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ABSTRACT

This manual consists of 26 career guidance activities for counselors to use in a small group setting with youngsters enrolled in Grades 7-12. Learning activities and evaluation forms are provided for each grade level. Every unit consists of the following parts: (1) Behavioral Objective; (2) Intent; (3) Preparation; (4) Action; (5) Activity; (6) Reaction Story; (7) Evaluation; and (8) Related Activities. The initial exercises in this manual encourage a continuation of student exploration of self and career awareness concepts, and of personal decision making processes. The secondary grade units provide for a more sophisticated exploration of careers and encourage greater vocational educational focus as students move toward implementing personal career strategies. (JLL)

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COUNSELOR'S MANUAL  
CAREER GUIDANCE ACTIVITIES  
FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS

Articulated  
Career  
Guidance  
Project

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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Division of Instruction  
City School District, Rochester, N.Y.  
1976

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Federal Project #V.E.A. CO-75-6-1100  
Vocational Education Amendments of 1968

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CAREER GUIDANCE ACTIVITIES

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# Articulated Career Guidance Project

## FOREWORD

Career development is the backbone of a guidance program.

As a priority of the City School District, Career Guidance lends realism to today's educational process and motivation to the student to seek a comprehensive program and to understand opportunities of the future.

The success of the secondary school program will depend upon you, the counselor, as you strive to expand the guidance program to meet our youngsters' present and future needs.

Frank P. Tota  
Assistant Superintendent  
of Schools, Instruction

# INTRODUCTION

The initial exercises in this manual encourage a continuation of student exploration of self and career awareness concepts, as well as personal decision making processes that constitute the Articulated Career Guidance Project's elementary components. The elementary components of the career guidance program heighten children's self awareness, provide an introduction to the world of work, and practice in relevant decision making activities. The Career Guidance Curriculum Committee assigned each secondary grade a number of specific student behavioral objectives. These, along with related activities developed in this project, provide an articulated career guidance program for each student in the Rochester City School District from primary through secondary levels.

The secondary grade units in this manual provide students with an opportunity for a more sophisticated exploration of careers and encourage greater vocational and educational focus as students move toward their greatest need, implementing personal career strategies.

This manual provides secondary counselors with learning activities and evaluation forms in each grade. These materials have been developed to provide for differences in individual counseling styles and a variety of student groupings. Counselors are invited to redesign these materials or create their own learning activities in order to meet the objectives developed by the committee and set forth in this manual. Related materials: films, filmstrips, tapes, simulations, and games are included, and referenced throughout this manual.

# COUNSELOR'S GUIDE

Every unit consists of the following parts:

GRADE  
SEVEN  
UNIT  
6

This symbol is found at the beginning of each unit to identify the grade level and sequence. Grade level units can be used interchangeably with other grades.

WHAT SUBJECTS DO I STILL NEED?

Titles state the theme of the unit in student terms.

BEHAVIORAL  
OBJECTIVE

An objective presented in precise behavioral terms that state what the student will do, what the outcome is expected to be, and how the results can be evaluated.

Each behavioral objective in the manual is treated as a unit in itself. These units can be combined with other units to make up a guidance session, or one unit can be expanded to cover a number of group meetings.

INTENT

The behavioral objective stated in general terms

PREPARATION

Any activities that are necessary before the session starts. Reproduction and/or adaption of the materials is encouraged.

## **ACTION**

Steps that provide a logical approach for presenting the material to the students. These steps are designed to give the counselor as much information and direction as possible without limiting flexibility.

In addition, the following headings will appear:

## **ACTIVITY**

Suggested activities to carry out in a group. Much of this material can be copied as is for distribution to the students.

Some units also include:

## **REACTION STORY**

A special type of activity which can be used quite effectively in developing discussion in the group. Role playing can easily be developed from most of these stories.

## **EVALUATION**

Instruments that measure how effectively the concepts in the unit have been learned by the students. Unit evaluations should be placed in the STUDENT PLANNING RECORD, and can be used as a review of past activities.

## **RELATED ACTIVITIES**

Additional suggestions to develop variety into the program utilizing films, cassettes, games and other resources.

# GUIDE TO CONTENTS

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Guidance Counselor	UNIT 1 11	UNIT 1 53	UNIT 1 87			
Planning Record	UNIT 2 19	UNIT 2 57	UNIT 3 99	UNIT 4 149	UNIT 2 159	UNIT 1 187
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Career Values		UNIT 4 67				
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## GRADE SEVEN

Seventh graders arrive in a new school confronted with the challenges of departmentalized courses, multiple classes, teachers, unfamiliar surroundings, and new peer structures. It is part of the counselor's responsibility to help the students adjust to their new situation.

The behavioral objectives presented at this level emphasize the seventh graders' need to develop a feeling of identity through greater awareness of who they are, how they feel about themselves, and how they can match their own interests, abilities and values to possible career choices. A career planning folder, which will stay with each student throughout the high school years, is a logical and orderly way of helping every student build career awareness.

For each objective there are a number of sample activities which can be used to help the students successfully complete career related tasks. The activities are intended to be uncomplicated and easily adaptable for meeting individual needs. We feel that the career guidance activities of seventh graders should be fun and interesting without causing stress or embarrassment.

Throughout the units, the students are mainly involved in the process of talking, thinking and discussing themselves. Every opportunity should be taken to encourage this risky process in order to develop an awareness that careers exist which might relate to their own capabilities and interests.

## BEHAVIORAL OBJECTIVE

90% of the students in seventh grade, after completing a guidance session on the role of the counselor, will list on a recall sheet at least two career related functions of the counselor.

## INTENT

To introduce students to a new person in their academic world and develop an understanding of the ways a counselor can help them in making career decisions.

## PREPARATION

Reproduce one of the GUIDANCE AWARENESS sheets. Additions that personalize the questions to fit your role in your school can be made at this time. (Obtain STUDENT PLANNING RECORDS if Unit 2 is to be included in this session.)

## ACTION

Distribute the GUIDANCE AWARENESS SURVEY to the students for completion.

Discuss the questions and help students to develop positive feelings about the counselor and guidance office. An alternative would be to distribute the sheets and have the students initiate the questions in an interview.

Unit 2 might be introduced into this first session by bringing in the STUDENT PLANNING RECORD activity.



GUIDANCE AWARENESS SURVEY

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Please answer the following questions about the guidance program in this school. Try to give the answer which most nearly describes your true opinion.

If the answer is mostly yes, put a circle around the "yes".

If the answer is mostly no, put a circle around the "no".

If you don't know which answer is better, put a circle around the "?".

- Yes No ? 1. Does this school have books or pamphlets which tell about most of the occupations in the United States?
- Yes No ? 2. Do you know where the guidance office is located?
- Yes No ? 3. Do you know how to arrange to talk with your counselor?
- Yes No ? 4. If you become ill during the day, should you go to your counselor?
- Yes No ? 5. If you want to leave the school building during the day, should you go to your counselor to get permission?
- Yes No ? 6. If you wish, will your counselor tell you about the information which is in your school records?
- Yes No ? 7. Does your counselor talk mostly with school troublemakers?
- Yes No ? 8. Is it the counselor's job to tell students what they should do?
- Yes No ? 9. Can your counselor tell you the results of tests which you have taken?
- Yes No ? 10. Is counseling primarily for the purpose of helping students to assume responsibility for their own decisions?
- Yes No ? 11. Would you talk with your counselor about personal problems?
- Yes No ? 12. If you tell your counselor some information about yourself and ask that it be kept secret, would the counselor tell this to teachers?
- Yes No ? 13. Can a counselor tell a teacher what to do?
- Yes No ? 14. Does the school have informational materials which tell you how to get training for a job in which you are interested?
- Yes No ? 15. When a counselor and student are talking together, should the student be the one who decides what they talk about?
- Yes No ? 16. Can a counselor find people outside the school who can help students with special problems?
- Yes No ? 17. Can a counselor help students decide what careers they might choose?
- Yes No ? 18. Can a counselor help a student get into colleges or training programs?
- Yes No ? 19. Can the counselor help a student get a part-time job?
- Yes No ? 20. If you are having trouble understanding a subject, can your counselor help you to do better?
- Yes No ? 21. Can you now think of something that you would like to talk about with your counselor?

Form A

12

12

# GUIDANCE AWARENESS SURVEY

1 DO YOU KNOW WHERE THE GUIDANCE OFFICE IS?

2 IF YOU TELL YOUR COUNSELOR ABOUT YOURSELF, WOULD THE COUNSELOR TELL YOUR PARENTS AND TEACHERS?

3 DO YOU KNOW HOW TO MAKE AN APPOINTMENT WITH YOUR COUNSELOR?

4 IF YOU BECOME SICK DURING SCHOOL, SHOULD YOU GO TO YOUR COUNSELOR?

5 IF YOU ARE HAVING TROUBLE IN SCHOOL, CAN YOUR COUNSELOR HELP YOU?

6 WOULD YOU TALK TO YOUR COUNSELOR ABOUT PERSONAL PROBLEMS IF YOU HAD ONE?

7 CAN YOUR COUNSELOR HELP YOU TO GET INTO COLLEGE OR TRAINING?

8 WILL YOUR COUNSELOR TELL YOU ABOUT WHAT IS IN YOUR SCHOOL RECORDS?

9 CAN YOUR COUNSELOR HELP FIND PART-TIME JOBS?

10 IS IT THE COUNSELOR'S JOB TO TELL YOU WHAT YOU SHOULD DO?

11 CAN YOUR COUNSELOR HELP YOU DEAL WITH YOUR PARENTS?

12 CAN A COUNSELOR HELP YOU TO CONSIDER WHAT CAREERS YOU MIGHT CHOOSE?

13 CAN A COUNSELOR FIND SOMEONE OUTSIDE OF SCHOOL WHO CAN HELP PEOPLE WITH PROBLEMS?

14 CAN A COUNSELOR TELL A TEACHER WHAT TO DO?

15 CAN YOUR COUNSELOR TELL YOU THE RESULTS OF TESTS YOU HAVE TAKEN?

16 DOES THE SCHOOL HAVE MATERIALS WHICH TELL YOU ABOUT HOW TO GET TRAINING FOR A JOB?

17 CAN YOU TALK TO A COUNSELOR ABOUT ANYTHING YOU WANT?

18 DOES THE COUNSELOR TALK MOSTLY WITH SCHOOL TROUBLE MAKERS?

19 DOES THIS SCHOOL HAVE BOOKS WHICH LIST ALL THE JOBS IN THE WORLD?

20 IF YOU WANT TO GET A JOB, CAN YOU USE YOUR COUNSELOR AS A REFERENCE?

21 CAN YOU THINK OF SOMETHING YOU WOULD LIKE TO TALK ABOUT WITH YOUR COUNSELOR?

WHAT?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



1

WHAT IS YOUR COUNSELOR'S NAME ?

\_\_\_\_\_

2

HOW DO YOU ARRANGE TO TALK WITH YOUR COUNSELOR?

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

3

WHAT ARE TWO WAYS YOU THINK YOUR COUNSELOR COULD HELP YOU LEARN ABOUT CAREERS

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

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

4

NAME THREE OTHER WORDS FOR

**occupation**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

5

WHAT DO YOU WANT TO BE "WHEN YOU GROW UP?"

ADULT IDENTIFICATION CARD  
Name \_\_\_\_\_  
occupation \_\_\_\_\_  
signature \_\_\_\_\_

## JOHN'S CONFUSION

John, a tenth grader in high school, lives with his mother and two sisters. His father left them five years ago, and John really hates him for deserting them. It's time for John to make some decisions about what he is going to do when he graduates, and he is really mixed up. His mother wants him to go to a law school but doesn't know anything about it. His Uncle Bill thinks he should go into the Army, and a buddy says he's got a good deal working for a guy as a messenger. (He's not too sure about how legal it is, but the money is great.) John has always loved to work with young kids on the playground and has thought about teaching.

- a. Do you know someone in a similar situation? How is this person finding the answers?
- b. Who are some people who can help John make a decision?
- c. What kind of questions could you ask John to counsel him?
- d. How could John's school counselor be of help to him?
- e. What would you do if you were John?

# RELATED ACTIVITIES

1. Role play John's situation.

## Scene I

Setting: John's living room

Action: John is talking with his sisters, mother, uncle, and buddy about his future plans. Assign or seek volunteers to play each of the roles below.

John: desires help in gathering and evaluating information about himself, the world of work, and his alternatives in entering and succeeding in the world of work.

Two sisters: they support John in his interest in working with kids and teaching.

Mother: wants John to go to college and get a better education than she or her husband ever had a chance to get. She believes getting a college education is the only way to get ahead.

Uncle Bill: likes the Army's vocational training programs and thinks learning a skilled trade is the best way to get ahead.

John's buddy: he's the adventurous type; believes in grabbing the "gusto of life" when you can; thinks John should live for today because the world may come to an end tomorrow.

## Discussion Questions:

- a) Who do you think helped John the most in getting a clearer picture of himself - his interests, abilities, goals, etc.? Why?
- b) Who do you think gave John the best or worst information about the world of work? Why?
- c) What career alternatives do you think John should really consider? Why?

- d) What do you think are his chances of succeeding in each of the career alternatives you listed in "c" above? Why?
- e) How will following any of these career alternatives change his style of living? Explain.
- f) What final words of advice do you have for John?

### Scene II

**Setting:** John is meeting with his counselor.

**Action:** This is John's fourth meeting with his counselor. During their first meeting they discussed John's career choice dilemma and anxieties. During their second meeting they received and reevaluated the information in John's school records - his academic achievement, personality, interest, ability, achievement test data, teacher evaluations, etc. During their third meeting they talked about the world of work and college. This fourth meeting will be the last time John will be able to meet with his counselor before the summer. Assign or seek volunteers to play each of the roles below.

**Counselor:** is a warm, accepting person who always tries to give his students the best possible information they need to make a choice. However, he strongly believes it is the student's right and responsibility to make the choice. He also believes there is no such thing as a final career choice; that each choice is but one in a series of career choices to be made throughout life.

**John:** is pleased with his first three meetings with his counselor. He is approaching this fourth and final meeting with the hope of his counselor pulling everything together and making the final choice for him.



Discussion Questions:

- a) Do you feel the counselor was helpful to John? Why or why not?
- b) If you were John's counselor, would you have handled the situation any differently? Explain.
- c) If you were John, how would you feel about this meeting with your counselor?
- d) What else could John or his counselor do to help John explore and/or begin to accomplish his career plans?

2. Discuss these reflection questions to summarize the unit.

- a) What are some of the other jobs of a guidance counselor?
- b) How does a counselor's role change with different grades?
- c) How do you think you get to be a counselor? (You might tell them the "story of your life".)

3. Hold a Class Interview.

After an introduction to guidance and the role of the counselor, the counselor allows five or ten minutes for the class to ask any questions of the counselor regarding sports, likes and personal reactions, philosophy of guidance, methods of operating, program plans, etc.

4. Show and discuss the captioned filmstrip, "You and Your Guidance Counselor". (This filmstrip is but one in a four-part series titled Aptitudes and Intelligence, by Inquiry Audio-Visuals. The other three filmstrips are "What Tests Tell", "Intelligence", and "Putting Your Aptitudes to Work".)



## MY CAREER PLANNING RECORD

BEHAVIORAL  
OBJECTIVE

80% of the students in seventh<sup>th</sup> grade, during a guidance session on career planning, will record on a Student Planning Record a tentative career preference.

## INTENT

To introduce students to a record which they can maintain throughout their high school career. The initial information requested on the record can be a valuable introduction to developing greater career awareness.

## PREPARATION

Acquire and assemble the required number of STUDENT PLANNING RECORD forms from the School District storehouse. Introduction to the ideas of jobs could be started by using one of the activities which encourages students to think about the work done by their relatives, neighbors, and friends.

## ACTION

Distribute the STUDENT PLANNING RECORD, and have each student neatly fill out the information step by step, encouraging discussion about activities the students have done to learn about careers.

If this unit is to be combined with Unit 1, filling out the PLANNING RECORD can be done at the end of the session and the REACTION STORY in Unit 1 could be used as motivation for career planning discussion. This Unit's REACTION STORY could also be used.

# JOBS

BROTHER

SISTER

FATHER

MOTHER

**ME**

AUNT

UNCLE

FRIEND

NEIGHBOR

JOB

JOB

JOB

JOB

JOB

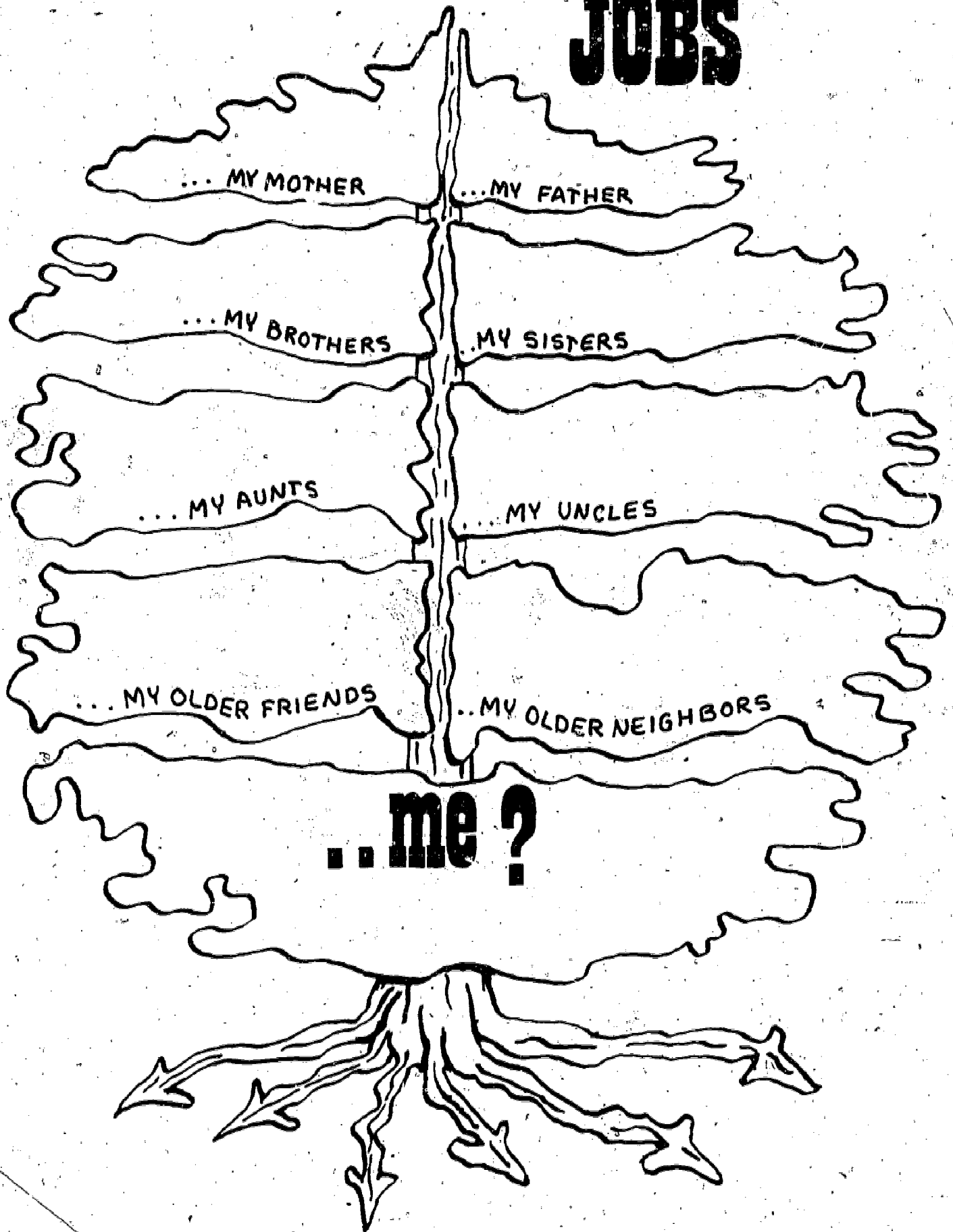
JOB

JOB

JOB

MY FUTURE JOBS ?

# JOBS



# REACTION STORY

## MARY IS CONFUSED.

Mary has always wanted to be a doctor. Even when she was little, before she went to kindergarten, she used to nurse the animals in the neighborhood. One day she even helped the ambulance attendants put her friend onto a stretcher after he was hit by a car. A few years ago, she began to babysit and enjoyed teaching the little boy to read. Maybe she should be a teacher. The other day she was helping her uncle out at the insurance company. She watched the Data Processing Programmer organize the records of individual insurance policy owners and direct the office staff how to enter the information into the computer. Managing a Data Processing program seemed very exciting and enjoyable. Now she is really confused about what she wants to be.

