on the carpenter in the first picture. Cut the carpenter out. Glue the carpenter over the carpenter in picture #1. Color, cut and glue the sawhorse to picture #1.



Picture #3

3. Color the carpenter's tools, his arm, his hat, and the board he is holding. Cut these items out and glue them in the proper place on picture #1. Color, cut and glue the sawhorse to picture #1.

How do you like your creation?

ACTIVITY #2 - "Test your Reasoning Skills"

PERFORMANCE OBJECTIVE:

Given a test of Reasoning Skills, the student will complete the test with 80% accuracy.

MATERIALS:

- \*Reasoning Test for each student
- \*Reasoning Skills Answer Key

PREPARATION:

Duplicate copies of the Reasoning Test for each student.

PROCEDURE:

Have students work the exercises on the test, following directions carefully.

EVALUATION:

The student should complete the test with 80% accuracy.  
If not, retest the student using similar questions.

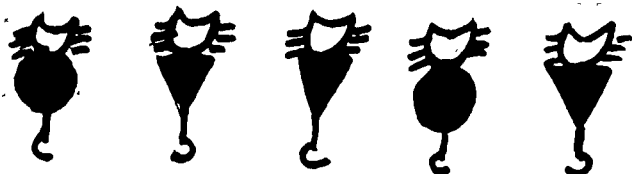


## TEST OF REASONING SKILLS

1. What is the missing number?

7    11    15    19    \_\_\_\_\_

2. Circle the odd cat.



3. Circle the odd word.

Lube    Nereg    Leppur    Thaser

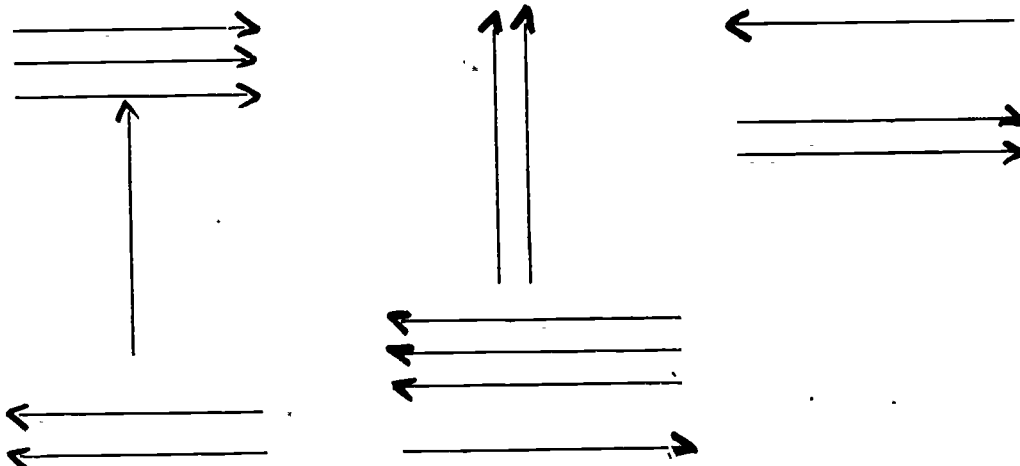
4. Put a four-letter word in the brackets that means the same as the word in front of the brackets and also has the same meaning as the word after the brackets.

Choose [ . . . . ] Tool

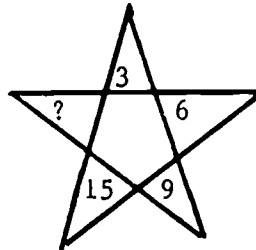
5. Put a four-letter word in the brackets that ends For and starts Robe

For [ . . . . ] Robe

6. Draw the missing arrow(s)



7. What is the missing number?



8. Circle the odd figure.



9. Which of the four numbered figures fits into the vacant square?  
Put the number in the square.



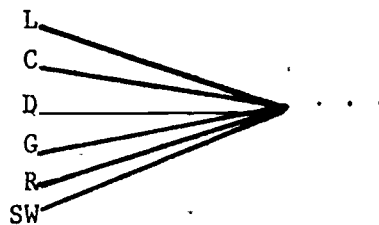
10. What is the missing letter?

