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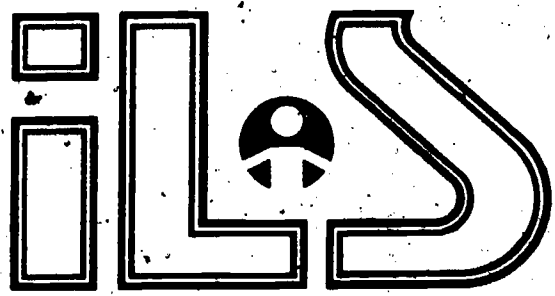
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ABSTRACT

Career guidance techniques in this package focus on the competency area of parental involvement. The package is one of eight, each covering one of the following career guidance competencies that were identified and validated as needed by teachers to assist in the career development of their students: Valuing, decisionmaking, lifestyle, community resources, working relationships, occupational information, parental involvement, and tests. The teacher competency for this package involves working with the learners in involving parents in the learners' career development. The 8 sample activities presented are titled: "Life-Line," "Parental Expectations," "Expanding Job Horizons," "Test Score Interpretation," "Occupational Brief," "Occupation Visit with Parents," "Educational Planning," and "Parent Survey." The following information is provided for each activity: Goals, materials required, physical setting, procedure, suggestions, grade level, group size, and time required. (TA)

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**INDIVIDUALIZED LEARNING SYSTEMS**

for: Career/Vocational Education  
Staff Development

# CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

**PARENTAL INVOLVEMENT**  
Teacher Competency:  
Work with the learners in involving parents in the learner's career development.



U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL CENTER FOR  
EDUCATION

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# PARENTAL INVOLVEMENT

**EIGHT BASIC CAREER GUIDANCE  
COMPETENCIES FOR TEACHERS**

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to acquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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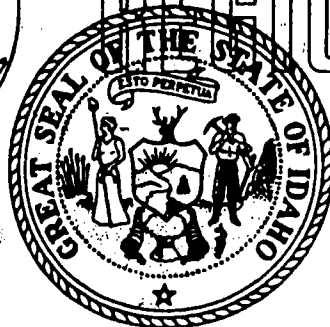
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CAREER GUIDANCE TECHNIQUES  
FOR  
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

## INTRODUCTION

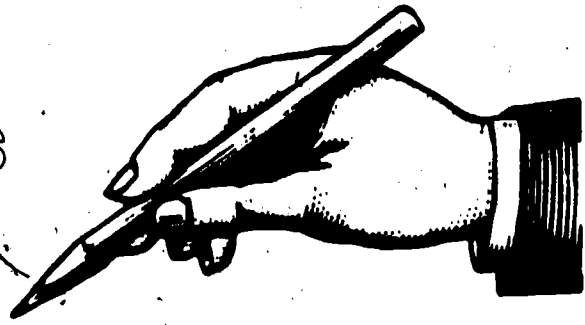
**TEACHER COMPETENCY:** Work with the learners in involving parents in the learner's career development.

Many factors influence the choices we make. The people we associate with regularly are one of these factors. The peer group, parents, relatives, ministers, counselors and teachers all have a significant influence upon our occupational choices. Often problems arise when others make decisions for us. Their values and interests affect the decision rather than our own. We feel obligated to follow-through on what others expect of us.

When we use decision-making skillfully, we are more likely to be satisfied with the outcome. We will also have greater control over our life because we reduce the degree to which chance or other people determine our future.

Skill in decision-making includes the ability to deal effectively with others and we have a better chance of achieving what we value. These activities will help students involve their parents in their career decisions so that the student's own values, interests and abilities are considered rather than those of their parents.

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DESCRIPTIVE ACTIVITY TITLE: Life-Line.

- GOALS:
1. To understand how significant events in our lives are related.
  2. To become aware of the process of growth and development.

MATERIALS REQUIRED

Life-Line Diagram  
Blackboard

PHYSICAL SETTING

Classroom  
Home

PROCESS:

1. Discuss with students and list on the blackboard the kinds of events that tend to shape our lives (school, travel, vacation, part-time jobs, full-time jobs, marriage, etc.).
2. Illustrate how these events occur over a span of time by attaching approximate years to each event.
3. Distribute a Life-Line Diagram blank to each student.
4. Have the students complete their own Life-Line with the assistance of their parents.
5. Discuss aspects of the completed Life-Line.
6. Have the students complete a Life-Line of their parents. Discuss if suitable.