1. Should Mary be ashamed or worried about changing her mind three times?
2. Do you know anyone who has changed jobs recently? Why? Why did the person switch jobs?
3. Is it necessary to know what you are going to be before you go to High school?
4. What would you do if you were Mary?

# RELATED ACTIVITIES

1. Reflection questions that might be used to summarize the unit:
  - a) What were some of the things you wanted to be when you were younger?
  - b) Do you know somebody who works in a job just like the one you want? How did that person get there.
  - c) Do you think you might change your mind about the career you are planning now?
2. Distribute and discuss the booklet, "Opportunities Unlimited", published by the Rochester City School District:
3. Present and discuss the following Guidance Associates sound filmstrips:
  1. "Better Choice, Better Chance: Selecting a High School Program"
  2. "Career Direction: High School as Tryout"
  3. "Career Clusters: An Introduction to Related Occupations"
  4. "Foundations for Occupational Planning", by Singer (SVE-Society for Visual Education, Inc.)

or

The captioned career planning and vocational guidance filmstrip series "Preparing for Work I and II", by Inquiry Audio Visuals.

**BEHAVIORAL  
OBJECTIVE**

80% of the seventh graders, after self exploration-activities, will identify on a self-evaluation instrument at least three of their most positive personal characteristics.

**INTENT**

To encourage students to look at themselves and become aware of their strengths and weaknesses. (At this time it would be beneficial to help them develop pride in themselves.) Different kinds of work roles will be introduced.

**PREPARATION**

The various Self Evaluation Strategies available can be used as part of the activities for the session.

Edit the forms to fit your individual situation, and have them reproduced for all of the students in the groups.

You might collect Want Ads for various jobs which emphasize the personal attributes employers are looking for in their employees.

**ACTION**

Have the students fill out one of the self evaluation forms.

and/or

Bring the group together around some of the self awareness strategies.

and/or

Use the REACTION STORY to initiate a discussion about how the students see themselves.

and/or

Administer the EVALUATION sheet at the end of the sessions to help the students summarize and clarify their thoughts.



This unit is designed to cover at least two sessions. Students can be encouraged to carry out some independent activities between the sessions. Suggestions might be to:

1. Cut out want ads for jobs they would like.
2. Interview their parents, friends, relatives about the kind of work they do. Samples of INTERVIEW SHEETS can be found in the addendum.
3. Create a collage which identifies "Who am I? - What do I Value?"



Affix safety pins to 5 x 7 cards so they may be attached to the students' clothing. Blank cards or cards dittoed like the example can be issued.

Under your direction, have the group fill out the cards.

When the tag is finished, have the students wear it during the session or fold it in front of them as a place card.

If you wish, the group can quietly mill about reading each others cards. This can be an enjoyable and beneficial way for the students to get to know more about each other and you, if you should decide to join them in the activity. You can ask that this exercise be done with or without talking.

#### Possible questions to include:

1. If you could be anything in the world, what would you be?
2. What is your favorite T.V. program?
3. When you are on vacation, what do you enjoy doing the most?
4. Name two of your favorite subjects in school.
5. Name two people who you call your closest friends. (Initials can be used)
6. Name two people who you would like to be with on a week vacation.
7. Put a phrase down that would identify an experience which frightened you more than anything else.
8. Write a phrase which would identify an incident which has brought you most happiness.

#### Other possible ideas to express could be:

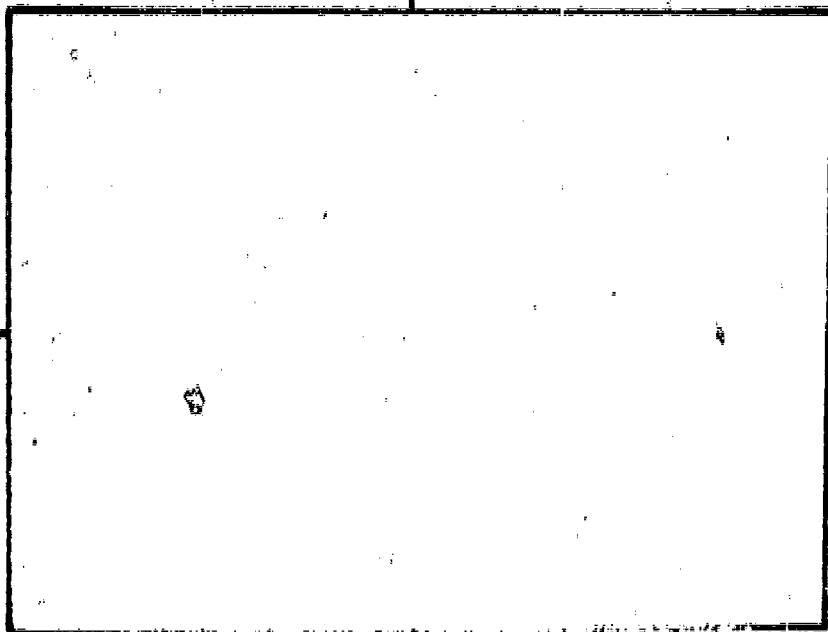
1. What words would you want on your tombstone which tell the most about you?
2. What do you want to be doing \_\_\_\_\_ years from now?  
5 years = a senior in high school.
3. Where would you most like to be right now?

# NAME TAG

<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>

# NAME TAG

2



4

28

PEOPLE ARE ALL DIFFERENT - We Aren't All Good At Everything. Read these statements about yourself and decide if it describes you or not.

	TRUE, JUST LIKE ME	A LITTLE LIKE ME	NOT AT ALL LIKE ME
1. I get along well with boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to listen to all kinds of music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I get along with my teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My school work gets done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I usually have a lot of fun in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I'm the leader in my group of friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Science projects are fun for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Looking neat and clean is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I usually remember what I've learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helping other people pleases me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I get along well with girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I quite often have new or original ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Art work is fun for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Talking with teachers doesn't bother me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Controlling my temper is not hard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I enjoy doing arithmetic problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I like to use tools and work with my hands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I'm not too fat or too skinny.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Being courteous and polite is not hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Playing a musical instrument is fun for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I enjoy playing games in gym.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Taking orders from adults doesn't bother me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I would like to learn a foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I have lots of pep and energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Reading is fun for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Social Studies topics usually interest me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I'm not too tall or too short.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I usually study hard on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Writing stories, and papers is enjoyable for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I like to make other people happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



PUBLIC INTERVIEW

Ask for a volunteer to be interviewed by the class. Members of the class can ask any questions they wish of the student with the knowledge that they could be asked the same question. At any time you feel that the question or the direction of the questioning is embarrassing you could make a statement such as, "I don't think that question is appropriate at this time; let's go on to another area." The student being interviewed always has the right to PASS any question asked.

SPOTLIGHT

Have a member of the group be the center of attention by having every member of the team turn to the student and "say something nice about them". Most seventh graders spend the majority of the conversation "putting someone down". Encourage the entire group to participate and say only nice things. Everyone in the group should have a chance to be in the SPOTLIGHT.

FANTASY WALK

Ask all the group members to close their eyes and imagine they are walking down a forest path. A description of the path and the problems of walking could be described. Bring them to a large wall or some kind of barrier which they can imagine. Have them carefully climb over it or somehow bypass it, and then ask them what they see beyond it. Encourage them to imagine what or who they see and what happens to them in the future.

Additional games and fantasies can be found in  
Values Clarification: A Handbook of Practical Strategies  
For Teachers and Students  
Simon, S.B., Howe L. W. and Kirshenbaum, H.

# ACTIVITY

## PROUD WHIP

Whip around the group asking students to complete the following sentences.

You should emphasize that the type of pride that is called for here is not the boastful or bragging kind of pride but the pride that means, "I feel really good about" or "I cherish" this aspect of my life.

You must be very supportive of those who pass. No one should be expected to be proud of everything. Sometimes you should deliberately select an issue that someone has to pass on, just to illustrate this point.

Quite often you can get the ball rolling by doing one or two yourself. You certainly should feel free to start with a student you know can handle the challenge.

Typical Proud Whip questions:

1. I am proud that this summer I...
2. I am proud that, on my own, I can...
3. I am proud that, when I am scared, I...
4. I am proud that I made my friend happy by...
5. I am proud that I keep healthy by...
6. I am proud that I spent my allowance on...
7. When I watch TV, I am proud that...
8. I was proud that, even when the other kids did..., I...
9. Something my family has done all together this year which made me proud is...
10. I am proud of what I did about...
11. I'm proud that my father (mother)...
12. I'm proud that I helped keep my city clean by...

Additional Proud Whip statements can be found in:

Values Clarification: A Handbook of Practical Strategies for the Teachers and Students, Simon, S.B., Howe, L.W., and Kirshenbaun, H., Pages 134-138.

# ACTIVITY

Name \_\_\_\_\_

Date \_\_\_\_\_

## PERSONAL CHECKLIST

You can read these to your students and give some explanation or examples to help them understand the value.

I think I am:	MOST OF THE TIME	SOMETIMES	NOT VERY OFTEN
1. Friendly			
2. Cheerful			
3. Pleasant			
4. Reliable			
5. Thorough			
6. Neat			
7. Appropriately dressed			
8. Confident			
9. Helpful			
10. Sympathetic			
11. Ambitious			
12. Trustworthy			
13. Honest			
14. Courteous			
15. Loyal			
16. Cooperative			
17. Self-controlled			
18. Punctual			
19. Tactful			
20. Alert			



## SAM'S DILEMMA

Sam works with Oscar and Velma at School #79 after school is over. They start on the second floor and move from classroom to classroom picking up the trash, checking to be sure the windows are closed, and locking the doors. Yesterday, Sam realized that Oscar had a copy of the pass key made. They were all given the responsibility for the one pass key which will open all the doors in the school, including the outside door near the custodian's office. He now understands where Oscar and Velma got some of the baseball equipment and the new soccer ball they have been using in the games at home.

This morning Sam received a note in homeroom to see Mrs. Jenkins, who is in charge of the after-school jobs. Sam is sure she's going to ask him about the missing equipment. Sam is in a real bind. "I don't wanna get my friends in trouble for rippin' off the stuff, but I also can't afford to lose this job. If they get fired, I'm sure as blazes gonna get it too. I'm not used to lying when it comes down to heavy stuff like this!"

### ALTERNATIVE I -

Questions to the group:

1. What would you do if you were Sam?
2. If Sam told Oscar and Velma he was being called down to see Mrs. Jenkins, what would you do if you were Oscar?
3. If Mrs. Jenkins is calling Sam down about the missing equipment, what would you do if you were Mrs. Jenkins?
4. How can you tell when someone is lying?

### ALTERNATIVE II -

Role Playing

You might pick people in the group to play different roles and bring them together under different situations. Encourage the students to create different scenes of confrontation and encourage discussion after observing the reactions.

### ALTERNATIVE III -

Individual and Group Reaction:

1. Have the students write down on a paper what they would do as Mrs. Jenkins, assuming that Sam had told the whole story.
2. Collect the papers without any signatures and read them to the group.
3. Help the group come to a consensus as to the action it would recommend that Mrs. Jenkins take.

WHAT ARE YOUR STRENGTHS?

WHAT DO I THINK IS IMPORTANT?

WHAT ARE YOUR WEAKNESSES?

READ EACH OF THE FOLLOWING WORDS AND DECIDE IF THAT IS YOU. write: YES or NO or ?

WHAT THREE WORDS DESCRIBE YOU BEST?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

AMBITIOUS

I work hard to get things done.

CLEAN

I like to keep myself clean.

CAPABLE

I feel I can do most things well.

CHEERFUL

I am usually pretty happy about life.

HELPFUL

I like to do things for other people.

HONEST

I don't like to lie or get away with things.

INTELLECTUAL

I enjoy reading, solving problems, doing puzzles.

POLITE

I like to be nice to people.

LOVING

I care about what happens to people.

COURAGEOUS

I do things even though I'm scared.

FORGIVING

I try to understand and forgive.

SELF

CONTROLLED

I usually have a good hold on my temper.

IMAGINATIVE

I love to dream about things.

OBEDIENT

I usually do what I'm told without an argument.

## RELATED ACTIVITIES

1. Play the game of "Insight" or "The Ungame" to facilitate self exploration. These games can be purchased from Educational Manpower, Inc.; P.O. Box 4272-C Madison, Wisconsin 53711.
2. Play the game of "Ratrace" to give students an experience in exploring their values related to social status seeking. This game can also be purchased from Educational Manpower, Inc.
3. Utilize the materials from the program "Deciding", especially the section on values, published by the College Entrance Examination Board.
4. Administer, interpret, and discuss the Work Values Inventory published by the Houghton Mifflin Company.

**BEHAVIORAL  
OBJECTIVE**

80% of the seventh grade students, after a group guidance unit on the world of work, will match on an instrument at least five jobs with their appropriate job families.

**INTENT**

To help students see the world of work, not as many individual, isolated jobs, but as interrelated areas with jobs tending to fall into categories or families.

**PREPARATION**

Preview the various activity sheets and reproduce those necessary for individual work.

Edit and reproduce the matching evaluation sheet.

**ACTION**

Introduce the idea that jobs cluster into families.

Have the group respond to the WORLD OF WORK questions. Encourage group response, and develop discussion centering around types of job families.

Explain that jobs break up into many kinds of groups. Illustrate this with the JOB FAMILIES CHART, and discuss it briefly.

Have students complete the matching evaluation instrument.

See the list of JOB FAMILIES in the Addenda.

WORLD OF WORK

1. Name five jobs of people you know.
2. Name five vocations held by people on T.V.
3. Can you name five jobs which DO NOT exist in Rochester?
4. Name five careers in which people receive pay from the City of Rochester.
5. What are three jobs in a super market?
6. If you are a businessman, what could your work be?
7. Do you know two civil service jobs?
8. Can you name three service occupations which involve repairing things?
9. What are three levels of health careers in a hospital that center around the operating table?
10. Name three vocations in which people create things with their hands.
11. Can you name two jobs in which only women are hired?
12. How about naming two jobs in which only men are hired?
13. Name three vocations which involve work with children.
14. A supervisor supervises. A foreman supervises. A manager supervises. Name three supervisory jobs, and tell whom they supervise.
15. Name three careers which involve work with numbers.
16. Name a job which requires each of the following:

hip boots  
ear plugs  
knee pads  
face mask

helmet  
uniform  
hard hat  
hair net

bullet-proof vest  
steel-toed shoes  
safety glasses  
heavy gloves

money belt  
white coat  
shin guards  
bathing suit

# ACTIVITY

Name \_\_\_\_\_

Date \_\_\_\_\_

## JOB FAMILIES

### PEOPLE

#### CARE - SERVICE

Helping, Advising, Protecting,  
Nursing, Teaching, Counseling,  
Caring

### DATA

#### FACTS - RECORDS

Counting, Figuring,  
Collecting, Organizing,  
Typing, Editing,  
Collating, Auditing,  
Selling

### IDEAS

#### THEORIES - INSIGHT

Researching, Reading,  
Creating, Drawing,  
Writing, Dancing,  
Painting, Designing

### THINGS

#### MACHINES - MATERIALS

Building, Repairing, Planting,  
Growing, Carrying, Fixing,  
Transporting, Maintaining,  
Constructing

1. Name some of the jobs which involve the above actions.
2. In which one of the areas do you feel you belong?
3. Can you think of jobs which might be included in two areas, such as: PEOPLE-IDEAS or DATA-THINGS?
4. What school subjects (Math, Reading, Art, Gym, Science, etc.) tend to belong in each of the different groups?

MATCHING JOBS AND FAMILIES

**people**

CARING - SERVING

**things**

TOOLS - MACHINES

**data**

FACTS - RECORDS

**ideas**

THEORIES - INSIGHT

AFTER EACH OF THESE JOBS, WRITE THE JOB FAMILY IN WHICH YOU THINK THEY BELONG:

POLICE OFFICER

\_\_\_\_\_

COMMERCIAL ARTIST

\_\_\_\_\_

BOOKKEEPER, ACCOUNTANT

\_\_\_\_\_

PLUMBER

\_\_\_\_\_

FLIGHT ATTENDANT

\_\_\_\_\_

TRIAL LAWYER

\_\_\_\_\_

DESIGN ARCHITECT

\_\_\_\_\_

EXECUTIVE SECRETARY

\_\_\_\_\_

TRUCK DRIVER

\_\_\_\_\_

AFTER DISCUSSION list another possible job family for each job.



## RELATED ACTIVITIES

1. Introduce the 15 clusters of occupations identified by the U.S. Office of Education through the cassette series entitled, "Career Clusters: An Introduction to Related Occupations," by Singer (SVE).
2. Utilize the activities accompanying the filmstrips: "People Who Make Things", "People Who Create Art", "People Who Influence Others", "People Who Help Others", "People Who Organize Facts", and "People Who Work in Science", by Guidance Associates.
3. Use the "Data-People-Things Puzzle" from the Career Insights and Self Awareness Games published by the Houghton Mifflin Company.
4. Use the "Discovery" kit, especially the sections dealing with career clusters; published by the Scholastic Book Services.
5. Use the "Key-Career Exploration" filmstrips with on-the-job-interview illustrating 10 different job families, published by S.R.A.

## MY INTERESTS AND ABILITIES

BEHAVIORAL  
OBJECTIVE

80% of the seventh grade students, after a group guidance unit on exploring their interests and abilities, will be able to list on a questionnaire at least three areas of their interests and abilities and at least three jobs that utilize these interests and abilities.

## INTENT

To encourage students to look at the things they like to do and the things which they think they do well. Hopefully, they will start connecting these interests and abilities to jobs which they have discussed.

## PREPARATION

Preview the various ACTIVITY sheets and questionnaires, and reproduce those necessary for individual work.

## ACTION

Have students fill out name tags if this is a desirable activity.

Define the concepts of interests and abilities. Discuss briefly the idea that each of us has special interests which may be very different from those of someone else. Mention, also, that people should be proud of their own abilities.

Encourage group discussion centering around positive feelings about individual interests and abilities.

Involve the students in the COAT OF ARMS ACTIVITY if there is time. This can be done at home between sessions.

# ACTIVITY

## PERSONAL COAT OF ARMS

Reproduce the shield, and have the students develop their own personal coat of arms centering around the following suggested areas. Students can either write answers to the questions or create simple drawings which can keep the ideas more personal. Drawings can be required if you wish. You might make up one yourself, and display it without too much discussion.



Section 1: What do you think is the thing you do the very best? (Don't compare yourself with others! This is what you do the best!)



Section 2: Thinking about your family, what do you, as a group, have the most fun doing?



Sections 3 & 4: If you could be anything in the whole world, what two things would you want to be? (Don't worry about money, education, being a girl or boy, or disappointing anybody. This is what you really would like to be.)



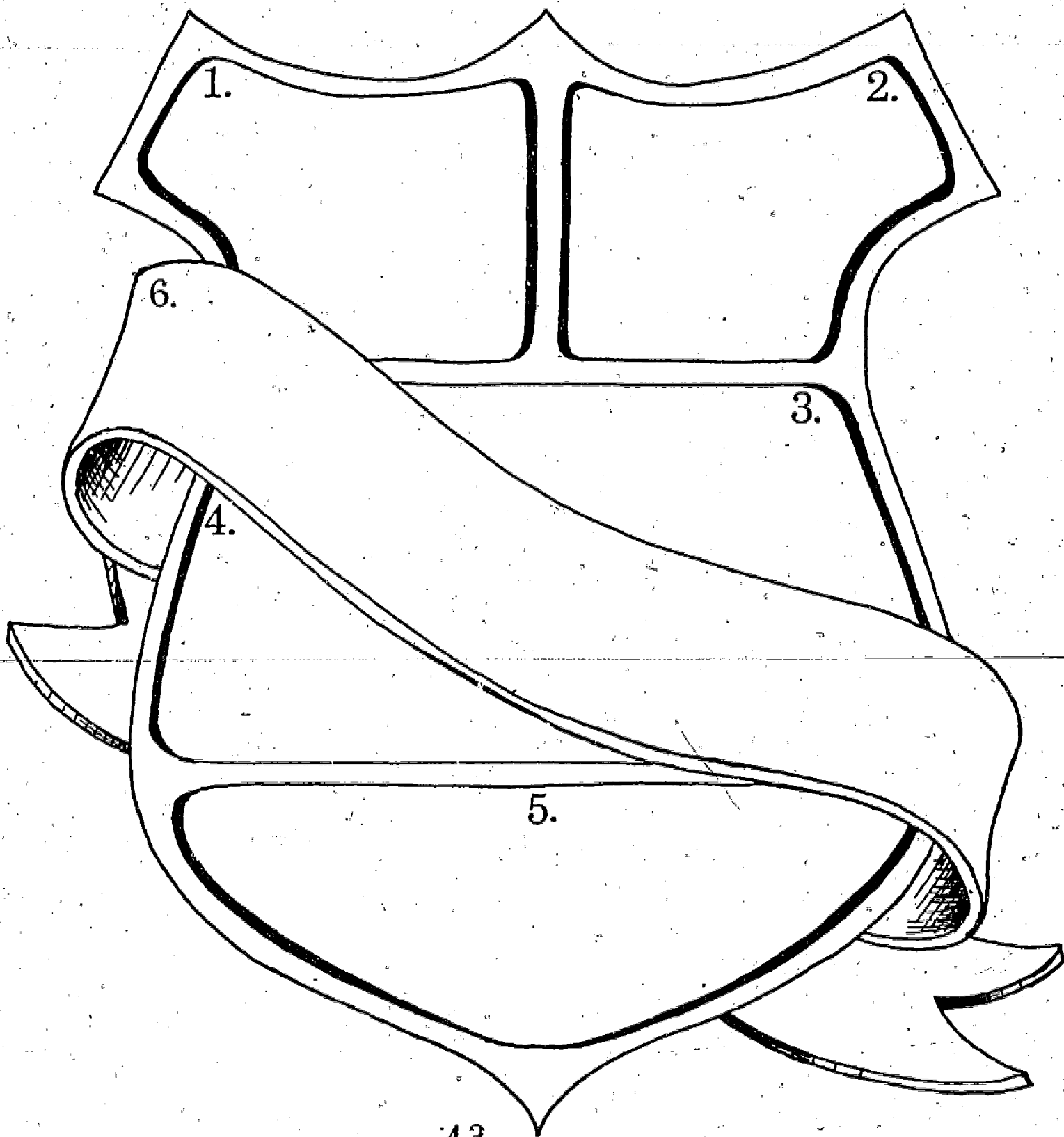
Section 5: If I could put you any place in the world instantly without any trouble, where would you like to be?