B D I K P ?

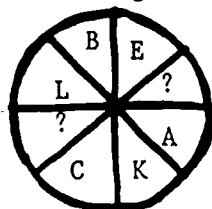
11. What is the missing number?

6 8 12 20 ?

12. What three-letter word can be added to any of the letters below to form a word?



13. What are the missing letters?



14. What is the missing number?

8	24	4
6	28	8
9	26	?

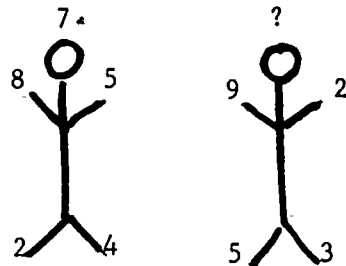
15. Put a four-letter word in the brackets that finishes  
NON and starts LESS.

NON [ . . . . ] LESS

16. Find the odd word.

Firyad  
Tradyhib  
Stradauy  
YonDam

17. What is the missing number?



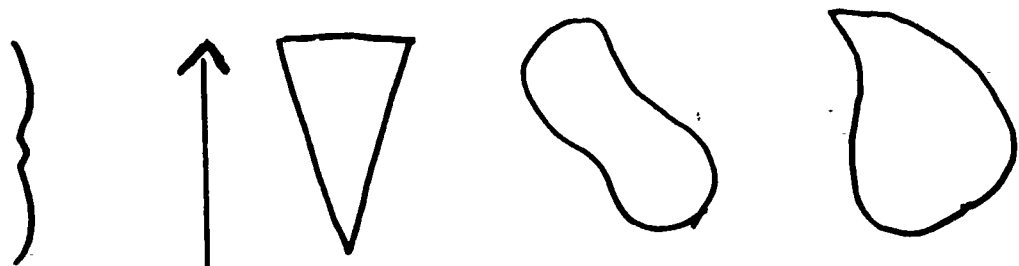
18. Put the missing word in the bracket.

Grow	[Gong]	Nags
Stem	[ . . . . ]	Alms

19. Find the odd word.

Paml  
Bewlo  
Nedlac  
Thorc

20. Find the odd figure.



21. Find the four-letter word that means the same as the words outside the brackets.

Constant [ . . . . ] Correct

22. What are the missing letters?

$\frac{A}{Y}$	$\frac{U}{D}$	$\frac{G}{Q}$	$\frac{M}{J}$	$\frac{?}{?}$
---------------	---------------	---------------	---------------	---------------

23. Put the missing word in the bracket.

Check [C a k e] Flame  
Brand [ . . . . ] Prude

24. What is the missing number.

2	10	2
6	10	?
5	15	8

Credit: Taken from test prepared in England, by Psychologist Hans Jurgen Eysenck.

ANSWER KEY

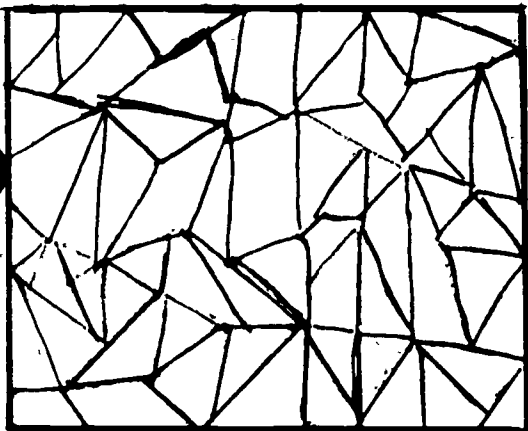
1. 23 (4 added each time)
2. 3 (1 and 4 are twins, 2 and 5 are twins)
3. Thaser (Hearts), others spell blue, green, purple
4. Pick
5. Ward
6. Each column has set of 1, 2, and 3 arrows.
7. 24 (each one added to previous)
8. 5 (all others can be halved)
9. 4 (bodies are black, white or striped in each row)
10. R (First 1 and the 4 letters alternatively separate letters)
11. 36 (double each and subtract 4 to get next)
12. AMP
13. O and D (Blockade spelled counterclock wise)
14. 4 (each in middle column is double the sum of those either side)
15. Sense
16. Tradhyib (birthday), all others are days of the week, Friday, Saturday, Monday
17. 3 (sum of leg numbers subtract from sum of arms gives head number)
18. Seam (1st and 3rd letters are 1st two letters of bracket. 1st and 3rd letters of second word form rest of bracket)
19. Bewlo (elbow or below), others are lights: lamp, candle, torch.
20. 4 (all others come to a point)
21. True