GRADE LEVEL:  JH  
 HS  
 PHS

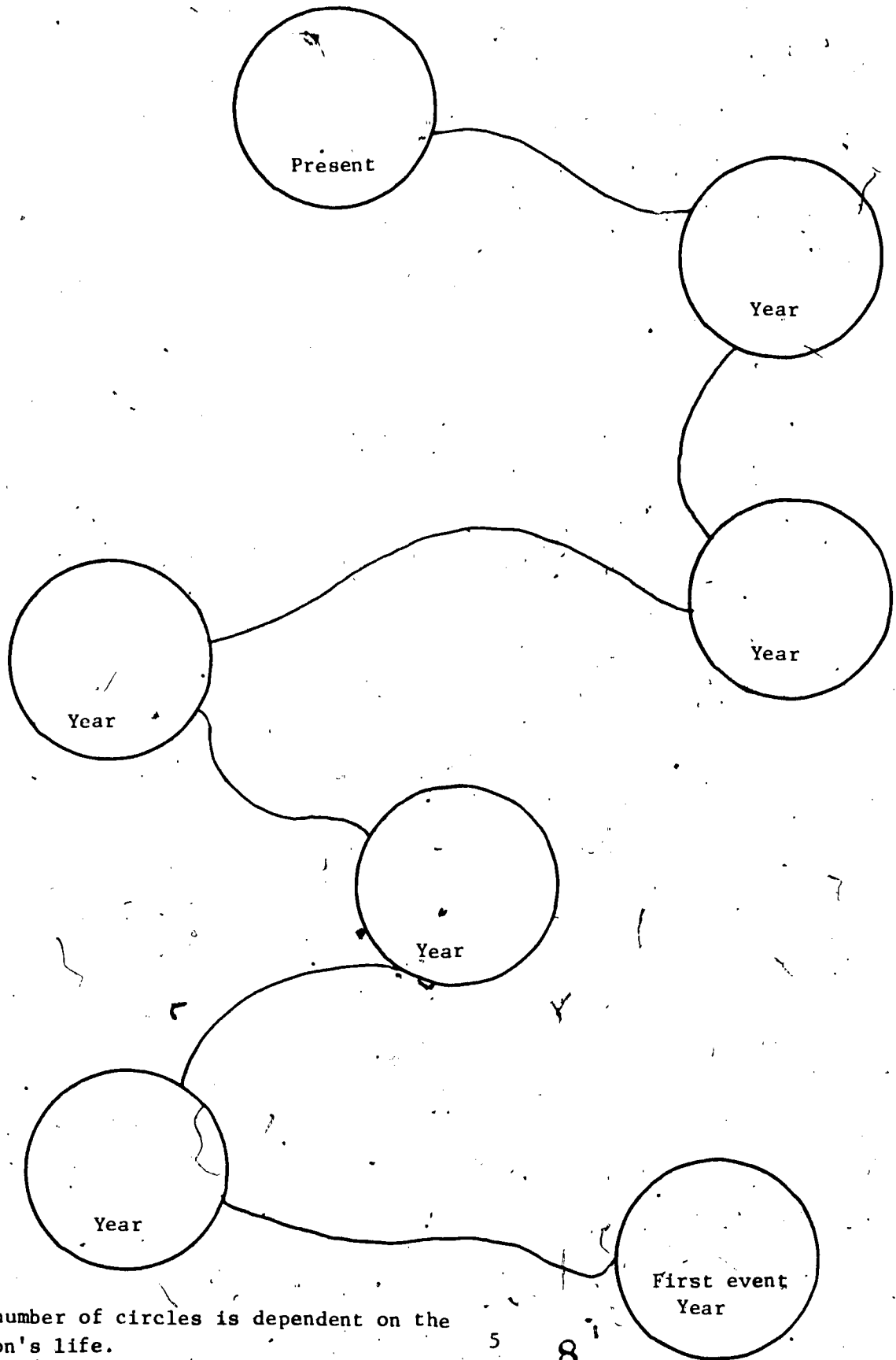
ADAPTABLE TO:  
 FA       Sci.  
 LA       SS  
 M         V  
 PE

GROUP SIZE: Any

TIME REQUIRED: 2 periods



LIFE-LINE DIAGRAM



The number of circles is dependent on the person's life.