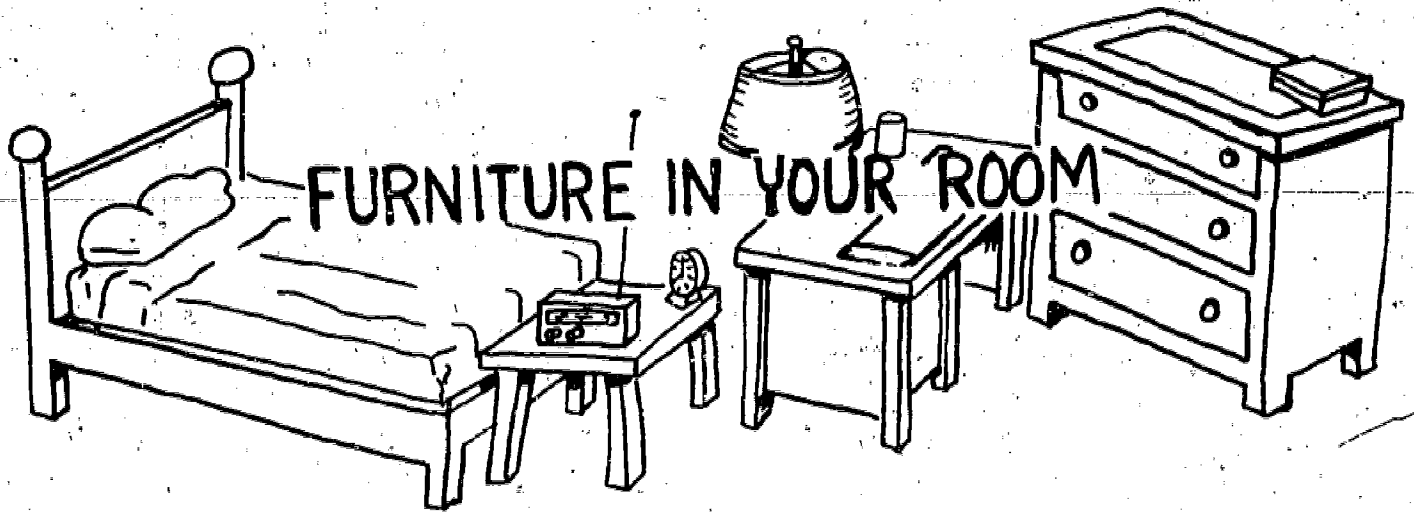


Section 6: Write three words that describe you the best across your coat of arms.

Other statements could be substituted, such as:

1. What is something you wish to accomplish by the time you are 65?
2. What is the personal motto by which you live?
3. Who is the person that you would most like to be?
4. If you had \$10,000.00 to use any way you wished, what would you do with it?





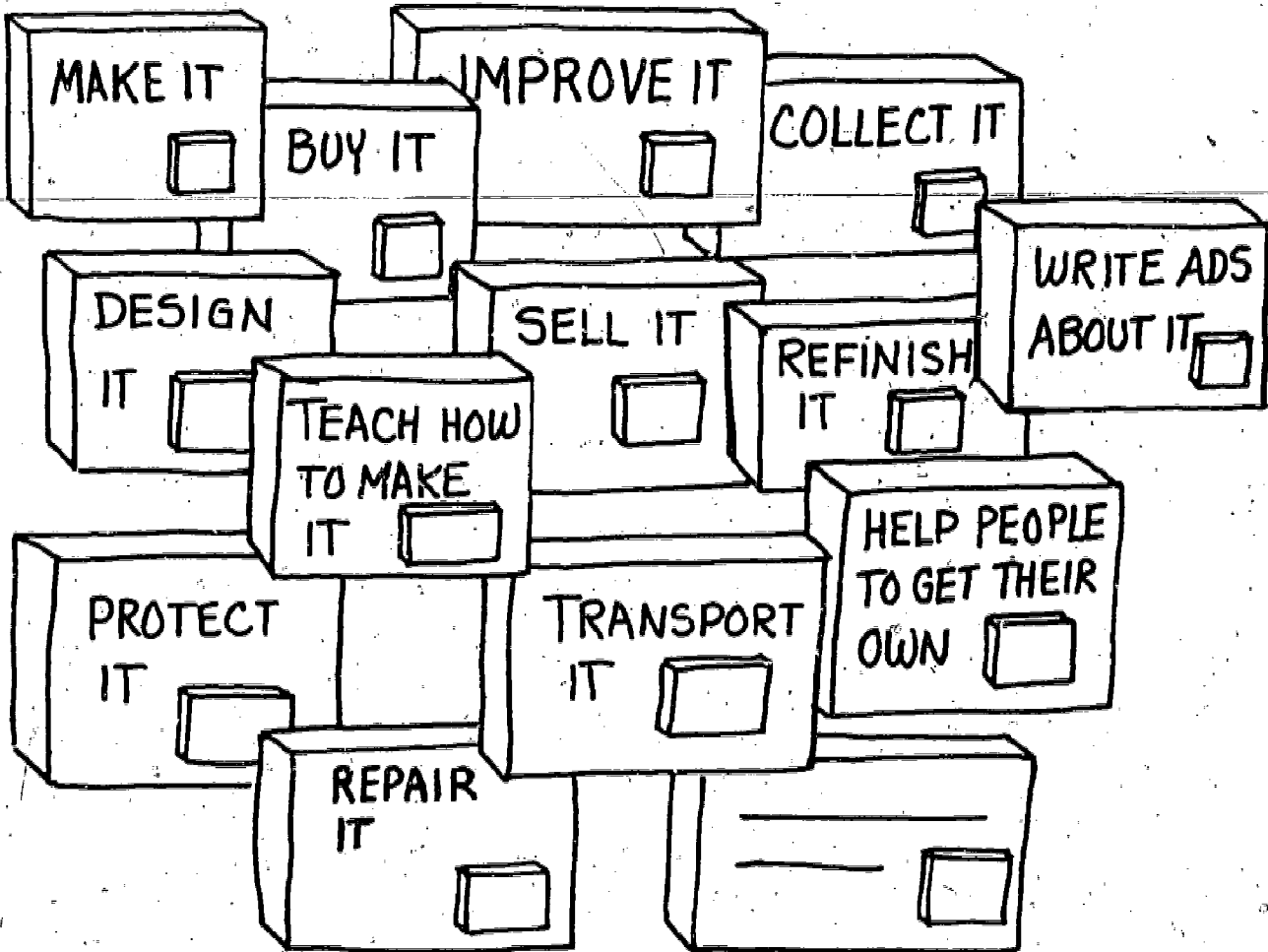
# FURNITURE IN YOUR ROOM

**think**

OF ALL THE FURNITURE IN YOUR ROOM  
OR THE FURNITURE YOU WOULD LIKE IN YOUR ROOM.

**check**

THE **BOXES** OF THE THINGS YOU LIKE TO DO  
OR FEEL YOU CAN DO THE BEST.



1 DO YOU LIKE MATH?

2 DO YOU LIKE TO WORK WITH YOUR HANDS?

3 DOES SEEING PAIN IN OTHERS BOTHER YOU A GREAT DEAL?

4 DO YOU MIND STANDING FOR A LONG TIME?

5 DO YOU LIKE WORKING WITH MACHINES?

6 HAVE YOU TALKED ABOUT YOUR FUTURE WITH YOUR PARENTS?

7 DO YOU LIKE BEING WITH PEOPLE?

8 DO YOU HAVE DIFFICULTY TALKING WITH ADULTS?

9 DO YOU LIKE GYM?

10 DOES SITTING FOR A LONG TIME BOTHER YOU?

11 DO YOU THINK THAT READING IS FUN?

12 DO YOU LIKE TO TRAVEL?

13 DO YOU MIND HAVING PEOPLE TELL YOU WHAT TO DO?

14 DO YOU LIKE TO DESIGN AND MAKE THINGS?

15 CAN YOU WORK ALONE EASILY?

16 DO YOU LIKE TO WORK OR PLAY OUTSIDE FOR A LONG TIME?

17 DO SMALL DETAILS BOTHER YOU?

18 DO YOU LIKE MECHANICAL THINGS?

19 DO YOU MIND GETTING DIRTY WHILE YOU ARE WORKING?

20 DO YOU HAVE ANY ARTISTIC ABILITY?

21 ARE YOU PLANNING TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL?

WHAT? \_\_\_\_\_

WHERE? \_\_\_\_\_

WHAT ARE THREE THINGS IN THE MAZE ABOVE WHICH YOU LIKE TO DO THE MOST.

\_\_\_\_\_

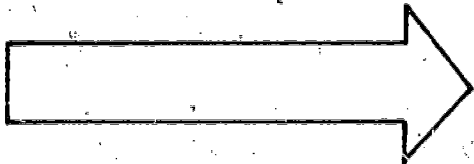
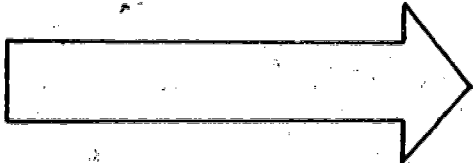
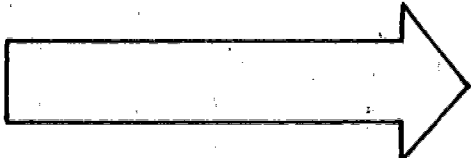
\_\_\_\_\_

\_\_\_\_\_



# ACTIVITY

Pick three jobs that you have thought about doing when you grow up. List them below. After each job, please put three words from the list below which describe why you would like to be in that job.

JOB	VALUES OF THE JOB
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

1. MONEY (High salary, good pay)
2. EXCITING (New and different things to do)
3. ARTISTIC (Draw, sketch, create designs or pictures)
4. CREATIVE (Think up new ideas, create new things)
5. INDEPENDENT (Plan your own day, free to work when you wish)
6. INTELLECTUAL (Solving complicated problems)
7. LEADERSHIP (Make decisions, tell others what to do)
8. ORDERLINESS (A regular day with a set schedule)
9. PHYSICAL (Working with your hands, hard manual labor)
10. PRODUCTIVE (A job which produces a product or results in knowing a job has been completed)
11. RECOGNITION (Becoming famous, known by a lot of people)
12. SOCIAL SERVICE (Working to help others, giving advice, teaching)
13. VARIETY (Many different activities or problems)



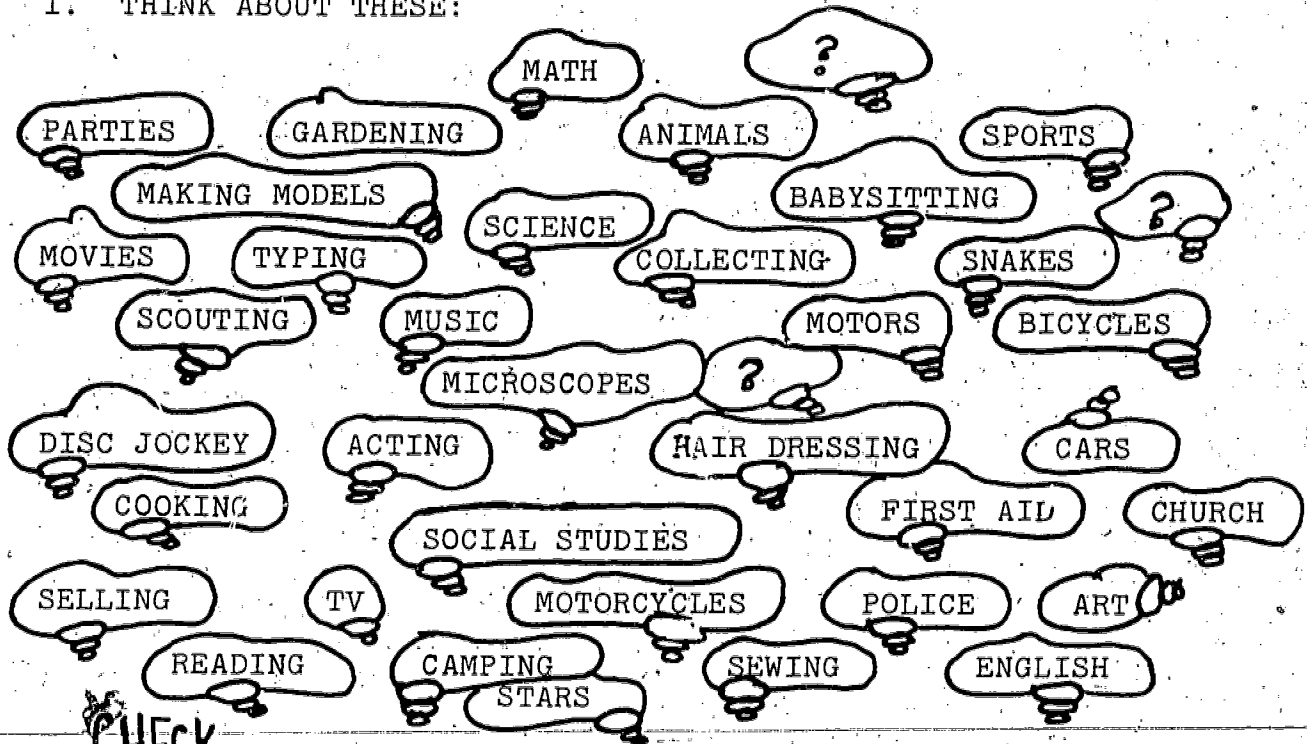
# EVALUATION

Name \_\_\_\_\_

Date \_\_\_\_\_

## A LOOK AT INTERESTS

1. THINK ABOUT THESE:



2. **CHECK** the things that really INTEREST you.

3. List in column A three of the most important interests you have.

COLUMN A

COLUMN B

<input type="text"/>	→	<input type="text"/>
<input type="text"/>	→	<input type="text"/>
<input type="text"/>	→	<input type="text"/>

4. List in column B all the jobs you think might match those interests.

## GRADE EIGHT

The eighth graders have established themselves as students in the building. In some cases they are in a position of leadership in relationship to newly arrived seventh graders. The seven behavioral objectives presented at this level are aimed at continuing to build and broaden their awareness of themselves in relation to activities of the past; feelings about themselves in the present, and possible careers which might fit into this expanding picture of themselves.

The first sample activities are intended to develop the individual career planning folder. Self awareness, values clarification, and knowledge of job families continue to be an important part of the exploration process.

Group counseling can be readily expanded to include individual reports and field trips as the maturity of the students allows them to move out of the school environment in a more extensive search of job families and individual careers.

The enthusiasm of the eighth graders has not been dulled by the growing sophistication process and they can express excitement over career games, films and group field trips.

"What am I going to be?" more than likely has not become an anxiety producing question. Eighth graders can still have fun with the counselor while exploring self-concepts and careers.

## ME AND MY COUNSELOR

BEHAVIORAL  
OBJECTIVE

80% of the students in the eighth grade during a group guidance session on the role of the counselor in career development, will list at least one way that they used and will use the counselor as a career resource person.

## INTENT

To reintroduce the idea that a counselor is a helping person who can make some of the problem-solving experiences a little easier and more successful.

## PREPARATION

This unit will more than likely be combined with other eighth grade units, so extensive preparation of this unit is not necessary.

Ice-breaking activities, role playing, and student initiated discussion should be encouraged with the main purpose being to introduce (or reintroduce) yourself and the guidance office to the students.

Obtain STUDENT PLANNING RECORDS of the students in the group if Unit 2 is to be included in this session.

## ACTION

Role play with the students about what a counselor can be.

Read the REACTION STORY and encourage discussion concerning the possible roles of a counselor.

# ACTIVITY

## ROLE PLAY

Who, What, Where and Why is a Counselor?

Encourage a student to take on the role of a counselor and you become the inquisitive student.

Ice-breaking questions such as: Are you married?, What kind of car do you have?, can be fun and relaxing and lead to further questions.

Other possible questions might be:

1. Why are you a counselor?
2. How do I get to see you?
3. If my mother wants me to take Algebra, can you talk her out of it?
4. Can you help me find a job?
5. Can you help me decide what I want to be?

Reverse the roles. Conduct a Public Interview or hold a Press Conference where you answer their questions.

# REACTION STORY

## VERNA'S FUTURE

Verna is going into tenth grade and is really confused about whom to believe. Her mother, who is a practical nurse, says she should take Regents Biology so she can get into the nursing program at Monroe Community College. Bill, her boyfriend, took it last year and nearly flunked it and says it's really hard. Kevin, her brother, who is at Monroe Community now, took the General Biology and because there were no labs, he is having trouble doing lab work in his Industrial Technology Course. The Biology 10 course sounds a lot easier and even fun at times. Mr. Davies will probably teach it and Verna enjoyed the way he made her last science course interesting.

1. If you were Verna, how would you go about making this decision?
2. How do you think her guidance counselor could help her get things straight?
3. Is there a right answer? If so, what is it? If not, where does she go from here?
4. Thinking about your experiences in science classes, what do you think would be best for you?

RECALL SHEET

What is your counselor's name?

[ ]

When is the best time for eighth graders to see their counselor?

\_\_\_\_\_

With how many grades does your counselor work?

\_\_\_\_\_

What do you think you would like to be doing in 5 years?

\_\_\_\_\_

In what ways did you use your counselor to help you last year?

\_\_\_\_\_

\_\_\_\_\_

What kinds of help do you plan to get from your counselor this year?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BEHAVIORAL  
OBJECTIVE**

During a guidance session on career planning, 80% of the students in the eighth grade will review their STUDENT PLANNING RECORD, will record and update their career preferences and will add any new career activities in which they have participated.

**INTENT**

To demonstrate that the STUDENT PLANNING RECORD can be a very positive resource in a student's life. The idea can be difficult, but as they look back on the past and add changes, the process is productive.

**PREPARATION**

Pull the individual STUDENT PLANNING RECORDS of the students in the group. New records will be necessary for students who have not previously completed it.

This activity can be a part of Unit 1, which is an introductory session.

**ACTION**

1. Distribute the STUDENT PLANNING RECORD and have each student review the comments. Encourage them to make any corrections and to add any new career activities or ideas which they feel are valuable.
2. You can help them clarify the things they have done which, in some cases, they may not define as career activities.
3. If Units 1 and 2 are incorporated into a single unit, the REACTION STORY in Unit 1 may be used as motivation for career planning discussion.



## BEHAVIORAL OBJECTIVE

80% of the eighth grade students, after participating in a number of self exploratory activities, will record on a reaction sheet their perceptions of themselves.

## INTENT

To encourage students to think about themselves as changing individuals who have experienced things which could have a definite effect on the way they respond to their world.

## PREPARATION

Reproduce any of the ACTIVITY sheets that you wish to distribute them to individuals.

Cut out pages from the Want Ads which demonstrate the kinds of jobs that are available and which emphasize the needs of the employers. If possible, encourage the students to find good jobs for themselves in the ads.

## ACTION

The WANT AD activity can produce much worthwhile discussion, especially when supplemented by up-to-date want ads from the students.

The VALUE INVENTORY and REACTION STORY are very short, but quite thought-provoking when students start talking about themselves.