22.  $\frac{M}{I} \quad \left( \begin{array}{c} A \\ Y \end{array} \right) \begin{array}{c} \swarrow \\ \searrow \end{array} \begin{array}{c} U \\ D \end{array} \begin{array}{c} \nearrow \\ \nwarrow \end{array} \left( \begin{array}{c} G \\ Q \end{array} \right) \begin{array}{c} \swarrow \\ \searrow \end{array} \begin{array}{c} M \\ J \end{array} \begin{array}{c} \nearrow \\ \nwarrow \end{array} \left( \begin{array}{c} M \\ I \end{array} \right)$

(2 letters between each letter from top of one to bottom of next)

(back 3 letters from bottom of first to top of second, etc.)

23. Nude (4th and 5th letters from each used)
24. 12 (top row numbers subtracted from bottom row numbers and then doubled, give middle.)



II. Somewhere in the mosaic above is a symmetrical five-pointed star, like those in American flags.



I. Panel B is to be placed in such a way that the two cowboys are properly mounted on the two bulls.

ACTIVITY #3 - "Working with Tools"

PERFORMANCE OBJECTIVE:

Given the appropriate materials for the construction of a  
bookcase, the student will use various tools in the construction,  
with 80% accuracy in following the dimensions of 24" x 36" x 10".

MATERIALS:

For one bookcase:

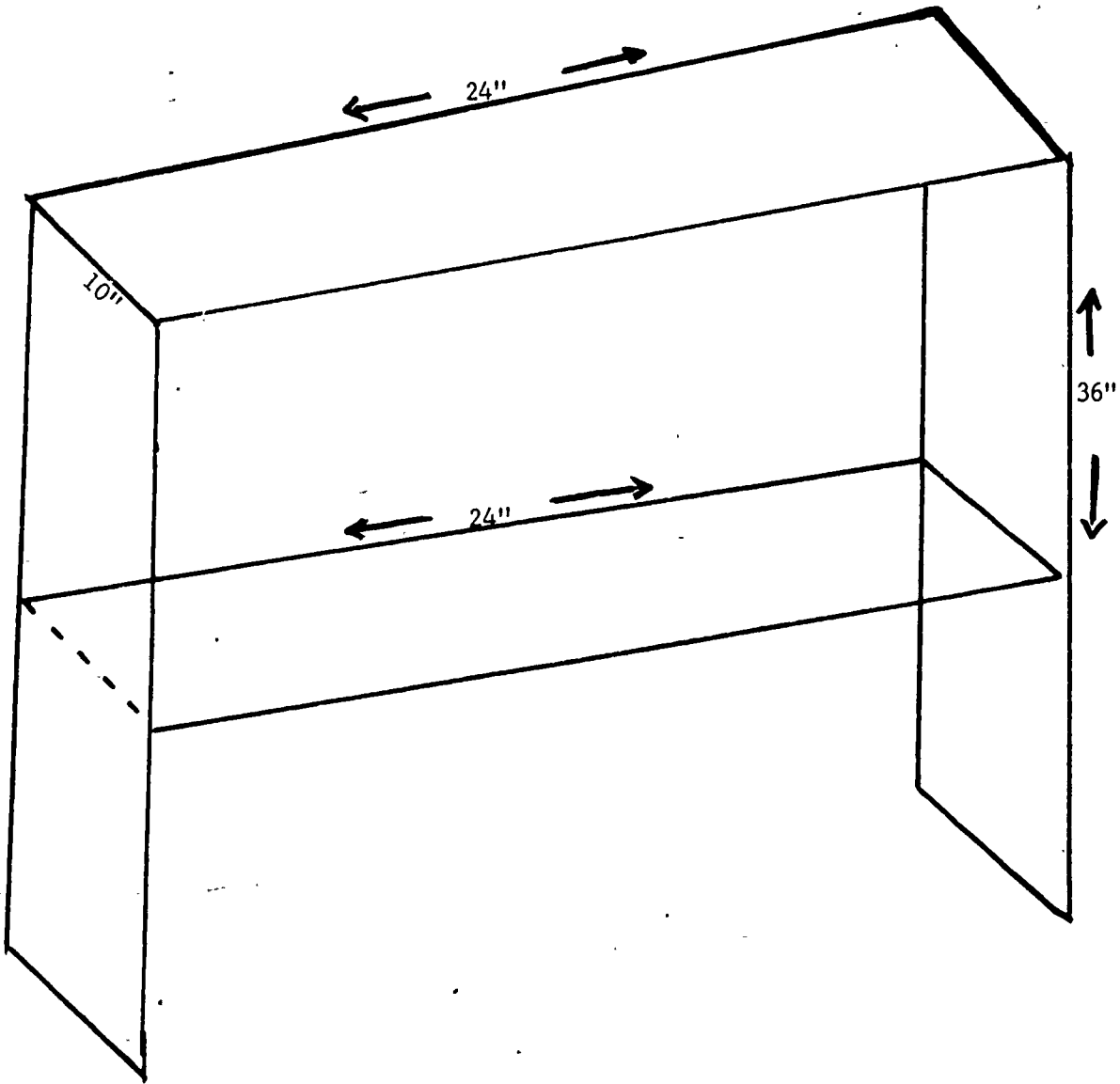
2 boards, 4' x 6'  
2 hammers, nails, sandpaper, saws  
paint brushes and paint  
tape measure, pencil

PREPARATION:

Divide into work groups--one for each process (sawing, sanding,  
nailing, painting, measuring).

PROCEDURE:

1. Measure 4' board in 2 equal parts; saw.
2. Measure 6' board in 2 equal parts; saw.
3. Use two 36" pieces as side panels of bookcase, and  
24" pieces as the shelves.
4. Nail boards together.
5. Sand rough edges.
6. Paint.





ACTIVITY #4 - "Food Preparation"

PERFORMANCE OBJECTIVE:

Given the appropriate food items, the student will prepare and serve to a friend one tuna sandwich  $\frac{1}{4}$  the size of a piece of bread having a triangular shape.

MATERIALS:

- 1 jar mayonnaise
- 1 loaf of bread
- 2 large cans of tuna fish
- 1 green pepper
- 1 stalk of celery
- 1 package each paper plates and napkins

PREPARATION:

Gather food items.  
Divide students into work groups.

PROCEDURE:

1. Mix ingredients in large bowl.
2. One group should cut bread to correct shape.
3. One group should spread tuna mixture on bread.
4. One group should serve the sandwiches.
5. One group should take care of clean-up.

EVALUATION:

The student will participate and follow directions with 80% accuracy. Count 40 points for each error in preparation.

ACTIVITY #5 - "Creative Writing"

PERFORMANCE OBJECTIVE:

Given the opportunity to study the inside of his desk, the student will write a story of its contents, uses of contents, origin of materials, etc., with 80% accuracy in spelling and sentence structure.

MATERIALS:

Paper and pencil for each student

PREPARATION:

Have students study the contents of their desks.