DESCRIPTIVE ACTIVITY TITLE: Parental Expectations.

GOALS: Students will assess their own perceptions of parents' expectations for students' educational and occupational goals.

GRADE LEVEL:  JH  
 HS  
 PHS

ADAPTABLE TO:  
 FA  Sci.  
 LA  SS  
 M  V  
 PE  ALL

GROUP SIZE: Any

TIME REQUIRED: 2 class sessions

MATERIALS REQUIRED

Expectation Rating  
Sheets

PHYSICAL SETTING

Home

PROCESS:

1. Ask students to write an essay (or complete Questionnaire I) entitled, "What I feel my parents expect of me," in which they outline how they think their parents feel about their future educational and occupational choices.
2. Ask students to write a second essay (or complete Questionnaire II) about their own expectations of themselves, taking into account what they know about their own values, interests, abilities, etc.
3. Have students ask their parents what their expectations are of the student and write a short essay based on this interview (or complete Questionnaire III).
4. Compare the three essays or questionnaires.
5. Give students the option of sharing the comparison with their parents.
6. Have students role-play their sharing of their aspirations with their parents.

QUESTIONNAIRE I:

1. What are three jobs that you think your parents would like you to have?
2. What three things do you think your parents consider most important in a job?
3. What do you think your parents feel should be most important to you in a job?
4. What are three other occupations you think your parents would like to have?

QUESTIONNAIRE II:

1. List three jobs you would like to have.
2. List three things about each job that you consider important factors.
3. What do you think should be most important to your parents in a job?
4. What are three other occupations you would like your parents to have?

QUESTIONNAIRE III:

Process: Have students ask parents these questions:

1. What three jobs would you like me to have?
2. What three things do you consider most important in a job? (rank order)
3. What do you think should be most important to me in my job?
4. What are three other occupations you would like to have?

Have students bring questionnaires back to school, compare with partners, and then have a group discussion at the end for anyone who wants to share what he or she learned.

DESCRIPTIVE ACTIVITY TITLE: Expanding Job  
Horizons

GOALS: Students will interview parents' about their  
jobs and then research related occupations.

MATERIALS REQUIRED

PHYSICAL SETTING:

Classroom  
Home

GRADE LEVEL:  JH  
 HS  
 PHS

ADAPTABLE TO:

FA  Sci.  
 LA  SS  
 M  V  
 PE  Any

GROUP SIZE: Any

TIME REQUIRED: 2 class  
sessions

PROCESS:

1. Students will collectively develop a set of questions to interview a parent, relative, or older friend about their present job.
2. Each student will interview a family member or adult and report his findings to the class.
3. Students will identify the jobs according to an occupational cluster and find five related jobs. See Occupational Information Competency, Activity 2 for clusters.
4. Share findings in related areas with the adult interviewed.

PARENTAL INVOLVEMENT

Activity # 4

Page 1 of 1

DESCRIPTIVE ACTIVITY TITLE: Test Score

Interpretation.

GOALS: To help parents gain an objective understanding of their child's characteristics.

GRADE LEVEL:  JH  
 HS  
 PHS

ADAPTABLE TO:

FA  Sci.  
 LA  SS  
 M  V  
 PE

GROUP SIZE: 20

TIME REQUIRED: Evenings  
(2 sessions)

MATERIALS REQUIRED

PHYSICAL SETTING

Standardized Tests

Classroom

Note: the cooperation and assistance of the school counselor will be necessary in this activity.

PROCESS:

1. Invite parents to school to take a test or tests that have been administered to their children.
2. Explain the purpose of the test, what it measures, and why we collect the data on students.
3. Administer the tests to the parents.
4. Arrange for a second meeting with the parents.
5. Score the test and develop a profile on each parent prior to the second session.
6. At the second session, develop the concept of norms and the use of profiles.
7. Interpret the test results.
8. Distribute copies of students' scores to parents. (Only their own children's scores should be revealed.)
9. Interpret the results and discuss the implications for educational and vocational planning.

DESCRIPTIVE ACTIVITY TITLE: Occupational Brief.

GRADE LEVEL:  JH  
 HS  
 PHS

GOALS: Have parents help students collect accurate information about parents' occupations.