# ACTIVITY

## CHECK THE WANT ADS

1. Look over the want ads for possible jobs you might want.
2. Many employers are looking for more than just experience or skills. When it comes to hiring people to do a job, employers use many descriptive words about how people act, and how they work with people.

List some of the traits you can find in these want ads.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## THINK ABOUT THIS

You are sitting in an office waiting room with six other people. As far as you know, you are all applying for the same job. Mr. Olsen on the other side of the door, is going to look at your school record and check with two references you have listed on your application. Then comes the interview! In a few minutes you will be sitting with Mr. Olsen. He will be trying to find out about you, how you feel about working, what kind of person you are. At the same time, you are wondering, "How do I compare with those other people? Am I as good as they are?"

----- WHY SHOULD HE HIRE YOU? -----

CHECK THE WANT ADS



1. Look over the want ads for possible jobs you might want.

2. Many employers are looking for more than just experience or skills. When it comes to hiring people to do a job, employers use many descriptive words about how people act, and how they work with people.

—List some of the traits you can find in these want ads.

60 Help Wanted	60 Help Wanted	60 Help Wanted	60 Help Wanted
<p><b>ADJ. Housekeeping helper</b> semi in wild, modern home, pleasant working conditions. Must be experienced, congenial, neat. Steady worker. Live in or out Brighton-Clover sec. Call 9-5, 378-7870.</p> <p><b>ADMINISTRATIVE MANAGER:</b> aggressive wholesale floor covering distributor seeks reliable person to head its customer service operation. Experience in phone work and inventory control would help, however we will train the right person, good pay, benefits, with an opportunity for advancement. Call Mr. Schiavo, 334-2882 for interview appt. From: 7-9 p.m.</p> <p><b>AUTO Parts Counter man;</b> wanted by multiple line dealer. Experience helpful, but could train the right person if the desire to advance is possessed. Pleasant working conditions in an aggressive firm. Apply in person to Mr. Sherwin, Dollinger Motors, Inc., Brockport, N.Y.</p> <p><b>BEEF BONER:</b> for meat packing plant, steady work, all company benefits, need steady and dependable person, will consider part time day workers, apply in person, Rochester Independent Packer, 11 Independence St.</p> <p><b>BARMAID:</b> Neat appearance, reliable, The Lemon Tree, 392-9900.</p> <p><b>BARTENDER or BARMAID:</b> friendly; Barrat of Fun, Call only 1-3PM, 447-1660.</p> <p><b>BUYER-Manager, sales</b> Mail department, McFarlin's. Present manager is retiring. Someone needed who likes people. Age an asset. Pleasant surroundings. Company benefits 5 1/2 days, no nights, during regular season. Apply 10-5, daily, McFarlin's, Midtown.</p> <p><b>BUYER TRAINEE:</b> Excellent opportunity for mature Industrial person. Present Co., 82 St. Paul.</p> <p><b>CHEF:</b> experience and good work record a must. Tremendous potential for right person. Good salary, paid hospitalization. Write Box 937AM This Newspaper.</p> <p><b>CHILD CARE:</b> Experienced, mature person to take care of new born baby, prepare dinner, live-in. Comfortable room provided. Good salary, annual vacation. Send complete resume including references. Write Box 670AM This newspaper.</p> <p><b>DENTAL Assistant:</b> Highly motivated, chairside dental assistant, 3 yrs. experience, Mon.-Thurs., 381-7790.</p>	<p><b>GENERAL Office Som' Typing</b> Good Math Aptitude Required. Varied Duties \$4,700. Joyce Davis, 346-5595, Talent Search, Inc., apcv., 407 Temple Bldg.</p> <p><b>GUARDS:</b> Full and part time openings in Balavia and surrounding areas. Uniforms furnished. Premium pay for legal holidays. Clean police and work record. Car and telephone essential. Apply in person, Farm-5pm, Mon-Fri. to Pinkerton's Inc., 3 S. Fitzhugh St., Rochester, N.Y. 232-1380. An equal opportunity employer.</p> <p><b>HOUSEKEEPER:</b> with 4-9 yr. old girl or alone-unencumbered, to live-in. We are 2 adults plus 9 yr. old girl. Home in Pittsford on 6 acres of beautiful grounds, comfortable bedroom with TV, all food included. Party interested must have cooking experience, must be honest, reliable and hard working in return for lovely home living and modest reasonable wages. Perhaps this is what you have been wishing for. Please write giving details: info., address, references, phone number. Write 955AM This Newspaper.</p> <p><b>LANDSCAPE Foreman</b> Must have working knowledge of turf care. Must be able to organize lawn crew and supervise it's activities. Excellent benefit program. Call, Mr. Christiano, 244-1886.</p> <p><b>MANAGEMENT</b> WE'RE LOOKING FOR PEOPLE WHO AREN'T LOOKING FOR A JOB If you are looking for a career with virtually unlimited opportunity for growth and immediate responsibility, you may be the person we are looking for. If so we will provide a comprehensive development program that will prepare you for total management responsibilities of a million dollar business in a continuing growth potential. If you are an aggressive, self starter with proven supervisory skills and are people results oriented send your resume to Larry Thomas.</p> <p><b>STEAK AND ALE RESTAURANTS</b> 4440 Kenmore Ave. Suite 514 Alexandria, Va 22304 Equal opportunity employer</p> <p><b>OFFICE WORK:</b> for linen supply division. Heavy clerical, some telephone customer contact. Excellent hourly rate and fringes for conscientious person able to work under pressure. Apply 8-9AM or 4-5PM, Staub's, 651 E. Main.</p> <p><b>OFFICE Part time, Mon, Thurs. and Fri. morning.</b> Prefer bank experience. Must be responsible and accurate. Apply Park Edge, 1060 Ridge Rd. East.</p> <p><b>PRODUCTION-Food plant:</b> shift work, heavy lifting, references required, good pay, benefits. Apply Flower City Bakery Products, 225 Buffalo Rd.</p> <p><b>PROPERTY Manager</b> mature individual to assume responsibility for total administration of local real estate properties for leading firm. Must be self starter, strong supervisor, and have excellent business habits. Degree and experience a plus. Write stating salary and requirements. Write Box 360 AM This Newspaper.</p> <p><b>RECEPTIONIST</b> Personable individual to greet public, typing, call for appt. 454-1700 ext 410. An equal opportunity employer (M/F)</p>	<p><b>REAL ESTATE SELLING</b> can be very lucrative and a challenge for ambitious men or women! On a full time basis! Top commissions! Why not investigate? Call for interview if desirous of better income and independence! Will train! Bristol Realtors: 447-2310, 1</p> <p><b>RENTAL Agent</b> interested in a versatile employment situation. Must be personable, and adaptable. Experienced in typing, and figure work. Full company benefits. Send resume with references to Box 873 MW this newspaper.</p> <p><b>RESIDENT Manager:</b> Mature, responsible, job with established company. Looking for someone with eye on future. Choice of complex. Send resume with references. Couple preferred. Write Box 226 AM This Newspaper.</p> <p><b>RETAIL Management Trainee:</b> Braiman Uniform Co has an immediate career opportunity for an aggressive, willing to learn individual. Call M. Rothlust, 454-5145.</p> <p><b>ROOM CLERK-Night Auditor:</b> Fri. and Sat. nights, excellent working conditions for reliable person, experience preferred, but not necessary. Apply Mr. Robert Kohler or Mr. Greg Crandall, Hilton Inn on the Campus, 125 Jefferson Rd., Rochester, N.Y.</p> <p><b>SALES CAREER OPPORTUNITY:</b> Major distributor of consumer electronics and related lines is seeking an experienced, aggressive, high caliber individual to represent their products. Excellent compensation structure, and complete benefits package. Send resume, including salary history to: Write Box 827MW this newspaper.</p> <p><b>SALES Aggressive sales person</b> for retail waterbed sales. Hrs. 1-6 daily, 671-9990 after 6 PM.</p> <p><b>SALES/Marketing manager</b> new fast growing audio-visual product line for education and photography needs a creative, experienced and aggressive tiger to expand national sales. Extensive travel. Contact J. Nunn, V.P. Voxcom Division, Tapecon, Inc., 10 Latta Rd., 14610.</p> <p><b>SALES-Service:</b> Ambitious person, neat, good character. Permanent opportunity. Major appliance company. Management potential. 458-7903.</p> <p><b>SALES CLERK:</b> \$7.20 Per Hr. Start Salary. Mature reliable counter clerk for permanent part time position 30 hours a week a week. Apply Cadet Cleaners, Culver-Parcells, Mon 11 30-12 30.</p> <p><b>SECRETARY:</b> Executive, leadership ability and excellent secretarial skills. Salary to commensurate with ability. Medium-size office. Send detailed resume with references. Write: Box 830AM This newspaper.</p> <p><b>SECRETARY-Receptionist:</b> doctor's office, Greece. Typing, must be neat, dependable. Challenging, interesting for the right person. Write 247 MW This Newspaper.</p> <p><b>SECRETARY:</b> Small law office, shorthand, simple bookkeeping, challenging, responsibility, experience, maturity valued. Hours flexible. Start July or August. Ward Whipple 454-3377.</p> <p><b>LEGAL Secretary:</b> Start \$150. Fee paid. Must be bright and have good skills. Work for... attorney. Call Laurie Allen, Contact Agency, 530 Powers Bldg. 344-7000.</p>	<p><b>☆</b></p> <p><b>SERVICE SALESMEN</b> Must be experienced. Prefer General Motors but not essential. Must be neat appearing and have desire to make money. We offer full company paid benefits. See Fred Zimmer or Gordon Myer. TAYLOR CHEVROLET N WINTON AT BLOSSOM 447-0750</p> <p><b>TELLERS:</b> part time, Brighton, Mon. and Fri. all day and full time 1st 5 days of the month, 2nd opening, Mon. and Fri. all day, Tues.-Thurs. 12:45-3 p.m. Downtown, 10-2 p.m. 2nd opening, 10 30-2 30 p.m. Cashiering experience desirable, must be able to type. Good math aptitude. Enjoy public contact. Neat appearance. An Equal Opportunity Employer M/F. Write Box 278 AM This Newspaper.</p> <p><b>TORCHMAN:</b> Steady work, for scrap yard. Apply Genesee Scrap, Oak St., corner Smith St.</p> <p><b>Automobile:</b> <b>USED CAR MANAGER</b> Must be good closer! Hard working, energetic, long hours. Excellent opportunity!! Experienced preferred but will be held in confidence not necessary. All applicants will be held in confidence. Traver's Ridge East VW, 378 3741</p> <p><b>WAITRESS:</b> Experienced only, or dependable. Full or part time, Capone's Villa, 378-2064.</p>
<p><b>EMPLOYMENT COORDINATOR</b> Local branch of national employment service has opening for individual to interview, select, and find work for production level workers. Opportunity to learn about this employment service and eventually represent our services to companies in Rochester. Much dealing over the phone and in person with employees and customers. Prefer 1 or 2 years exposure to manufacturing or industry related work. Background open. A "people job" with advancement potential. Call for appt. between 10-12 Wednesday or Thursday. Bob Lewis, 232-7355</p>			

ARE YOU:

YES

NO

NOT SURE

a steady worker?

dependable?

neat appearing?

mature?

highly motivated?

an aggressive tiger?

honest?

reliable?

hard working?

a self starter?

people/results oriented?

conscientious?

accurate?

responsible?

friendly?

ambitious?

personable?

adaptable?

high caliber?

creative?

DO YOU

have the ability to organize?

have a desire to make money?

enjoy public contact?

have a clean police record?

have a good work record?

# ACTIVITY

Name \_\_\_\_\_

Date \_\_\_\_\_

## VALUE INVENTORY

Here are some things that you may value or have feelings about when you think of your future job.

Rate them in the following:

Write in the space at the left "VI" if it is very important, "I" if it is important, or "NI" if it is not important.

I hope my job will

- \_\_\_\_\_ allow me to be creative and make things on my own.
- \_\_\_\_\_ let me use some of my skills.
- \_\_\_\_\_ permit me to help others live a happier life.
- \_\_\_\_\_ let me work with machines and things and stay away from the problems others have.
- \_\_\_\_\_ give me status and importance so people look up to me.
- \_\_\_\_\_ be secure so I don't have to worry about the future.
- \_\_\_\_\_ allow me to work outside.
- \_\_\_\_\_ permit me to work on my own.
- \_\_\_\_\_ give me a feeling of togetherness and organization each day.
- \_\_\_\_\_ allow me to be free of responsibilities and burdens of others.
- \_\_\_\_\_ let me make enough money to own a lot of things.

WHO AM I? HOW HAVE I CHANGED?

Sentence Completion: Complete the following sentences with a word or two.

1. My favorite subject in school has always been \_\_\_\_\_.
2. A different subject I am taking this year is \_\_\_\_\_.
3. I usually do the best work in school in \_\_\_\_\_:
4. When I'm home and have free time to do anything, I usually  
\_\_\_\_\_.
5. If I put on music while I'm working, I like to hear  
\_\_\_\_\_.

---

6. When I was just starting school I thought, "When I grow up, I want to be a \_\_\_\_\_."
7. Since then I've thought about being \_\_\_\_\_  
or \_\_\_\_\_ or \_\_\_\_\_.
8. Last year I learned more about being \_\_\_\_\_.
9. The pastime I really like the most is \_\_\_\_\_.
10. If I had a choice of all the places in the world, I'd live in  
\_\_\_\_\_.
11. If I could sit and talk with anyone in the world, I would visit  
with \_\_\_\_\_.
12. The thing I do the very best is \_\_\_\_\_.
13. The thing I would like to do the very best is \_\_\_\_\_.

# EVALUATION

Check the 5  
which are  
important  
to you.

Name a job



- \_\_\_\_\_ 1. Work which allows me to invent new things, design new products or develop new ideas. CREATIVITY
- \_\_\_\_\_ 2. Work which lets me plan and work for others to do. MANAGEMENT
- \_\_\_\_\_ 3. Work which gives me a feeling of accomplishment. ACHIEVEMENT
- \_\_\_\_\_ 4. Work which is carried out under pleasant conditions - not too hot or too cold, noisy, dirty, etc. SURROUNDINGS
- \_\_\_\_\_ 5. Work which is done under a supervisor who is fair and easy to get along with. SUPERVISORY RELATIONS
- \_\_\_\_\_ 6. Lets me live the kind of life I like and to be the kind of person I wish to be. WAY OF LIFE
- \_\_\_\_\_ 7. A job which provides me with work even in hard times. SECURITY
- \_\_\_\_\_ 8. Work which brings me into contact with people I like. ASSOCIATES
- \_\_\_\_\_ 9. Work which lets me make things that give beauty to the world. ESTHETICS
- \_\_\_\_\_ 10. Work which makes me famous and earns the respect of others. PRESTIGE
- \_\_\_\_\_ 11. Work which lets me work in my own way, as fast or as slowly as I want. INDEPENDENCE
- \_\_\_\_\_ 12. Work that lets me do different types of jobs. VARIETY
- \_\_\_\_\_ 13. Work which pays well and enables me to have the things I want. ECONOMIC RETURN
- \_\_\_\_\_ 14. Work which lets me help others. ALTRUISM
- \_\_\_\_\_ 15. Work which lets me think a lot and learn how and why things work. INTELLECTUAL STIMULATION.



## RELATED ACTIVITIES

1. Utilize some of the self awareness activities from the "Discovery" program by Scholastic Book Services.
2. Utilize the activities from the filmstrip series, "Discovering Your Personality", by Guidance Associates, or "Getting to Know Me", by Eye Gate House.
3. Play the games, Insight and The Ungame, published by Educational Manpower Inc.
4. Using the paperback titled Open-Ended Stories, by Velder and Cohen (1973), published by Globe Book Company, select from the thematic key those open-ended stories dealing with "searching for identity".
5. Select a number of exercises for enhancing the career self awareness of this age group from the book, Exercises in Personality and Career Development, by Hopson and Hough.

## WHAT DO I VALUE IN MYSELF AND A JOB?

BEHAVIORAL  
OBJECTIVE

80% of the students in the eighth grade, after completing at least one self exploration activity, will indicate on a list of work related values, those which they consider most important to themselves.

## INTENT

To encourage students to reevaluate themselves with respect to previous discussions and activities which centered around their personal values and perceptions of what is important about the kinds of work they have considered.

## PREPARATION

1. Review the exercises of Grade Seven, Unit 3 for possible strategies which could be repeated. (During the initial year of the program, the eighth graders may not have experienced these exercises and therefore the Grade Seven Units can probably be used effectively with them.)
2. Review the additional exercises available and reproduce any which you wish to use for individual students.
  - a) The Reaction Story will create extensive value discussion and therefore is a valuable tool for a starter.
  - b) Follow this with the Rank Order Questions or other strategies in Grade Seven, Unit 3.
3. Reproduce the EVALUATION sheet for the group.

# ACTIVITY

## RANK ORDER

### Purpose

Each day of our lives we must make choices between competing alternatives. Some of them are minor decisions: "Shall I stay home tonight and watch TV or go to a friend's house for the evening? Shall I wear my blue or my white sweater?" And some are major decisions: "Should I buy a car or save my money for college?" "Shall I go to school this summer or work?"

This strategy gives students practice in choosing from among alternatives and publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful consideration than we tend to give them.

### Procedure

Explain to the group that you are going to ask them some questions which will require them to look deeper into themselves and make a value judgement. Give them three (or four) alternative choices for responding to each question and ask them to rank order these choices according to their own values.

Read a question, write the choices on a board or a newsprint pad and call upon six to eight students in turn to give their rankings. Each student quickly gives his first, second and third rankings. Of course, students may say, "I pass." After six to eight students have responded to a question, you might give your own rankings. Then a discussion may follow, with students explaining their reasons for their choices, even if they weren't among the original six to eight to speak.

Be sure to have students rank all the alternatives, not just their first choice. Try to have them name their choices instead of saying "2-3-1," or the like; and discourage them from saying, "The same" when their response is identical to the previous student's. Re-naming the choices helps everyone consider the alternatives more carefully.

Additional rank orders can be found in Values Clarification, Simon, Howe, Kirshenbaum. They are easily created and can be very valuable in encouraging thought about the kind of person I am.

SUGGESTIONS FOR RANK ORDER ACTIVITY

1. If I gave you \$500.00, what would you do with it?  
 save it  
 give it to charity  
 buy something for myself
2. Where would you rather live?  
 on a farm  
 in the suburbs  
 in the inner city
3. Which would you rather be?  
 an only child  
 the youngest child  
 the oldest child
4. How would you most enjoy spending a Saturday afternoon?  
 working with a microscope  
 putting on a play  
 organizing games for children
5. How do you have the most fun?  
 alone  
 with a large group  
 with a few friends
6. If you had an hour to spend waiting for a friend downtown, what kind of store would you go into?  
 bookstore  
 hardware and houseware store  
 travel bureau
7. Which do you like the least in school?  
 reading  
 mathematics  
 spelling
8. What job would you like the most?  
 fixing or putting together a kit  
 advising people about travel plans  
 writing advertisements for local companies
9. If you were the shop foreman at Kodak and were told to lay off one man, who would you fire first?  
 Bill works well, but comes in late at least twice a week.  
 Sam works very hard, but makes a great deal of careless errors  
 George does above average work, but is constantly fighting and irritating his fellow workers

10. What kind of boss would you like to have?  
 strict, with specific rules written out  
 interested in your personal problems, wants to be your friend  
 allows you to do as you wish until you make a mistake
11. Which would you most like to be?  
 employee of an old established small company  
 employee in a large company  
 employee in a new small company
12. If you were married with a family, which job would you want?  
 making a high salary, working away from home 3 to 4 days a week  
 making an average salary with vacations at the same time as your children  
 making a high salary by working overtime during the weekends and holidays
13. How would you spend your Spring bonus of \$1,000.00?  
 on travel  
 on education  
 on entertainment
14. What areas are important for a counselor to cover for high school students?  
 career choices  
 subjects required  
 jobs opportunities  
 personal problems
15. What aspect is most important about a job?  
 amount of money you make  
 how hard you have to work  
 How much you enjoy the job

**SUGGESTION:**

Additional Rank Order strategies could be developed around current school situations.

## REACTION STORY

### GEORGE FACES A DILEMMA

Cathy and George have been married for only one year. Cathy has been teaching Mathematics for the last two years at the school three blocks away and loves her work. About three years ago, George started working as a mechanic at Judge's Ford after completing a two year Auto Technician program at Morrisville. He is considered one of their very best mechanics and they have given him steady raises ever since he started. Thursday, he was approached by an old friend who is starting a new company centered around customizing and rebuilding cars. George was offered almost twice as much money than he is making now, but the job requires a great deal of travel to Detroit, Milwaukee, Albuquerque, and Los Angeles. For at least five years he will spend more time traveling than at home with Cathy.