PROCEDURE:

1. After each student has studied the contents of his desk, he must write a story about the contents.
2. Stress originality, use of humor, and imagination in creating an interesting story.
3. Read story aloud in class.

EVALUATION:

The student should complete story with 80% accuracy in spelling and sentence structure. Have the student edit his story and copy over.

ACTIVITY #6 - "Athletic Ability"

PERFORMANCE OBJECTIVE:

Given a series of physical tasks to perform, the student will complete these tasks with 80% accuracy.

MATERIALS:

Basketball  
Baseball  
Football

PREPARATION:

Arrange a time to be outside for this activity. Set up throwing area 25' in length.

PROCEDURE:

Perform the following physical tasks:

dribble a basketball for the length of the court  
throw a football 25'  
throw a baseball to a catcher 25' away  
perform 15 correct sit-ups  
perform 25 jumping jacks

EVALUATION:

Count 20 points for each correct performance. If student cannot perform the task, have student try again until 80% of the total 100 points are achieved.

ACTIVITY #7 - "Mathematical Ability"

PERFORMANCE OBJECTIVE:

Given a set of mathematical problems, the student will solve these with 80% accuracy.

MATERIALS:

- \*A copy of the Math Sheet for each student
- \*Math Sheet Key
- Pencil and scratch paper

PREPARATION:

Duplicate copies of Math Sheet so that each student has a copy.

PROCEDURE:

1. Hand out Math sheet.
2. Instruct students to solve as many problems as they can in 20 minutes time.
3. Collect papers after 20 minutes and score 5 points for each correct answer.

EVALUATION:

The student should complete the Math Sheet with 80% accuracy. If this is not achieved, test student again.

## MATH SHEET

I. Find the solution.

$$\begin{array}{r} 1. \quad 69 \\ \quad 42 \\ \quad 58 \\ \quad 15 \\ \hline \quad 45 \end{array}$$

$$\begin{array}{r} 2. \quad 4,293 \\ \quad + 6,428 \\ \hline \quad 7,421 \end{array}$$

$$\begin{array}{r} 3. \quad 1,000,000 \\ \quad + 492,501 \\ \hline \quad 322,209 \end{array}$$

$$\begin{array}{r} 4. \quad 67 \\ \quad -28 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 491 \\ \hline -255 \end{array}$$

$$\begin{array}{r} 6. \quad 9,782 \\ \hline -6,228 \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \hline \times 3 \end{array}$$

$$\begin{array}{r} 8. \quad 561 \\ \hline \times 11 \end{array}$$

$$\begin{array}{r} 9. \quad 8,139 \\ \hline \times 19 \end{array}$$

$$10. \quad 21 \overline{) 420}$$

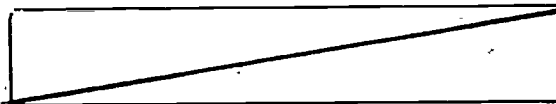
$$11. \quad 4 \overline{) 648}$$

$$12. \quad 22 \overline{) 1,482}$$

$$\begin{array}{r} 13. \quad 1/4 \\ \hline +3/4 \end{array}$$

$$\begin{array}{r} 14. \quad 1/2 \\ \hline -2/8 \end{array}$$

15. If Tom has \$4.92 to spend on his trip, how much will he have left if he buys two pocket knives at \$2.36 each?
16. Fourteen students in Bill's class have brown hair, three have red hair, four have blonde hair, and five have black hair. How many students are in Bill's class?
17. If Mary wants to make a frame for her picture which is 10" wide and 14" long, how many inches of framing board must she buy?
18. Measure the sides of the figure below, how many inches does the figure measure?