ADAPTABLE TO:  
 FA  Sci.  
 LA  SS  
 M  V  
 PE

MATERIALS REQUIRED

PHYSICAL SETTING

Occupational Briefs

GROUP SIZE: 1 class

TIME REQUIRED: Open

PROCESS:

1. Obtain, or have students obtain, occupational briefs from the school counselor or school career resource center. Select briefs describing jobs that parents of your students are presently working in.
2. Give each student an occupational brief describing his parents' present job. Brainstorm with the class and develop a form to be used by the parent(s) in critiquing the brief against their first-hand experience. This could include any pertinent information students are interested in in finding out about jobs in general.
3. Students have their parent critique the brief(s) for accuracy and completeness. Specify a period at a later date when students will report on their parents' critique.
4. Assist students on the day of reports, as needed, to make meaningful conclusions about the results obtained. Consider the importance of using several sources, the need for interviewing workers, comparing national, state and local information, etc.



DESCRIPTIVE ACTIVITY TITLE: Occupation Visit

GRADE LEVEL:  JH  
 HS  
 PHS

GOALS: Student will become aware of one day's activities on their parents' job.

ADAPTABLE TO:

FA  Sci.  
 LA  SS  
 M  V  
 PE

GROUP SIZE: Class

TIME REQUIRED: 1 day

MATERIALS REQUIRED

PHYSICAL SETTING

Permission Letter to Parents

PROCESS:

1. Write a letter of explanation to parents concerning the goals of releasing the students for a full day on-the-job visit with the parent (or another person if parent not applicable).
2. Release students on designated date.
3. Students discuss their visit and/or relate the experience through a report the teacher may designate.\*

\*A questionnaire may also be devised for students to complete during the day of the visit.

DESCRIPTIVE ACTIVITY TITLE: Educational Planning

GRADE LEVEL:  JH  
 HS  
 PHS

GOALS: Encourage parents to participate in planning  
for their children.

ADAPTABLE TO:  
 F  Sci.  
 M  SS  
 PE  V

MATERIALS REQUIRED

PHYSICAL SETTING

GROUP SIZE: Class

TIME REQUIRED: 1 period

PROCESS:

1. Have students write a letter to their parents to (1) inform parents what courses the student is presently taking and (2) explain why they are taking those particular courses.

Discuss the purpose of the activity briefly and clarify any questions students may have. Make it clear that the letter will actually be mailed to their parents and encourage serious thought in what they include.

2. Specify time when parents' reactions will be discussed.
3. Allow time for students to complete their letter and collect them at the end of the period to ensure that parents actually receive it.
5. On specified date, after parents have received the letter, discuss: what happened? what were parents' reactions? did students actually plan or have purpose for courses they registered for?



DESCRIPTIVE ACTIVITY TITLE: Parent Survey.

GOALS: Student will gain information on parent occupations.

Parents will become involved in school activities.

MATERIALS REQUIRED

Parent Survey Sheet

PHYSICAL SETTING

PROCESS:

1. Distribute "Parent Survey" sheets to students, instructing them to ask their parents to complete the forms. Students are to return the sheets by a specific date.
2. When the survey sheets are returned, discuss them as a class.
3. If parents express interest in coming to class, contact them, discuss the purposes of the visit, and schedule them.

GRADE LEVEL:  JH  
 HS  
 PHS

ADAPTABLE TO:  
 FA  Sci.  
 LA  SS  
 M  V  
 PE

GROUP SIZE: Class

TIME REQUIRED: 1 class

PARENT SURVEY

Dear Parent,

Your child is studying various occupations in this \_\_\_\_\_ class and we would appreciate your assistance by answering the following questions concerning your career. You may leave your name off if you prefer.

What is your occupation? \_\_\_\_\_

What are your specific duties? \_\_\_\_\_

What influenced you to go into this occupation? \_\_\_\_\_

What experience and training have you had for this occupation? \_\_\_\_\_

What salary range can be expected in this occupation? \_\_\_\_\_

What hobbies or leisure time activities interest you?

Related to job: \_\_\_\_\_

Not related to job? \_\_\_\_\_

What other occupation are you qualified to do if you should need to change jobs?

Would you be willing to come to class to discuss your job and career with us?

Thank you for your cooperation.

1E 009 527