1. What values about working are important factors in influencing George's decision?
2. What kinds of problems do you see in entering into a business with an old friend? What precautions should George take if he should sign on with his friend?
3. What would you do if you were George?

## MY VALUES AND MY FUTURE JOB

Here are some goals which each one of us must consider about ourselves and the jobs with which we get involved.

On a scale of 0-9, rate the following job considerations.

Unimportant  
to me  
(0-3)

Important  
to me  
(3-6)

Very  
Important  
to me  
(6-9)

### COMMUNITY SERVICE

Helping others,  
working to develop  
good feelings  
among people.



### FAMILY CENTERED

My family comes  
first, then my job.



### FINANCIAL

Being well-off  
financially, being  
able to buy the  
things I want.



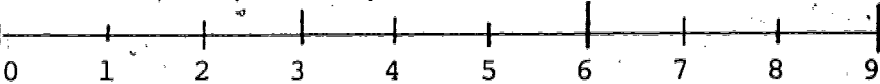
### JOB CENTERED

My 8 hours  
at my work must  
be enjoyable  
and happy.



### RESPONSIBILITY

I want to  
have some  
responsibility  
and make some  
decisions.



### INDEPENDENCE

I can come  
and go as long  
as the job  
is done.





## RELATED ACTIVITIES

1. Refer to the "Related Activities" section in grade 7.
2. Using the paperback, Open-Ended Stories, by Velder and Cohen (1973), published by the Globe Book Company, select from the thematic key, those open-ended stories under the category "a choice of values."

**BEHAVIORAL  
OBJECTIVE**

75% of the students in the eighth grade, after a film series on job families, will list on a reaction sheet at least two job families, at least three jobs within each family, and briefly describe each worker's job within the family.

**INTENT**

To depict the interrelationships of jobs through films or film strips.

**PREPARATION**

Obtain any of the following AV presentations on Job Families:

Career Clusters: An Introduction to Related Occupations, by Singer Education Division (SVE)

Listen To Learn career cassettes series by Eye Gate House

The filmstrips in the Discovery program by Scholastic

Exploring Careers filmstrip series by Singer (SVE)

Keys' Career Exploration filmstrips series by S.R.A.

See the list of various JOB FAMILIES in the addenda for other ideas of organization.

**ADDITIONAL FILMS AND FILM STRIPS**

As more AV materials become available you will be informed. Information on obtaining them can be obtained through the Director of Guidance.

JOB FAMILIES

Name a  
JOB FAMILY

Name three  
JOBS within  
the Job Family

What kind of WORK is done

JOB FAMILY <i>Health</i>	JOB <i>Xray Tech.</i>	WORK <i>take X-rays of bones, tumors, etc. Assist Dr. in interpreting</i>
	JOB <i>Nurse</i>	WORK <i>Assist the Doctor with patient administer medicine</i>
	JOB <i>Phys. Therapist</i>	WORK <i>Help to rebuild muscles hurt by sickness or surgery</i>

	JOB	WORK
JOB FAMILY	JOB	WORK
	JOB	WORK

	JOB	WORK
JOB FAMILY	JOB	WORK
	JOB	WORK

## CAN MEN AND WOMEN DO THE SAME JOB?

BEHAVIORAL  
OBJECTIVE

75% of the eighth grade students, after a unit on career stereotypes, will list on a reaction sheet at least three jobs which been traditionally male or female dominated occupations and have recently experienced a change.

## INTENT

To awaken students to the fact that sexual stereotypes pertaining to certain jobs are changing. This unit emphasizes that career choice should not be determined by sex identification.

## PREPARATION

Review the REACTION STORIES before presenting them to a group. The resulting discussion can be extensive or limited. Accordingly, this unit may be used as a separate entity or included with Units 3, 4, or 5.

Reproduce the REACTION sheet for individual students or poll the group to determine their knowledge of what they understand about stereotyped jobs.

## ACTION

Read the REACTION STORY to the group as a part of this unit or as an addition to Unit 3, 4, or 5. Discussion about stereotyped jobs can become quite vocal and revealing.

## REACTION STORY

### THE REBELS

In a large high school in the city there are four seniors who have caused a great deal of trouble for a lot of people. These four students haven't set fire to anything, they haven't gotten into fights or even "ripped" off the school. They've merely asked the question, "Well, why can't I do that?" Their parents, their friends, some of their teachers, have questioned them. "Why do you want to do that? It's just going to cause you more headaches than you need. Why not change your mind and think about something else? They've all said, "No," and continue to cause problems.

What were they doing to cause so much trouble. Well...

Bill wants to train to be a nurse; Cindy is applying for the Fire Science Program; George is planning to earn a degree to teach kindergarten; Alice has sent in the registration fee for the Revere Truck Driver School.

1. Why are these students getting such a hassle?
2. Have you ever seen a male nurse, a female fire fighter, a male kindergarten teacher, a woman truck driver?
3. Can you think of other situations where people may have troubles getting jobs because they are men or because they are women?
4. How about troubles people have getting jobs because they are different? too old? too young?
5. Do you feel the hassle involved in breaking down job barriers is really worth it?

# REACTION STORY

## CAN MEN AND WOMEN DO THE SAME JOB?

Bob has wanted to be a laboratory technician ever since he first received a chemistry set for Christmas. He enjoyed science in school and did quite well in math although, at times, the concepts were hard for him to understand. After he graduated from high school, he went to Clarkson Tech. where he majored in Electrical Engineering and Computer Science. His grades were well above average and he graduated with honors. He was also accepted into the honorary engineering society.

When Cathy was still very little, she created her own laboratory in the basement. In high school, she, science, and math made a happy combination. After she graduated from high school, she went to Brooklyn Polytechnical Institute where she majored in Electrical Engineering with a minor in Computer Science. Her grades were strong enough for her to graduate with honors.

Eastman Kodak is looking for a candidate for the Electrical Engineering Division. This person is to be trained to eventually supervise a team of researchers who are to create a special flash unit for a new camera model. The position requires someone with a good basic knowledge of electrical circuits and computer controlled machines, and the ability to organize a team which works well together.

1. Do you think Cathy could handle the job as well as Bob?
2. Do you think that being a woman will be a disadvantage for Cathy? Why? Why not?
3. Because Bob is a man, do you think he would be a better administrator? Why? Why not?
4. Whom would you hire?

# EVALUATION

## CAN MEN AND WOMEN DO THE SAME JOB?

1. Thinking about all the jobs that people do, can you name five jobs which are held mainly by women?

2. What jobs are filled almost completely by men?

3. Can you think of some jobs which traditionally have been filled only by men, but in which women are now working.

4. What jobs show men moving into work which traditionally has been done by women.



## RELATED ACTIVITIES

1. Utilize the activities accompanying the filmstrips, "Masculine/Feminine", by Scholastic Book Services, and "Jobs and Gender" and "Women Today", by Guidance Associates.
2. Utilize the activities from the slide series "Man and Woman: Myths and Stereotypes", by Society and Mankind.
3. Collect and discuss sexist articles and research appearing in newspapers, magazines, books and on television.

**BEHAVIORAL  
OBJECTIVE**

90% of the students in eighth grade, after a planning unit on courses and programs in high school will list on the STUDENT PLANNING RECORD a four year high school program containing courses which will be valuable for them in preparing a career in the future.

**INTENT**

To bring to the attention of the students the many career programs available in high school. To reinforce the students' understanding of the relationship of High School.

**PREPARATION**

Traditional activities of the guidance office, such as program planning, course registration and schedule development can be used in meeting this objective.

The possibility of following a career related program planning session with the EVALUATION form (STUDENT PLANNING RECORD) can give this traditional information-giving activity a stronger career flavor.

Pull the individual STUDENT PLANNING RECORDS of the students in the group.

Bring together the following materials to be used by the students. Leading them through some of the pamphlets during the program planning session can open their eyes to programs which they have not known about before.

- (1) 75-76 OPPORTUNITIES FOR CAREER EDUCATION
- (2) ROCHESTER CITY SCHOOLS - COURSE DESCRIPTION
- (3) OPPORTUNITIES UNLIMITED
- (4) INDUSTRIAL ARTS AND OCCUPATIONAL EDUCATION  
"step down" pamphlet
- (5) AFTER SCHOOL AND SUMMER OCCUPATIONAL PROGRAMS
- (6) CONTINUING EDUCATION FOR ADULT 1975-76
- (7) EDISON TECHNICAL AND INDUSTRIAL HIGH SCHOOL PROGRAM
- (8) STUDENT COURSE ELECTION SHEET

When the 76-77 OPPORTUNITIES FOR CAREER EDUCATION is available, the most comprehensive of all the individual pamphlets could be used as a guide to make sure all the areas of career education are covered.

## ACTION

Distribute appropriate literature to the students.

Encourage them to go through the material page by page by making observations about programs described.

Distribute the EVALUATION sheet at the end of the session (STUDENT PLANNING RECORD) and have students complete a four year program.

## GRADE NINE

Ninth graders are now completely in the high school program and in some cases are in a new school with a new counselor. The first sessions at this level therefore, emphasize orientation, review of past career experiences, and greater involvement with the counselor concerning educational planning.

Administration of an interest inventory is encouraged to help clarify some of the career dreams and develop greater self awareness of individual aptitudes and abilities. As the students continue this vocational exploration, sources of career information found in the school are introduced and will become a part of their vocabulary.

During the traditional program planning sessions, the students' interests, abilities, and aptitudes can easily be used as guides in developing academic sequences.

CAN MY COUNSELOR HELP ME  
FIND A JOB IN THE FUTURE?BEHAVIORAL  
OBJECTIVE

80% of the students in the ninth grade, during a guidance session on the role of the counselor in career development, will identify on a summary sheet at least two ways they plan to use the counselor as a career resource person, and at least one other way a counselor would be helpful.

## INTENT

To introduce the students to the high school counselor and to encourage them to think of the counselor as someone who can help with plans for the future.

## PREPARATION

Units 1, 2, and 3 can be combined into a cluster for one or two sessions. These sessions may be useful as an introduction to the high school. (In a number of schools, this will be the first year in the building for the 9th grader.)

Grade Seven Unit 1 could be considered for possible introductory activities if all of the students are new to the building.

Reproduce any of the ACTIVITY sheets you wish to distribute to the students.

Reproduce the EVALUATION sheet which can also be used as an ACTIVITY sheet. The C refers to career resources and the O refers to other resources.

## ACTION

Encourage discussion and thought about what a counselor is and how a counselor can help in career plans as well as other areas.

# ACTIVITY

## WHAT'S A HIGH SCHOOL COUNSELOR?

### REACTION STATEMENTS

1. "A high school counselor is in school to make sure that all students make the right decision about their future."
2. "My parents know what is best for me, and I should therefore do what they think I should do."
3. "Ninth graders are too young to think about their future and what jobs they could be doing. The junior year is time enough to start planning."
4. "Parents really don't understand all of the courses and problems in high school, so they should leave it up to the kids. It's the kids' lives anyway, not the parents'."

### SUGGESTIONS FOR USE:

1. Read a statement to the group, and encourage discussion and reaction.  
or
2. Distribute copies to the students, and encourage discussion.  
or
3. Have one student debate a statement with another.

## ACTIVITY

### "HOW MANY OF YOU...?"

Ask the students to respond by raising their hands in favor, or thumbs down, in response to these "How Many Of You..?" questions. Encourage the students to add some of their own questions, and then open up for discussion. You should always vote along with the students, but to keep from influencing the vote, you might wait for a split second after most of the students have started to vote. If you wish, add a "spicy" one to keep the action going.

Discussion can follow after 5 to 10 votes and can be easily channeled by referring back to the more controversial votes.

### HOW MANY OF YOU ...??

1. think teenagers should be allowed to choose their own courses?
2. will raise your own children more strictly than you were raised?
3. feel that planning for careers in ninth grade is too early?
4. want to learn more about certain possible vocations open to you in the future?
5. know what you want to be "when you grow up"?
6. think you should know what you are going to be "when you grow up"?
7. want to know where you can get stuff which will tell you more about jobs?
8. think that women should stay home and be primarily wives and mothers?
9. Would like to take a kind-of-a test which would give you an idea about what jobs might be good for you to look into?
10. think that the curriculum in school is designed for teachers rather than students?
11. would come to school if you did not have to?

Similar questions can be found in:

Values Clarification: A Handbook of Practical Strategies for the Teachers and Students, Simon, S.B., Howe, L.W., and Kirschenbaum, H. Pages 38-57.



# EVALUATION

Name \_\_\_\_\_ Date \_\_\_\_\_

## THE COUNSELOR'S ROLE

Counselors are around to help. They have been known to do all of the following things for students.

Check off any of the following activities which you would like to do with your counselor.

- (O)  help me understand why I think some of the things I think
- (O)  get a better feeling about how I deal with my friends
- (C)  show me how jobs are different, how much I can earn
- (C,O)  let me see my own records with all the test results and comments
- (O)  help my parents understand why I don't get A's
- (C)  help me to find information about working as a \_\_\_\_\_
- (C)  make up my schedule of classes
- (C)  help me to visit a \_\_\_\_\_ on the job to understand more about the job
- (C)  help me convince my parents to allow me to become a \_\_\_\_\_
- (C)  take a survey which would tell me what jobs I might think about
- (O)  arrange a meeting of my parents and my \_\_\_\_\_ teacher
- (C,O)  change my schedule to allow me to \_\_\_\_\_
- (O)  help me to make more friends and keep them
- (C)  give me a better idea about working
- (O)  explain to my teachers why I have trouble with \_\_\_\_\_
- (C)  explain to me what courses I need to be a \_\_\_\_\_
- (C)  help me to get to school on time
- (O)  help me to understand why I don't do as well in school as I would like
- (C)  help me get to school more often

## WHAT TYPE OF JOB SHOULD I LOOK FOR?

BEHAVIORAL  
OBJECTIVE

80% of the students in ninth grade, during a guidance session on types of careers, will take the THINGS TO DO interest Inventory and identify on the career chart the kinds of job activities they are interested in doing.

## INTENT

A simple 15 item interest inventory can help students to think about the types of careers that seem the closest to their interests.

## PREPARATION

Obtain the necessary quantity of THINGS TO DO Inventories and charts. Read the instructions carefully, take the inventory yourself, and administer it to a practice group.

## ACTION

Distribute the THINGS TO DO Inventory to the group, and allow at least 15 minutes for the group to complete it.

--Score the inventory together. Many students do not understand the idea of tallying a score, so talk them through the scoring process. Distribute the chart, and encourage discussion about the verbs used to identify the different job areas. Have students circle the verbs which best describe the job activities they are interested in doing.

## "THINGS TO DO"

Counselor's Manual (Preliminary Form)\*

\*Condensed from Dr. Virginia R. Boehm's material.

### What is "Things to Do"

"Things to Do" is a one-page interest inventory designed to help the Counselor broadly assess the counselee's vocational preferences. Its 15 blocks each contain a noun in capital letters (CARS, NEWSPAPERS, etc.) and four verbs or verb phrases describing things that can be done with the noun. The counselee checks the verb he likes best in each box.

It is written in simple language and can be administered orally if necessary, although research with it has shown that most counselees can read it without difficulty. The nouns come as near to being contemporary American cultural universals as feasible, and the verbs are intentionally biased to reflect work activities highly visible either directly or through the mass media. These features are designed to make it particularly applicable for use with the disadvantaged whose exposure to the world of work may be limited.

The counselor may find "Things to Do" valuable for a variety of purposes. It can help acquaint the counselee with the broad scope of the world of work. It can provide a springboard for a discussion of work atmospheres indoor vs. outdoor, white vs. blue-collar, etc. Research has shown that "Things to Do" does distinguish between youth expressing a preference for different broad groups of occupations, such as "crafts" versus "clerical" or "service". Also, the inventory may be used to gain some insights into the interests of a counselee who is unable to complete some other interest measure, such as the Kuder or Holland, because of reading difficulties or lack of time.

Flexibility in the use of "Things to Do" is encouraged. While the interpretation here, in terms of the Data, People, Things categories has been shown to have utility, the Counselor may develop some other way of using the inventory that supplements this approach and lends additional value to its use.

### DATA, PEOPLE, AND THINGS

These concepts represent in a very elementary sense, broad ways of viewing tasks in the world of work. They are a condensed form of the Data, People, and Things sequences used in the Dictionary of Occupational Titles. As occupations may involve more than one of these elements, their possible combinations must also be considered. The basic definitions of Data, People, and Things and the relevant combinations follow.

## ADMINISTRATION

"Things to Do" has been administered both individually at the counselor's desk and in a group setting. Either procedure is satisfactory, although if the counselee is thought to have a severe reading problem, individual administration is to be preferred. Administration is untimed. Most counselees finish within five minutes or so. Counselees should be encouraged to give rapid answers and not dwell on any one item.

The counselor who administers "Things to Do" should be thoroughly familiar with the form so as to be able to answer any questions the counselee may have. Help in reading or explanation of items should be given as needed. The counselor should be careful to avoid evaluative remarks about any item.

Counselees should be strongly encouraged to complete each of the fifteen boxes but not compelled to do so. An occasional counselee expresses total disinterest in a box as a whole and simply cannot give a meaningful response to any item in it.

More than one check mark in any one box makes interpretation extremely difficult. If this occurs, the counselee should be told to erase or cross out the extra mark or marks and leave only one check for the activity liked best or disliked the least.

## SCORING

The scoring of "Things to Do" involves adding up the number of checks the counselee places beside items coded into each of the six Data-People-Things categories. The six scale scores of a counselee should add up to fifteen. The maximum score on any one of the six scales is ten points.

Scoring is usually faster when the counselor writes the scale designation that corresponds to the response of the counselee next to each box, and then adds up the total for each scale and records them in the blank area on the sheet at the upper right. The six scales are arranged in a standard order in all the interpretive material.

1. Data
2. People
3. Things
4. Data-People
5. Data-Things
6. Data-People-Things

Each box on this page has something written in CAPITAL LETTERS and four things to do with the word in the box.

This is an example:

MACHINERY		
<input type="checkbox"/>	assemble	T
<input type="checkbox"/>	sell	DPT
<input type="checkbox"/>	operate	D
<input checked="" type="checkbox"/>	repair	DT

Your job is to check  the one thing you like to do best in each box. In the example, "repair MACHINERY" is checked. Check what you like to do best in each box.

ANIMALS		
<input type="checkbox"/>	direct feeding	DPT
<input type="checkbox"/>	raise	DT
<input type="checkbox"/>	look after	P
<input type="checkbox"/>	train	DP

HOTELS		
<input type="checkbox"/>	decorate	DPT
<input type="checkbox"/>	clean	T
<input type="checkbox"/>	keep records	D
<input type="checkbox"/>	carry luggage	P

CARS		
<input type="checkbox"/>	repair	DT
<input type="checkbox"/>	put in gas	P
<input type="checkbox"/>	assemble	T
<input type="checkbox"/>	manage sales	DP

AIRPLANES		
<input type="checkbox"/>	assemble	T
<input type="checkbox"/>	serve passengers	P
<input type="checkbox"/>	pilot	DT
<input type="checkbox"/>	navigate	D

CHILDREN		
<input type="checkbox"/>	cut hair	DPT
<input type="checkbox"/>	look after	P
<input type="checkbox"/>	assemble toys	T
<input type="checkbox"/>	teach	DP

COMPUTERS		
<input type="checkbox"/>	sell	DP
<input type="checkbox"/>	program	D
<input type="checkbox"/>	assemble	T
<input type="checkbox"/>	punch cards	DT

MEALS		
<input type="checkbox"/>	serve	P
<input type="checkbox"/>	prepare food	DT
<input type="checkbox"/>	manage cooks	DPT
<input type="checkbox"/>	clean up after	T

CLOTHES		
<input type="checkbox"/>	sell	DP
<input type="checkbox"/>	sew	T
<input type="checkbox"/>	make pattern	DT
<input type="checkbox"/>	design & fit	DPT

TV SHOWS		
<input type="checkbox"/>	write	D
<input type="checkbox"/>	act in	DP
<input type="checkbox"/>	photograph	DPT
<input type="checkbox"/>	broadcast	DT

FOOD		
<input type="checkbox"/>	sell	P
<input type="checkbox"/>	manage factory	DP
<input type="checkbox"/>	advertise	D
<input type="checkbox"/>	pack	T

NEWSPAPERS		
<input type="checkbox"/>	keep records	D
<input type="checkbox"/>	deliver	P
<input type="checkbox"/>	write news	DP
<input type="checkbox"/>	print	DT

ADVERTISING		
<input type="checkbox"/>	write	D
<input type="checkbox"/>	lay-out	DPT
<input type="checkbox"/>	photograph	DT
<input type="checkbox"/>	model for	P

HOSPITAL PATIENTS		
<input type="checkbox"/>	keep records	D
<input type="checkbox"/>	look after	P
<input type="checkbox"/>	treat	DP
<input type="checkbox"/>	operate on	DPT

HOUSES		
<input type="checkbox"/>	paint	T
<input type="checkbox"/>	decorate	DPT
<input type="checkbox"/>	sell	DP
<input type="checkbox"/>	keep records	D

TYPEWRITERS		
<input type="checkbox"/>	make	T
<input type="checkbox"/>	operate	D
<input type="checkbox"/>	sell	DP
<input type="checkbox"/>	repair	DT

TALLY	D	_____
TOTAL	P	_____
	T	_____
	DP	_____
	DT	_____
	DPT	_____





- D = DATA
- P = PEOPLE
- T = THINGS
- DT = DATA-THINGS
- DP = DATA PEOPLE
- DPT = DATA-PEOPLE-THINGS

FIND THE AREA BELOW WHICH THE "THINGS TO DO" SURVEY SUGGESTS YOU SHOULD CONSIDER.