19. In the set  $A =$  (counting numbers less than 20), what is the solution set?
20. Study the sets:  $A = (2, 4, 6, 8, 10)$   
 Answer one:  $B = (1, 3, 4)$

What is  $A \cup B$ ? \_\_\_\_\_

What is  $A \cap B$ ? \_\_\_\_\_

## MATH SHEET KEY

1. 229
2. 18,142
3. 1,814,710
4. 39
5. 236
6. 3,554
7. 123
8. 6,171
9. 154,641
10. 20
11. 162
12. 67 R.8
13.  $\frac{4}{4}$  or 1
14.  $\frac{1}{4}$  or  $\frac{2}{8}$
15. \$.20
16. 26 students
17. 48" or 4 feet
18. 7"
19. (1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19)
20.  $A \cup B = (1,2,3,4,6,8,10)$   
 $A \cap B = (4)$

ACTIVITY #8 - "Working With Others"

PERFORMANCE OBJECTIVE:

Given the opportunity to work with a group of students in deciding playground rules, the students within each group will prepare cooperatively, a list of 5 rules within an allotted time of 25 minutes.

MATERIALS:

Paper and pencil for each group

PREPARATION:

Divide students into groups.

PROCEDURE:

1. Each group will discuss and vote on five rules for the playground.
2. Stress the writing of rules that would apply to all age levels, and time of day (noon recess, physical education class, afternoon recess).
3. Students must agree on five rules within a 25 minute discussion period.
4. Read each group's rules aloud and discuss.

EVALUATION:

Each group will propose 5 rules within the time limit. Count each rule as 20% of the total response

## COMPARISON SHEET

1. After you have completed the eight activities involving the different abilities and skills below, check two at which you feel you were the most capable.

1. \_\_\_\_\_ working with your hands (3-D pictures)
2. \_\_\_\_\_ reasoning skill (test of reasoning skill)
3. \_\_\_\_\_ working with tools (bookcase construction)
4. \_\_\_\_\_ preparing or processing food (sandwiches)
5. \_\_\_\_\_ creative writing (story of desk contents)
6. \_\_\_\_\_ athletic ability (ball throw, sit-ups, etc.)
7. \_\_\_\_\_ mathematical ability (math sheet)
8. \_\_\_\_\_ getting along with others (playground rules)

2. Study the list of careers below. Put a check by those which apply to the two abilities you checked for yourself.

paper boy	dietician	pharmacist
teacher aid	waitress	counselor
stock clerk	cabinet maker	journalist
court recorder	lab technician	reporter
carpenter	social worker	chemist
brick layer	accountant	bacteriologist
bank teller	auto mechanic	nurse's aid
aircraft mechanic	interior decorator	secretary
librarian	file clerk	homemaker
short order cook	park ranger	typist
surveyor	lifeguard	novelist
purchasing agent	city planner	lathe operator
newspaper reporter	practical nurse	artist
tool and dye maker	truck driver	psychologist



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

GENERALIZATIONS AND OBJECTIVESCONCEPTS

- 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

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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

3  
5  
6  
8

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

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

economic resources  
natural resources  
culture/hsitory  
technology

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

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

## ACKNOWLEDGMENTS

### Workshop Participants

Dorothy Adams  
Katy J. Bevill  
M. Elizabeth Broadbent  
Meribel H. Cockerill  
Suzanne S. Dwyer  
Jeanne R. Evans  
Cornelius J. Funk Jr.  
Linda Glaser  
Ellen M. Hofford  
Altha C. Howard  
Wilma Howe  
Lorene Hurt

Nancy Johnston  
Audine R. Kelley  
Helon T. King  
Jean M. Kirby  
Lela Lawrence  
Betty J. Milton  
Sharon M. Schooler  
Idell M. Shaver  
Ruby M. Smalley  
Mary M. Stephens  
Martha Thiessen  
Ruth D. Withrow

### Consultants

Glee Bentley  
Kenneth Best  
Sam Kerr

### Editors

Glee Bentley  
Kenneth Best

### Cover

Bill Johnson

# PROBLEM



CAN WE HELP

## 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<br>Boxed-Dull | About<br>Average | Attentive and<br>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

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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?

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10. Were the directions for this activity:

unclear/confusing

OK

very clear  
and direct

1

2

3

4

5

11. If unclear please identify.

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12. Please include any other information you think will be helpful.

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