THINK OF THE JOBS WHICH INVOLVE THE ACTIVITIES MENTIONED IN THE AREA.

WHAT KINDS OF JOBS WOULD YOU LIKE TO DO?

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PEOPLE

SENSITIVITY-PERSONALITY-SOCIAL  
 Assisting-Guarding-Attending-  
 Aiding-"Looking After"-Selling-  
 Modeling-Caring-Praying-  
 "Waiting On"

DATA - PEOPLE- THINGS

SERVICE-DELIVERY-PROTECTION  
 Driving-Interior Designing-  
 Protecting-Taking Dictation-  
 Paying-Receiving-Bookkeeping-  
 Dispatching-Storing-Photograph-  
 ing-Cashiering-Cooking

DATA - THINGS

THEORIES-IDEAS-INSIGHTS  
 Researching-Reading-Studying  
 Designing-Drawing-Creating-  
 Writing-Painting-Dancing-  
 Composing-Investigating-  
 Computing-Testing-Flying-  
 Directing-Printing-Upholstering

DATA

FACTS-RECORDS-NUMBERS  
 Counting-Figuring-Collecting-  
 Organizing-Editing-Collating-  
 Auditing-Cataloging-Proofreading-  
 Typing-Drafting-Managing-Planning  
 Designing-Measuring-Testing-  
 Programming-Bookkeeping

THINGS

MACHINES-MATERIALS-EQUIPMENT  
 Handworking-Sawing-Hammering-  
 Building-Measuring-Welding-  
 Driving-Repairing-Planting-  
 Growing-Pruning-Machining-  
 Carrying-Fixing-Maintaining-  
 Transporting-Painting

DATA - PEOPLE

MEDICINE-LAW-MANAGEMENT  
 Educating-Teaching-Counseling-  
 Interviewing-Acting-Performing-  
 Singing-Selling-Coaching-  
 Computing-Piloting-Nursing-  
 Ministering-Judging

### Data (D)

Occupations involve working with words or numbers in a specific content area. Skill levels range from routine record-keeping, typing, and filing to scientific research, writing, and accounting. Scores on the "Data" Scale are positively related to the Holland Investigative and Conventional Codes.

### People (P)

Occupations center around routine personal or business service. Included are food servers, switchboard operators, nurse aids and attendants, messengers, etc. (More complex service occupations are classified Data-People.) Scores on the "People Scale" are related to the Holland Social Codes.

### Things (T)

Occupations focus on working with materials by hand or with machinery. They range from unskilled labor to precision workmanship with pre-determined standards. High scores on the "Things" Scale are related to the Holland Realistic Codes.

### Data-People (D-P)

Occupations involve interpersonal contact where the worker's specialized knowledge determines the nature of the interaction. Included are higher level service occupations (teaching, medicine, law, social work, etc.), some business occupations (supervisory/managerial, interviewing, sales), and the performing arts. "Data-People" scores relate positively to the Holland Social, Enterprising, and Investigative Codes.

### Data-Things (D-T)

Occupations require the application of a content area to materials. They range from routine inspection tasks to the apprenticeable crafts, technical occupations, and engineering. Scores are related positively with the Holland Realistic and Conventional Code.

### Data-People-Things (D-P-T)

Occupations use materials to render personal or business services that require application of a content area. Included are such diverse occupations as taxi driver, barber, interior decorator, and surgeon.



## INTERPRETATION

Interpretation of "Things to Do" should concentrate much more heavily on scale scores than on responses to individual items as individual items were selected for their familiarity rather than for their representativeness or suitability for actual occupational choices for most counselees.

The information in "Things to Do" can indicate broad occupational interests, but the form is much too brief to be able to differentiate between occupations that are closely related.

The scores can be reviewed from 4 perspectives:

- A) Is there a clear strong pattern? A "flat" pattern (no 4's) indicates that interests are not yet defined. People with this pattern should be encouraged to explore widely.
- B) Possible indications of level of aspiration.

Interest patterns can reveal something about a person's level of aspiration. A score of 4 or more in any of the following may mean that the counselees "see" themselves as belonging in an occupation which requires a "low" level of skill and short-term training rather than "high" level skill and long-term training.

### Level of Occupational Aspiration

D	Range of levels
P	Low
T	Low to Medium levels
DP	Medium to High
DT	Range of levels
DPT	High

- C) Male - Female Pattern

Since other studies of interest patterns have shown sex differences, data on male-female patterns on "Things to Do" were compiled.

On the whole, girls score higher than boys on the "Data" and "People" scales and boys score higher on "Data-Things". Differences on the other three scales are minor. However, it should be kept in mind that the number of cases of girls is very small and further information about "Things to Do" will probably result in changes.

## MY CAREER PLANNING RECORD

BEHAVIORAL  
OBJECTIVE

80% of the students in ninth grade, during a guidance session on career planning, will review their student planning record, will record and update their career preferences, and will add any career activities in which they have participated.

## INTENT

To refresh the students' memories about some of the things they have done and thought about, and encourage them to add new activities and new possibilities to their career plans. All students should have an up-to-date planning sheet by the end of the session.

## PREPARATION


Assemble the STUDENT PLANNING RECORD for distribution to each student in the group. Blank records should be available for those students who do not have one.

## ACTION

Pass out STUDENT PLANNING RECORD and review the pertinent information to make sure it is completed.

Encourage students to consider the correlation between their course in high school and future career choices.

Review the four year program projected in eighth grade and change as appropriate.

 This unit can easily be combined with Unit 1 and possibly with part of Unit 2.

## BEHAVIORAL OBJECTIVE

70% of the students in the ninth grade, after a unit on sources of career information, will complete a source identification instrument demonstrating the ability to find occupational information with no more than 2 inappropriate responses.

## INTENT

To give ninth graders an overall view of what career information is and where it can be found both in and out of school.

## PREPARATION

Centrally localize and inventory your school's available sources of career information so students can inspect it and use it as a reference.

See the ACTIVITY sheet for a listing of suggested career information sources. You might wish to increase your school's collection by borrowing or purchasing some of the suggested materials.

Higher education, training programs, and apprenticeship information could easily be included as a valuable source of career ideas.

Involving your school librarian in this unit could be a great asset.

## ACTION

Involve the students with as many of the materials as possible, and inform them of their availability and how they can be used.

Up-to-date career files in some schools are probably the most extensive sources and should be brought to the students' attention.

# ACTIVITY

## CAREER GUIDANCE MATERIAL

REFERENCES: Dictionary of Occupational Titles,  
Vol. 2, 3rd Edition,  
Department of Labor  
Bureau of Employment Security  
U. S. Government Printing Office,

Occupational Outlook Handbook,  
Ibid.

Encyclopedia of Careers and Vocational  
Guidance,  
Volumes I and II  
Doubleday Publishing Co., Country Life Press  
Garden City, New Jersey

The National Guidance Handbook,  
A guide to Vocational Education Programs  
Science Research Associates  
259 East Erie Street, Chicago, Illinois

FILMSTRIPS: Scholastic Book Service  
904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632  
Guidance Associates,  
757 Third Ave., New York, New York 10017

Inquiry Audio Visual  
1754 West Farragut Ave., Chicago, Illinois 60640  
Society and Mankind

Houghton Mifflin Career Insights and Self Awareness  
Games  
Pennington-Hopewell Road  
Hopewell, New Hampshire, 08525

## ACTIVITY

### Commercial Publishers:

Science Research Associates  
259 East Erie Street  
Chicago, Ill. 60611

American Guidance Service, Inc.  
Publishers Building  
Circle Pines, Minn. 55014

Childrens Press  
1224 West Van Buren Street  
Chicago, Ill. 60607

I.G. Terguson Publishing Co.  
6 North Michigan Avenue  
Chicago, Ill. 60602

B'nai Brith Vocational Service  
1640 Rhode Island Avenue, N.W.  
Washington, D.C. 20036

Careers  
P.O. Box 135  
Largo, Florida

Bellman Publishing Co.  
P.O. Box 172  
Cambridge, Mass. 02138

Vocational Guidance Manuals  
235 East 45th Street  
New York, NY 10017

National Vocational Guidance Assoc  
American Personnel and Guidance Assoc.  
1607 New Hampshire Avenue, N.W.  
Washington, D.C. 20009

Department of Labor Publications  
Department of Labor  
Manpower Administration Information Office

Chronicle Guidance Publishers  
Moravia, NY 13118

Educators Progress Service, Inc.  
Randolph, Wisconsin 53956  
(Educators Guide to Free Guidance Materials)

### CAREER OBSERVATION PROGRAM

Do not neglect to mention that any student can spend a morning or afternoon with a member of almost any profession in the county. Through the City School District's Career Observation Program supervisor's office, students in high school can make arrangements to visit with people on the job.

Various copies of a STUDENT REACTION SHEET to take on the visit are available in the ADDENDA units.

# EXPLORING

TO: GUIDANCE COUNSELORS

FROM: EXPLORING DIVISION

Exploring is a program for high-school-age youth designed by the Exploring Division, B.S.A. to meet the needs, desires, and concerns of the next generation of citizens. It achieves its purpose through a planned program of action that brings young people voluntarily into association with adults. The adults are carefully selected and trained, and by the example of their character, citizenship traits, knowledge, and promotion of physical and mental fitness, they are a positive force in the lives of youth.

As an up-to-date approach to high-school-age young people, Exploring helps them find their present and future roles as individuals in society and in the world of work. These goals are fulfilled through the planned program of action in activities related to vocational, social, service, citizenship, outdoor, and personal fitness and relevant to the immediate interest of young adults in any part of the nation or phase of society.

Exploring is used by established institutions including business, industrial, professional, service, and religious organizations. It seeks focal points of interest that will attract and hold young people and adults in common association.

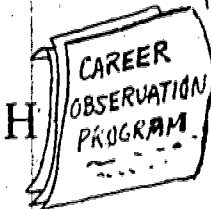
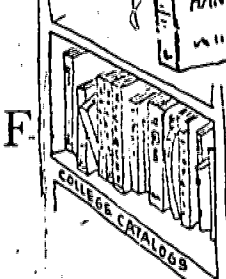
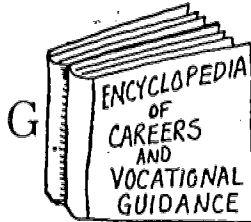
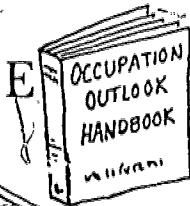
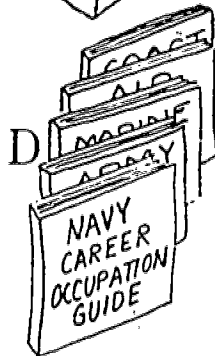
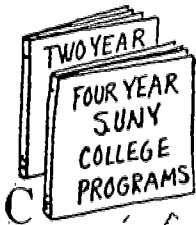
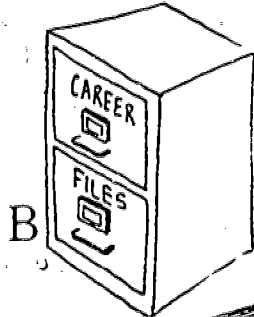
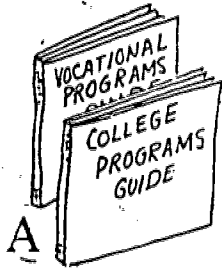
The key to Exploring is the opportunity for your young adults to be involved in a "hands on" career centered program. By returning your students questionnaire to the Exploring Division, 474 East Avenue, Rochester, NY 14607, your students can be invited to one or more Explorer Posts and begin to "explore" a career of their choice.

# EVALUATION

## HOW DO YOU FIND OUT ABOUT IT

In which of these sources would you find the following information?

1. Name and address of the American Forestry Association  
\_\_\_\_\_
2. Pamphlets on how to become a teacher  
\_\_\_\_\_
3. Line up an interview with a lawyer in his office  
\_\_\_\_\_
4. Jobs that are alike in the area of transportation  
\_\_\_\_\_
5. Average starting pay for a hair-dresser  
\_\_\_\_\_
6. Number of years of education required to be a licensed practical nurse  
\_\_\_\_\_
7. The Diesel Mechanic schools in New York State  
\_\_\_\_\_
8. Job in the area of Home Economics  
\_\_\_\_\_
9. Required courses for an Auto Technology program  
\_\_\_\_\_
10. Jobs available after serving as a U. S. Navy radio operator  
\_\_\_\_\_





## WHAT AM I GOOD AT?

BEHAVIORAL  
OBJECTIVE

70% of the students in the ninth grade, after a unit on their interests and abilities, will indicate on a rating sheet a self-estimate of their interests and abilities.

## INTENT

To encourage students to develop a clearer view of their abilities and to be able to organize them from highest to lowest.

## PREPARATION

Reproduce those ACTIVITY sheets which you wish to have filled out or used to stimulate discussion.

Reproduce the EVALUATION sheet for the final summary of the students' assessment of their abilities.

## ACTION

Compare and contrast the concepts of ability with those of interest. Reference can easily be made to the interest inventory and report cards.

Individual checklists can produce worthwhile discussion if it is encouraged.

The REACTION STORY and REACTION STATEMENTS can be used to initiate discussion.

The EVALUATION sheet can also stimulate discussion.

# REACTION STORY

## JAMES FAKES 'EM OUT

James has always been able to fake most of his teachers out. They stand up in front and give all these facts, write madly on the board and sometimes get some good talking goin' about what's comin' off. At the end there's always some assignment to do for homework. "Homework...that's a laugh." James hasn't had a book in his house since he was back in #53 school. When the week comes to an end and the teacher gives a test or a quiz; James has always been able to answer most of the questions from what he heard in class or knew before.

Now that he is a junior, he's starting to run into more complicated questions, essays, math problems, and science labs which take a lot more work to get the C's he usually pulls down. The D's and E's are starting to pile up, and James is beginning to wonder if it's worth changing his style.

1. How important is it for James to get C's anyway? When he needs to know some stuff for a job he can always learn it. Why should he worry about his high school grades?
2. What good is it to learn algebra which he probably will never use? What's the sense in studying things that happened way before he was born?
3. James has the ability to learn when he wants to. Why should he sweat it now in school?

MAKE THE STATEMENT LOUD AND CLEAR, and then sincerely read some of the responses as if you really believed them. Develop discussion around the various reactions of the group.

**EMPLOYERS ARE INTERESTED IN YOUR HIGH SCHOOL RECORD.**

- a. "You take an awful lot of stuff in school that your boss really doesn't care about."
- b. "If you've got it together, you learn the stuff on the job."
- c. "In high school you're still a kid and don't really care."

**POOR ATTENDANCE IN HIGH SCHOOL PREDICTS A POOR JOB RECORD.**

- a. "You don't get paid in school. If you're getting money for bein' there, you'll be there."
- b. "You're still young, and school's a bore. Work is different."

**MATH AND ENGLISH ABILITY ARE IMPORTANT TO AN EMPLOYER.**

- a. "What kind of math do I need if I'm just going to work at Kodak?"
- b. "My brother can't spell nothin', and he's pullin' in \$200.00 a week."
- c. "I know a guy with a degree from college who can't even get a job."

**YOUR ABILITY TO GET ALONG WITH PEOPLE IS VERY IMPORTANT IN KEEPING A JOB.**

- a. "If I'm good at what my boss wants me to do, who cares if I get along with anybody or not?"
- b. "When it comes to firin' somebody, it all depends on when you were hired. The last go first."
- c. "The boss is interested in making money; he doesn't care about how happy his workers are."

As quickly as you can, list things in your life which you really love to do. There ARE NO RIGHT OR WRONG ANSWERS!

F P  
or  
R M \$ A N7 T

1						
2						
3						
4						
5						
6						
7						
8						

INSTRUCTIONS FOR COUNSELOR:

After students complete the lists, you will need to give further instructions, pausing after each one to allow time for students to make their lists.

1. In the first column put an "R" by any item which involves some RISK. The risk might be physical, intellectual, or emotional. (In other words, which things in your own life which you love to do require some risk?)
2. In the second column using the code letters F and M record which of the items on your list your Father and/or Mother might have had on their lists if they had been asked to make them at your age.
3. In the third column place a dollar sign (\$) by any item which costs more than ten dollars each time you do it.
4. In the fourth column place either the letter "P" or the letter "A" next to each item. The "P" is to be used for items which you prefer doing with PEOPLE, and "A" for items which you prefer doing ALONE, "A P" for those you do both alone and with people
5. In the fifth column place N7 by any item which would not have been on your list in seventh grade.
6. Finally, go down through your list and indicate the time when you did it last (e.g., 2 years ago, this spring, 1 week ago, etc.).

WHAT I DO WELL ! ! !

Mark an X in the right column which best describes how you compare with other students.

	VERY WELL	PRETTY WELL	NOT SO WELL
Team games (like basketball, baseball)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throwing a ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catching a ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music (singing, playing an instrument)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to music (remembering lyrics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artistic (drawing, sketching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (stories, letters, poetry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arithmetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typewriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership (organizing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with my hands (sewing, woodworking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repairing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing (getting along with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express myself verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dramatic ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**INTEREST INVENTORY**

Rate yourself according to the way you see your interests by writing in the one number (1-5) that best fits. Put your total for each box in the circle.

		<u>Interest</u>						
		Low				High		
		1	2	3	4	5		
<p><b>INVESTIGATING:</b> I enjoy reading books and magazines about science or social science (psychology, sociology)</p> <p>I am curious and I enjoy working in a laboratory</p> <p>I like finding answers to my questions by working in the library on projects.</p> <p>I enjoy solving mathematical type problems and games that make me think and concentrate, e.g. chess</p>	_____	_____	_____	_____	_____	_____	Science	
	_____	_____	_____	_____	_____	_____	Laboratory	
	_____	_____	_____	_____	_____	_____	Library	
	_____	_____	_____	_____	_____	_____	Math	
								Total
<p><b>ARTISTIC:</b> I like reading and/or writing literature</p> <p>I enjoy attending musical activities.</p> <p>I play in a musical group</p> <p>I enjoy participating in one of the following activities: Photography, drawing, painting, designing things</p>	_____	_____	_____	_____	_____	_____	Reading Writing	
	_____	_____	_____	_____	_____	_____	Music	
	_____	_____	_____	_____	_____	_____	Active in Music	
	_____	_____	_____	_____	_____	_____	Art	
								Total
<p><b>SELLING:</b> I like to sell an idea or material things.</p> <p>I think about a chance to own or operate my own business</p>	_____	_____	_____	_____	_____	_____	Sell	
	_____	_____	_____	_____	_____	_____	Own Business	
								Total

		Interest						
		Low					High	
		1	2	3	4	5		
<u>CLERICAL:</u>	I like filing and typing papers or letters.	_____	_____	_____	_____	_____	Filing	_____
		_____	_____	_____	_____	_____	Typing	_____
	I like to work with numbers	_____	_____	_____	_____	_____	Numbers	_____
	I would like to operate all types of business machines	_____	_____	_____	_____	_____	Business	_____
		_____	_____	_____	_____	_____	Machines	_____
							Total	○
<u>MECHANICAL:</u>	I like to build or repair electrical/mechanical things	_____	_____	_____	_____	_____	Build	_____
		_____	_____	_____	_____	_____	Take	_____
	I enjoy taking shop courses, using tools, driving and fixing machines/cars.	_____	_____	_____	_____	_____	Shop	_____
		_____	_____	_____	_____	_____	Courses	_____
		_____	_____	_____	_____	_____	Total	○
							Total	○
<u>SOCIAL:</u>	I like being around and talking with people.	_____	_____	_____	_____	_____	Like	_____
		_____	_____	_____	_____	_____	People	_____
	I would enjoy working and helping others.	_____	_____	_____	_____	_____	Helping	_____
		_____	_____	_____	_____	_____	Others	_____
	I enjoy doing things with my friends & making new ones.	_____	_____	_____	_____	_____	Making	_____
	_____	_____	_____	_____	_____	Friends	_____	
							Meetings	_____
							Total	○

Write below the 3 highest categories.

HIGHEST

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

102

①13



# ACTIVITY

Name \_\_\_\_\_

Date \_\_\_\_\_

## WHEN I THINK ABOUT IT

Where do you stand when it comes to the ideas below?

Rank them from the things which you do the very best to the things which cause you a lot of problems.

**1** (the thing you do the best)

**10** (the thing which causes you the most difficulty)

\_\_\_\_\_ solving math problems

\_\_\_\_\_ writing essays or stories

\_\_\_\_\_ using tools, fixing things

\_\_\_\_\_ meeting people

\_\_\_\_\_ selling things

\_\_\_\_\_ teaching kids

\_\_\_\_\_ drawing pictures, sketching

\_\_\_\_\_ doing science, lab work

\_\_\_\_\_ designing or creating things

\_\_\_\_\_ budgeting or organizing money

# EVALUATION

## MY INTERESTS AND ABILITIES

Rate the amount of ABILITY and INTEREST you think you possess on the following items by writing in one number for each.

Low	ABILITY					High	I T E M	Low	INTEREST					High
	1	2	3	4	5				1	2	3	4	5	
-----	-----	-----	-----	-----	-----	-----	<u>Verbal</u> : Writing skills and choice of words	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Understanding ideas expressed in words	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Thinking and reasoning with words	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Spelling, punctuation, capitalization	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Reading stories quickly & accurately	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Numerical</u> : Know how to write an equation.	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Solving problems using numbers	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Abstract</u> : Solving problems or understanding ideas. Working puzzles.	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Space Relations</u> : Visualizing solid objects from looking at flat paper plans	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Mechanical</u> : Understanding how simple appliances, machines & tools work	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Repairing appliances, machines & tools	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Social</u> : Understanding & being able to deal with people	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Selling</u> : Promoting ideas or selling things to people	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Artistic</u> : Creative use of one's hands usually involving color & design work	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	<u>Musical</u> : Sing or play instruments well	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	Understand and read music	-----	-----	-----	-----	-----	-----	-----



## RELATED ACTIVITIES

1. Conduct gaming sessions using the "How I See My Abilities" and the "Data, People, Things Puzzle" contained in the "Career Insights and Self Awareness Gaming" program by Houghton Mifflin.

## BEHAVIORAL OBJECTIVE

70% of the students in the ninth grade, after a unit on registration for high school courses, will relate their course selections to their previously surveyed interests, abilities, achievements, and career plans.

## INTENT

To encourage students to see the importance of developing a high school program which will result in a more successful school experience and an increased awareness of different career choices.

## PREPARATION

Traditional activities of the Guidance Office, such as program planning, course registration, and schedule development, should not be interrupted.

The possibility of following the registration period with the EVALUATION form can give this traditional information-giving activity a counseling quality. It can provide the students with new and deeper insights about themselves.

Reproduce the EVALUATION form for distribution.

## ACTION

Distribute the EVALUATION form as a follow-up to the registration process.

Collect the EVALUATION forms and place them in the STUDENT PLANNING RECORDS.

WHY DID YOU TAKE IT?

Will this help you the most in your future work, as a parent, in your spare time, or other

Give the Names of the courses you plan to take next year.

Rank them in the order that you **like** them.  
(1=highest)

Rank them in the order that you **do** them best.  
(1 = highest)

ENGLISH



SOCIAL STUDIES



MATH



SCIENCE



BUSINESS



LANGUAGE



IND. ARTS



HOME ECONOMICS



MUSIC



VOCATIONAL ED.



PHYSICAL EDUCATION




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## RELATED ACTIVITIES

1. Utilize the activities accompanying the filmstrips, "Better Choice, Better Chance: Selecting a High School Program" and "Career Direction: High School as Tryout", by Guidance Associates.

## GRADE TEN

After an initial session of reviewing the students' planning records and discussing past ideas as related to present programs, the students are encouraged to summarize their career ideas in relation to a job family. An interest inventory given after this will help to stimulate more individualization of the concepts of why jobs fall into families. From there, a number of sessions can profitably be spent studying the whole process of making decisions in relation to their own ideas of a career.

During this experience it seems appropriate to encourage students to consider the problems of stereotyping jobs and the degree of chance in relation to preparing for the future.



CAN SOMEBODY TELL ME WHAT TO BE?

TEN  
UNIT  
1

## BEHAVIORAL OBJECTIVE

70% of the students in the tenth grade, during a guidance unit on interests, will take an interest inventory and record the results in their student planning records.

## INTENT

To provide an objective measurement which encourages students to think about themselves with a direct relationship to possible jobs in the future. Recording the results will be a foundation for future conferences concerning interests as they relate to course and career choices.

## PREPARATION

THE SELF DIRECTED SEARCH, John L. Holland,  
Ph.D.

TAKE THE INVENTORY YOURSELF from beginning to end. Score it, and look up the results. Administer the inventory to two or three people, and help them through the mechanics so you will feel at ease with it.

It can be administered to an individual, a group of ten, or a group of thirty. The more people, the less time you can give to individuals who need help with the mechanics and the less time you have in helping students arrive at some conclusions about their codes.

Discuss the SEARCH with others who have administered it to develop a style and to help anticipate some questions.

The SEARCH should be administered in one session and scored and interpreted during a second session (the following day, if possible). Obtain the necessary number of booklets, a package of pencils, and the individual STUDENT PLANNING RECORDS of the students in the groups.

## ACTION

Discuss briefly the idea that the SEARCH will more than likely help them to get a better feeling about the things in which they are interested, but will not necessarily tell them anything they don't already know.

Administer the SEARCH the first session (encourage the students to take the inventory home and discuss it with their parents IF you feel they will return to the next session with them).

Assist the students in scoring the SEARCH. Discuss with them the various codes and the different kinds of jobs listed.

Have the students enter the SEARCH codes into the STUDENT PLANNING RECORD, and after they have filled out the page at the end of the survey; place it in their planning records.

**BEHAVIORAL  
OBJECTIVE**

70% of the tenth grade students, after a guidance unit on decision making, will identify on the Decision Making Evaluation Sheet the number of important sequential steps for making a logical career decision.

**INTENT**

To encourage tenth graders to start considering their future in an organized fashion. By using the Decision Making Process in hypothetical situations, they may find the steps involved in the process helpful in making their own decisions.

(Decisions often include emotions which aren't fully understood and which may interfere with clear thinking. If sequential steps in decision making are learned by students, this process becomes a valuable tool.

**PREPARATION**

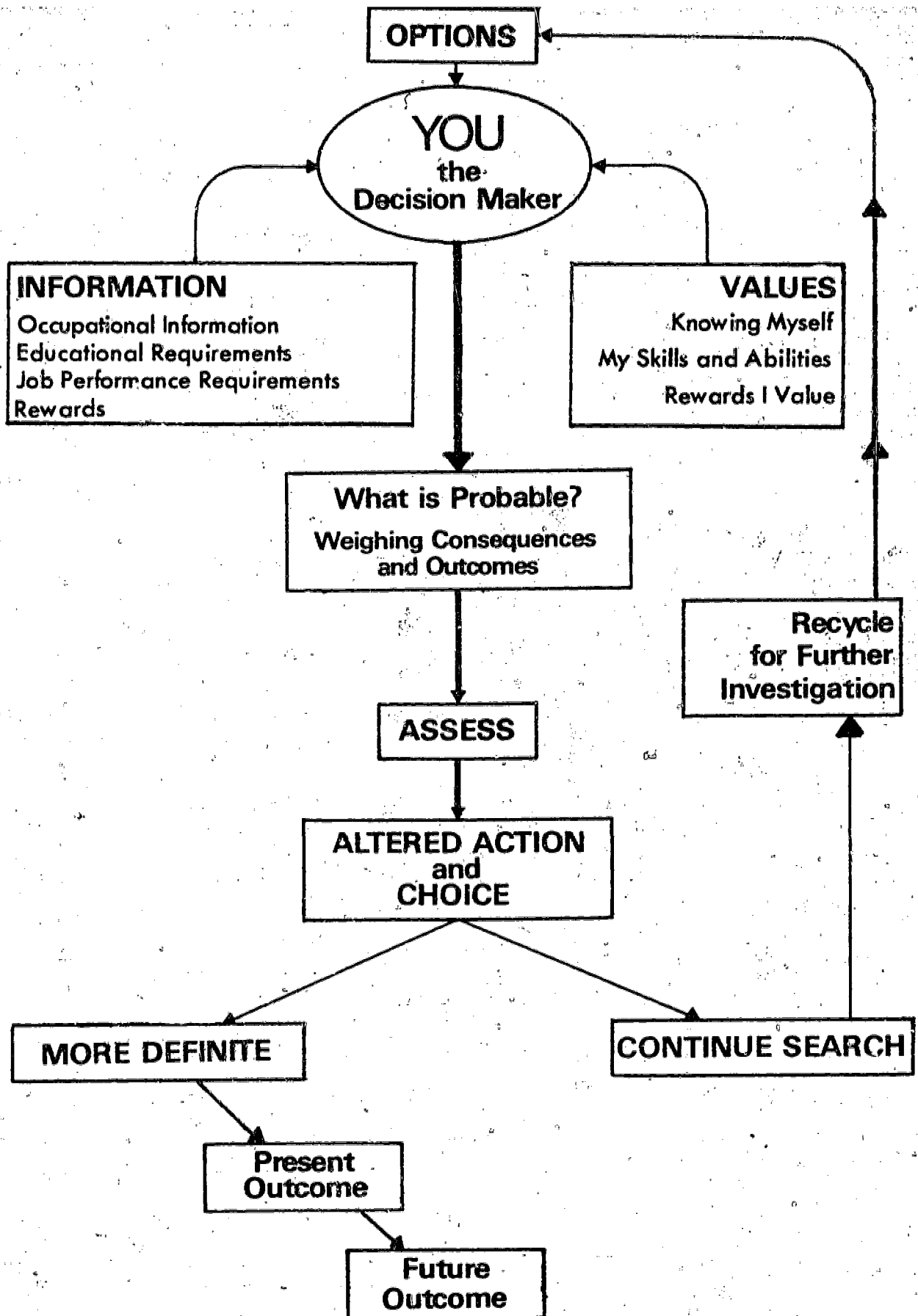
Reproduce the ACTIVITY SHEETS to be used by the group.

Reproduce the DECISION MAKING EVALUATION SHEET.

**ACTION**

This unit can easily go in a number of directions. The activities involve both group and individual decisions. Some of the activities can be done between sessions as "homework."

Encourage some discussion while distributing the material for the group decision. Remember, always encourage group interaction in an organized way as soon as possible so the individuals can experience the decision making process. Continue to help the group and individuals see and understand that a process is occurring.



When collecting information to make a decision, do you and others make these errors? Add some examples of your own that might apply to you and your friends.

**Error 1** An alternative is not chosen because it is not seen as an option.

1. A student does not apply to a particular college because he does not know it offers his major.
2. A student fails to get a job that he wants because he doesn't know how to obtain it.
3. A girl pays \$70 for a radio which could have been purchased for less at another store.
4. \_\_\_\_\_

**Options  
Unknown**

**Error 2** Choosing an alternative when the probable consequence is unknown.

1. A student takes a job because his friends are working there.
2. A student takes drugs without knowing the consequences.
3. \_\_\_\_\_

**Probable  
Outcomes  
Unknown**

**Error 3** Misunderstanding importance of certain data; its soundness, dependability (consistency).

1. A student is late for practice because he hears a rumor that the time for practice has been changed.
2. A boy decides to buy a hi-fi from a stranger who says it is in good condition.
3. A student reads an outdated career brief.
4. \_\_\_\_\_

**Data  
(Unsound,  
Undependable)**

## WHAT SHOULD I BE?

James is a senior in high school, and it is now time for him to make some critical decisions. In the past he has made many decisions; some very important, some less important. NEXT YEAR HE WON'T BE IN HIGH SCHOOL. What he does next year will be based on what he decides now. He is capable of entering a number of careers. He has reduced his choices to the following four based on his past experience.

He wants to be either a:

### **PROFESSIONAL BASEBALL PLAYER**

Facts: 3 years of varsity baseball; most valuable player in American Legion League; Baltimore Oriole's have scouted him a number of times, all Monroe County Junior year.

or

### **PHYSICAL EDUCATION TEACHER**

Facts: 3 years leader in Physical Education classes; praised by gym teachers for ability to work with kids; Brockport program available to him without financial strain.

or

### **POLICE OFFICER**

Facts: 2 years in Police Co-op Work Experience; interest in probation work and counseling with juvenile delinquents, good relationship with a policeman who helped him through troubles when he was ten years old.

Consider James' Three Choices. Use the Decision Making Worksheet and see if you can come to a decision.

**POSSIBLE  
OPTIONS**

1

2

**POSSIBLE  
CONSEQUENCES**

**GOOD**

**GOOD**

**G**

1.

1.

1.

2.

2.

2.

**BAD**

**BAD**

**BA**

1.

1.

1.

2.

2.

2.

Give consideration to the probability of each consequence you have listed and related to each act; then **MAKE UP YOUR MIND.**

What decision would you make?

Why?



	2	3
D	GOOD	GOOD
	1. 2.	1. 2.
D	BAD	BAD
	1. 2.	1. 2.



probability of each consequence you have listed and to the values  
 MAKE UP YOUR MIND.

ke?

In the State of New York it is not legal to discriminate against people in employment because of their

RACE, RELIGION, AGE, SEX, or NATIONAL ORIGIN

Do you feel there are sufficient grounds to claim discrimination in any of the following situations? WHY?

**1** Mona Cruz is a 25 year old Puerto Rican woman who has worked as a Filing Clerk in an office for eight years. She is applying for the open position of General Office Manager. The company hired Henry Ramos, a 35 year old Puerto Rican man who had worked as an Office Filing Clerk for two years.

**2** Peter Miller is an 18 year old Black man applying for a Clerk Typist job at Xerox. He took a typing test and scored 50 words a minute. Xerox hired Nancy Oyer, a 25 year old White woman who typed 60 words a minute on the same test.

**3** Sam Jenkins is a 45 year old White man applying for a job as a Porter at the Delaware Erie Railroad Station. He has worked as a Taxicab Driver for fifteen years. The railroad company, which has never hired a White Station Porter before, hired James Robinson, a Black 25 year old railroad station Maintenance Man.

**4** Peter Howard, a 35 year old Math Teacher, has a Master's Degree and 3 years of teaching experience in the small town of Black Creek. He is married and is the sole support of his family of four. He teaches five periods of math a day with one study hall assignment and earns \$10,500 a year. Rosalie Peterson, a 29 year old Social Studies Teacher, has a Master's Degree and 3 years of teaching experience in the same town. She is not married and lives alone in an apartment with no dependents to support. She teaches five periods of American History a day with one assignment in the Dean's office and earns \$9,000 a year.

**5** Robert Adams is a 55 year old White Mechanical Engineer with a Master's Degree from Massachusetts Institute of Technology and 30 years experience with the General Dynamics Corporation as a Design Engineer. In April he was retired early by the company in order to hire Donald Smith, a 28 year old Black Design Engineer with a Master Degree from Georgia Tech and 2 years of experience as a Production Manager with Bausch and Lomb.

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(130)

WHAT'S IMPORTANT? WHO GETS THE JOB?

Richard Harkness is the Personnel Director of the Duplex Tool and Die Company. He has been told to fill the position of Production Line Supplier from a list of job applicants. The job requires the ability to move about rapidly, anticipate the needs of 12 different production line workers, and make sure they have an ample supply of parts required to keep the line moving. Three people were on the list and had the following characteristics:

	↓ RANK	<u>Terry</u>	<u>Pat</u>	<u>Lee</u>
NAME	_____			
AGE	_____	18 yrs. 2 mon.	17 yrs. 1 mon.	18 yr.s. 6 mos.
SEX	_____	Male	Female	Male
HEIGHT	_____	5'8"	5'6"	5'6"
WEIGHT	_____	160	130	180
HEALTH	_____	Asthma	Good	Flat Feet
PHYSICAL	_____	Glasses	Good	Glasses
RACE	_____	Spanish Surname	White	Black
EXPERIENCE	_____	1 yr - Carrols	None	2 yrs. Key Drug
HIGH SCHOOL GRADUATE	_____	Yes	Yes	Equivalency
GRADE POINT AVERAGE	_____	2.6	3.5	-
SCHOOL ATTENDANCE	_____	159/180 days	177/180 days	-
RELIGION	_____	None	Catholic	Hebrew
POLITICAL PARTY	_____	Liberal	Republican	Democrat

- Rank in order from 1 to 5 the most important items to be considered making his decision.
- Rank in order 7 to 12 the least important items to be considered in making his decision.
- Who do you think he should hire and why? \_\_\_\_\_

## ACTIVITY

# NASA

### DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision making. Your group is to employ the method of group consensus in reaching its decision. This means that the prediction for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:



#### As an Individual:

1. Read each of the items and try to imagine what they look like.
2. Consider the possible uses of each item on the surface of the moon. (Be sure you consider the unusual physical differences between the surface of the Earth and the moon.)
3. Start considering possible advantages and disadvantages of each item.
4. Compare the advantages and disadvantages of each item with the other items.
5. Start ranking from the top those items which are necessities and, from the bottom, those items which are obviously useless.
6. Review your ranking list and reevaluate any close decisions.



#### As a Group:

1. Briefly discuss each item, encouraging specific information, discouraging arguments and put-downs.
2. Nominate the choices from the top and bottom, and try to get a consensus. Consider alternatives and possible adjustments to allow the group to come to decisions.
3. Finish by publishing an official list which the group can accept.

# ACTIVITY

## NASA MOON SHOT

**INSTRUCTIONS:** You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, 8 of the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew in allowing them to reach the rendezvous point.\* The number 1 represents the most important, and so on, through number 15, the least important.

Self Rank	Self Rank	Group Rank	Group Rank	
_____	_____	_____	_____	Box of matches
_____	_____	_____	_____	Food concentrate
_____	_____	_____	_____	50 feet of nylon rope
_____	_____	_____	_____	Parachute
_____	_____	_____	_____	Portable heating unit
_____	_____	_____	_____	Two .45 calibre pistols
_____	_____	_____	_____	One case dehydrated milk
_____	_____	_____	_____	Two 100 lb. tanks of oxygen
_____	_____	_____	_____	Moon map (surface of moon)
_____	_____	_____	_____	Life raft with CO2 inflation tanks
_____	_____	_____	_____	Magnetic compass
_____	_____	_____	_____	5 gallons of water
_____	_____	_____	_____	Self-igniting, airless, signal flares
_____	_____	_____	_____	First aid kit
_____	_____	_____	_____	Solar-powered FM receiver-transmitter

\*The time factor is important. There are only 15 minutes before the group must move out with 8 of the items listed.

### NASA MOON SHOT - SCORING KEY

Listed below are the possible rankings for the "Lost on the Moon" items, along with possible uses provided by the NASA's space survival unit.

- |   |  |
|---|--|
| (15) Box of matches                       | Little or no use on the moon, no oxygen                              |
| (4) Food concentrate                      | Supply daily food required   |
| (6) 50 feet of nylon rope                 | Useful in tying injured, help in climbing                            |
| (8) Parachute                             | Shelter against sun's rays   |
| (13) Portable heating unit                | Useful only if party landed on dark side                             |
| (11) Two .45 calibre pistols              | Self-propulsion devices could be made from them                      |
| (12) One case dehydrated milk             | Food, mixed with water for drinking                                  |
| (1) Two 100 lb. tanks of oxygen           | Fills respiration requirement  |
| (3) Moon map (surface of moon)            | One of the principal means of finding directions                     |
| (9) Life raft with CO2 inflation tanks    | CO2 bottles for self-propulsion across chasm, etc.                   |
| (14) Magnetic compass                     | Probably no magnetized poles, thus useless                           |
| (2) 5 gallons of water                    | Replenishes loss by sweating, etc.                                   |
| (10) Self-igniting, airless signal flares | Distress call within line of sight                                   |
| (7) First aid kit                         | Oral pills or injection medicine valuable                            |
| (5) Solar-powered FM receiver-transmitter | Distress signal transmitter, possible communication with mother ship |

# ACTIVITY

Name \_\_\_\_\_ Date \_\_\_\_\_

## THE DECISION MAKING PROCESS

Give it a stab! Fill in the Decision Making Steps with some of your own ideas about your future after high school. Don't panic about not knowing all the facts or the need to make a final decision, but give the process a try.

### 1. IDENTIFY THE DECISION THAT HAS TO BE MADE.

I must decide What I want to be  
How important is it to you at this time? important ( ) ? unimportant ( )

### 2. WHAT DO YOU KNOW ABOUT YOURSELF AND THE OTHERS WHO WILL INFLUENCE THE DECISION?

How important are your parents in this decision? important ( ) ? unimportant ( )

If there is someone close to you, besides your parents, how important is he or she in this decision? important ( ) ? unimportant ( )

How important is money in influencing your decision? important ( ) ? unimportant ( )

### 3. WHAT ARE YOUR ALTERNATIVES?

I have always thought about being a \_\_\_\_\_

I have also considered being a \_\_\_\_\_

One other alternative I could mention is \_\_\_\_\_





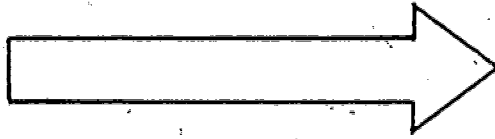
4. POSITIVE REASONS:

NAME \_\_\_\_\_

For each alternative,  
I can think of a few  
good reasons for my  
choice:

ALTERNATIVES

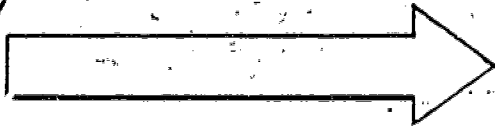
REASONS



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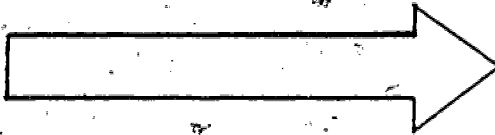
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5. NEGATIVE REASONS:

For each of the  
alternatives I have  
also thought about  
these negative reasons:

REASONS

ALTERNATIVE

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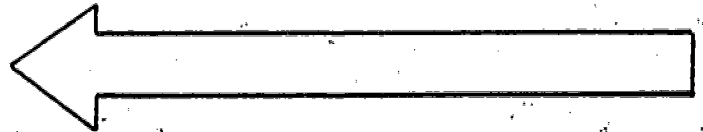
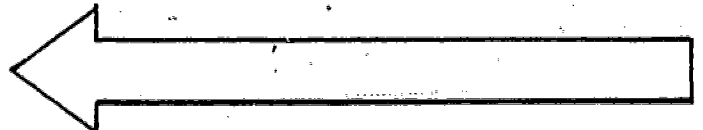
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6. POSSIBILITY OF SUCCESS

Consider each alternative on its own, and rate the possibility of your succeeding in that career on a scale of 1 to 10.

ALTERNATIVE	POOR ODDS	NOT SURE	GOOD ODDS
<input type="text"/>	1 2 3 4 5 6 7 8 9 10		
<input type="text"/>	1 2 3 4 5 6 7 8 9 10		
<input type="text"/>	1 2 3 4 5 6 7 8 9 10		

7. MAKE A DECISION

Balance the reasons on both sides by considering the positives and negatives, and decide.

AFTER HIGH SCHOOL  
I PLAN TO:

DECISION

DECISION MAKING

To make a decision, we all go through steps of thought and comparison and come up with an answer. Sometimes, when our emotions get involved, we just "do what we want to do". However, there is a process for decision making which we have been using.

Please place this process in the sequential order in which you think it should take place by numbering each step as it should occur.

No. \_\_\_\_\_  
POSITIVE ASPECTS  
 List only the positive things about your choice

No. \_\_\_\_\_  
MAKE THE DECISION  
 Make the effort and decide!

No. \_\_\_\_\_  
NEGATIVE ASPECTS  
 List only the negative things about your choice

No. \_\_\_\_\_  
IDENTIFY THE PROBLEM  
 Set the decision down to time, place, and action as concisely as possible

No. \_\_\_\_\_  
POSSIBILITY OF SUCCESS  
 Estimating your chances of success for achieving each alternative

No. \_\_\_\_\_  
POSSIBLE ALTERNATIVES  
 List the possible choices you have

No. \_\_\_\_\_  
GATHER INFORMATION  
 Get the facts necessary to understand what is required of you

## ACTIVITIES

1. Administer, interpret, and discuss the Decision-Making Inventory by Dilley and Howard, or the Career Maturity Inventory (CMI) using both the Attitude Scale and the Competence Test.
2. Conduct group guidance sessions utilizing the slide series, "Hard Choices: Strategies for Decision-Making", by Society and Mankind.
3. Utilize the program, "Decisions and Outcomes", by the College Entrance and Examination Board.
4. Conduct gaming sessions using the Life Career Game and/or the Life Skills Kits.

## WHAT KIND OF JOBS REALLY INTEREST ME?

BEHAVIORAL  
OBJECTIVE

70% of the students in tenth grade, after a guidance session on Data, People, Things and Ideas, will relate on a job families chart their tentative career preference to a job family and will list at least five related jobs within that family.

## INTENT

To further develop the idea that jobs do cluster into groups and that it is possible to consider a number of jobs within a family that have many similar characteristics.

## PREPARATION

Reproduce copies of the JOB FAMILIES chart to be used as reference for the different ACTIVITY choices.

Reproduce the EVALUATION CHART.

## ACTION

Get the students to talk about different kinds of jobs and encourage discussion of them as they are related to other jobs.

Various ACTIVITY sheets could be used to stimulate discussion. The questions found on the ACTIVITY SUMMARY could lead into the EVALUATION sheet.

The activity LOCAL JOBS could be changed to localize some of the jobs to fit the community of your high school. The corner drugstore, area industries, popular radio stations or local personalities known well in the neighborhood make the activity more interesting.



See the list of JOB FAMILIES in the addendum.

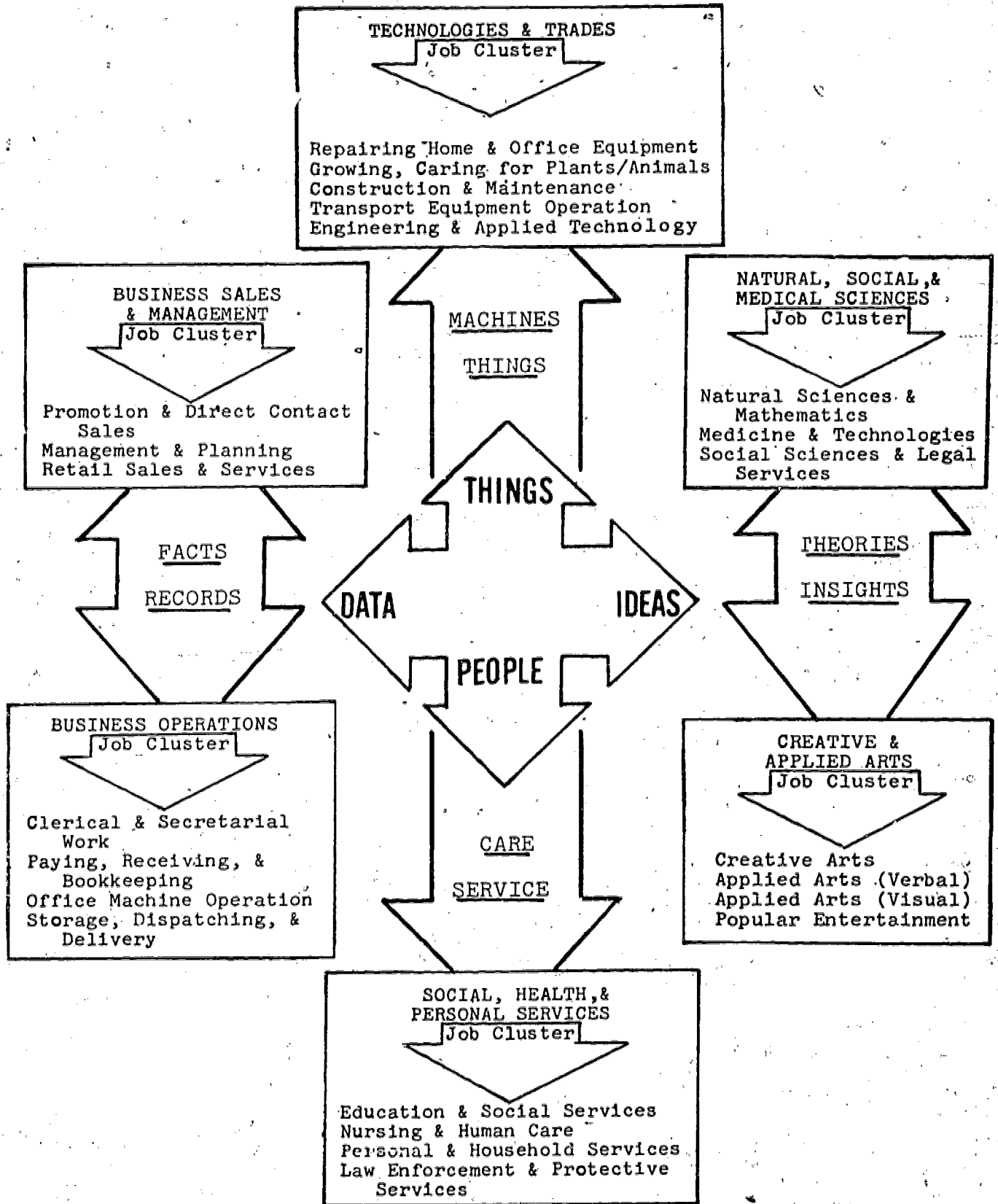
# ACTIVITY

## LOCAL JOBS



Look at the Job Families Chart and discuss how you think some of the following local occupations would be classified:

Xerox secretary	Health Spa Activities Director
Kodak film splitter	Skippy ice cream driver
Abbotts ice cream server	East High Lunch Room sentry
Carrols grill cook	Bausch & Lomb lens grinder
Rochester Red Wing catcher	Highland Lilac Park grounds keeper
Amiels sandwich maker	WAXC Disc Jockey
Monroe County Deputy Sheriff	Bowling for Dollars camera operator
RTS bus driver	Rochester Philharmonic oboe player
Madison High School dean	Mangione Quartet set-up worker
#15 School nurse	Director of FIGHT Inc.
Monroe County Welfare caseworker	Sibley's security guard
Strong Memorial Emergency doctor	RG&E meter reader
Kelly's Apple Farm bookkeeper	Memorial Art Gallery curator
George Clancy Moving van driver	Monroe County District Attorney
Genesee Hospital Lab technician	



# ACTIVITY

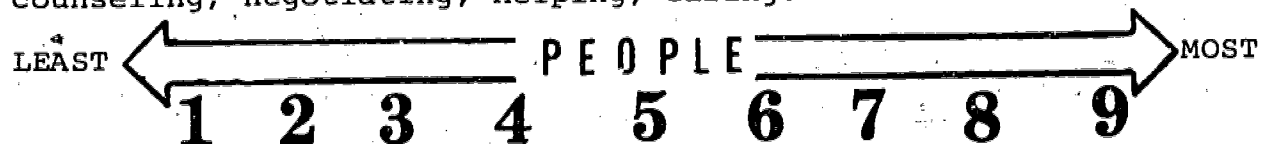
## DATA      PEOPLE      THINGS      IDEAS

Based on your interests, how do you feel about your need to work? Rate yourself on a scale from 1 to 9 by circling the appropriate number.

I need to work on a job where using my hands is of most importance: operating machines, adjusting tools, repairing malfunctions, building structures, making things.



I need to work on a job where I am with people most of the time and have the opportunity to know them well: teaching, advising, counseling, negotiating, helping, caring.



I need to work on a job where I am working with information, facts, and numbers: compiling data, recording material.



I need to work on a job where I spend most of my time thinking, and developing ideas and insights: inventing, designing, writing, researching, creating.



In what area of work, as listed on the Job Families Chart, do you think you would fit? \_\_\_\_\_

What is an occupation which you have considered which fits into that area? \_\_\_\_\_

# ACTIVITY

## JOB FAMILY DISCUSSION QUESTIONS

### --In looking for some names of jobs:

Where does your father (mother, a friend, uncle, brother, sister) work?

What is the name of the job?

What other jobs could this lead to?

If this job was eliminated what kind of work should the person look for?

What other jobs are done in the place where they work?

### --In choosing a job:

What is the name of a job which you would like to have?

How would you classify it on the Job Families Chart?

What jobs are similar to it?

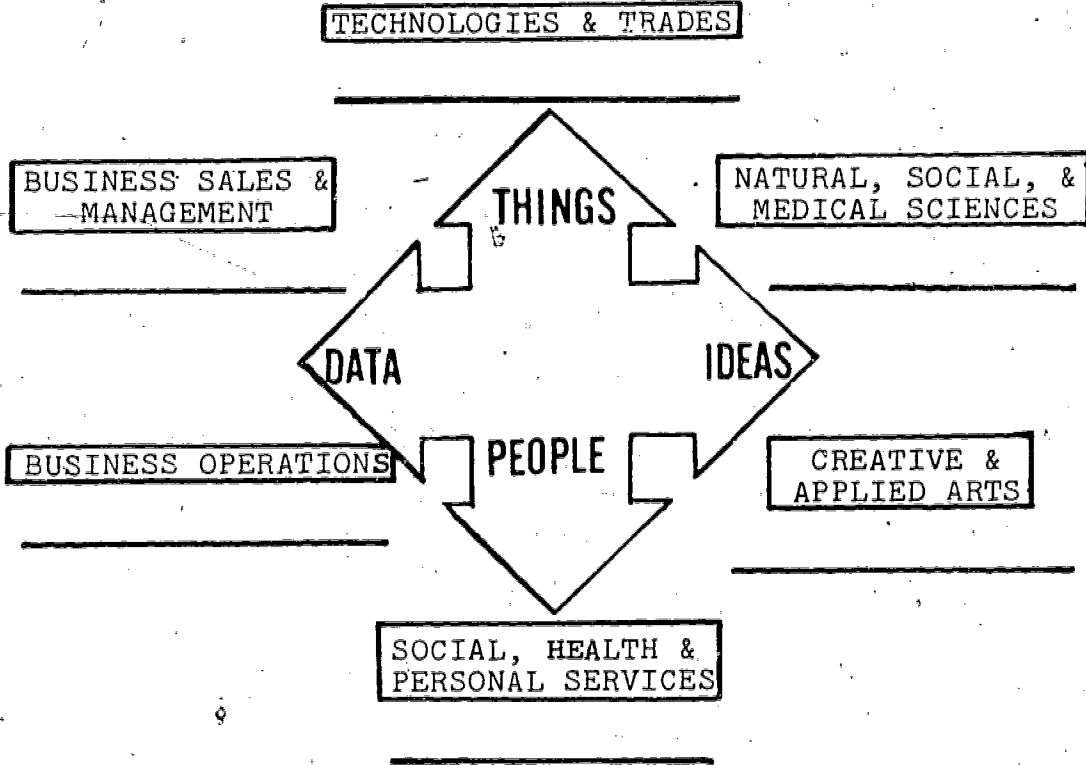
What kind of training are you going to need to get this job?

Name some jobs in each of the major classifications on the Job Families Chart.



CLASSIFY YOUR JOB

Place your future occupation



List four other jobs that fit within the area of the chart in which your job is listed.

OTHER JOBS	NOT INTERESTED	NOT SURE	VERY INTERESTED
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

133

## RELATED ACTIVITIES

1. Conduct gaming sessions using the Data-People-Things Puzzle contained in the Career Insights And Self Awareness Games Program by Houghton Mifflin.

**BEHAVIORAL  
OBJECTIVE**

80% of the tenth grade students, during a guidance session on career planning, will review their Student Planning Record, record and update their career preferences, and review their tentative 11th and 12th grade program.

**INTENT**

To encourage tenth graders to look back at their previous experiences and choices, think about the things they have done to help them consider future careers, update their planning record, and consider their future plans in 11th and 12th grade.

**PREPARATION**

Organize the STUDENT PLANNING RECORDS for distribution to each student in the groups. Blank records should be available for those students who do not have one.

**ACTION**

Distribute the STUDENT PLANNING RECORDS and review their contents to make sure the record is organized and up-to-date.

The ninth grade courses should be reviewed and corrected, and the present tenth grade classes added in pencil.

Utilization of the evaluation sheet of unit 9-6 could be valuable in reviewing their program.

This unit can easily be combined with either unit 2 or unit 5.

## RELATED ACTIVITIES

1. Conduct gaming sessions using the Interest Continuum and the Interest Triangle games contained in the Career Insights and Self Awareness Games, from Houghton Mifflin.
2. Utilize the filmstrip series Careers and Lifestyles, and the filmstrips "Liking Your Job and Your Life", "Why Work at All", and "Choosing Your Career", by Guidance Associates.

## GRADE ELEVEN

The initial sessions involve a review of the Student's Planning Record and High School Secondary card. From this point, students are encouraged to seriously consider a specific career. Deciding, researching, and writing about a career can be both exciting and demanding. Discussion and thought about the relationship between work and lifestyles is valuable for all students.

The final activities of the unit are designed to prepare students for specific demands which will be made by employers and admissions personnel concerning themselves and their future. Interviews, resumes and applications are conducted and prepared by individuals and groups.

Most important is to help students talk and think about the demands of their senior year and their lives after graduation.

I NEVER THOUGHT OF IT THAT WAY

ELEVEN  
UNIT  
1

## BEHAVIORAL OBJECTIVE

80% of the students in grade eleven, during a unit on motivation, will express their positions concerning statements about career planning.

## INTENT

To stimulate juniors into thinking about their future plans and encourage discussion about the kind of actions they should be considering.

## PREPARATION

Two activities centering around work and lifestyles are available.

Read over the statements listed, delete any you feel are not necessary and add statements which you feel would further stimulate discussion.

Reproduce either the TRUE or FALSE IDEAS ABOUT YOUR FUTURE or the ranking sheet CAREER QUESTIONS with any changes you wish to make.

Be prepared to discuss some of the more sensitive statements.

## ACTION

The reaction story could be valuable in developing further discussion. Reproducing it would prepare you for a number of alternatives.

Distribute the activity and when the students have completed the exercise, have them indicate the statements which they wish to discuss. Encourage reactions from the group.

## IDEAS ABOUT YOUR FUTURE JOB

If you feel the statement is true, or you mostly agree with it, put a "T" in front of the number. If you feel the statement is not true, or you disagree with it, put an "F" in front of the number.

1. Once you choose a job, you can't choose another one.
2. In order to choose a job, you need to know what kind of person you are.
3. I guess everybody has to go to work sooner or later, but I don't look forward to it.
4. I can do any kind of work they want as long as I try hard.
5. I'm not going to worry about choosing an occupation until I'm out of school.
6. The greatest appeal of a job to me is the opportunity it provides for getting ahead.
7. I often daydream about what I want to be, but I really haven't chosen a line of work yet.
8. Knowing what you are good at is more important than knowing what you like in choosing an occupation.
9. Your parents probably know better than anybody which occupation you should enter.
10. If I can just help others in my work, I'll be happy.
11. Everyone seems to tell me something different; until now I don't know which kind of work to choose.
12. I don't know how to go about getting into the kind of work I want.
13. Why try to decide upon a job when the future is so uncertain.
14. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.
15. It's probably just as easy to be successful in one occupation as it is in another.
16. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.
17. There are so many things to consider in choosing an occupation, it is hard to make a decision.
18. It doesn't matter which job you choose as long as it pays well.

advice about which job to choose.

20. I am having difficulty in preparing myself for the work I want to do.
21. I know very little about the requirements of jobs.
22. The job I choose has to give me plenty of freedom to do what I want.
23. The best thing to do is to try out several jobs, and then choose the one you like best.
24. There is only one occupation for each person.
25. Whether you are interested in a particular kind of work is not as important as whether you can do it.
26. I can't understand how some people can be so set about what they want to do.
27. As long as I can remember, I've known what kind of work I wanted to do.
28. I want to really accomplish something in my work-- to make a great discovery, earn lots of money, or help a great number of people.
29. You get into an occupation mostly by chance.
30. It's who you know, not what you know, that's important in a job.
31. When it comes to choosing a job, I'll make up my own mind.
32. You should choose an occupation which gives you a chance to help others.
33. When I am trying to study, I often find myself daydreaming about what it will be like when I start working.
34. Choose an occupation; then plan how to enter it.
36. Choose a job which allows you to do what you believe in.
37. The most important part of work is the pleasure which comes from doing it.
38. I keep changing my occupational choice.
39. As far as choosing an occupation is concerned, something will come along sooner or later.
40. Why worry about choosing a job when you don't have anything to say about it anyway.



Read each question carefully. Try to rank the issues in descending order (1-16) according to how strongly you feel about each one. The strong feelings should be positive and ranked at the top.

- \_\_\_ 1. How would you feel about taking a job where you were required to work with your hands?
- \_\_\_ 2. How would you feel about a job where you spent all of your time outdoors?
- \_\_\_ 3. How would you feel about taking a job which was uninteresting, but paid very well?
- \_\_\_ 4. How would you feel about working at a job which left you very little leisure time?
- \_\_\_ 5. How strongly do you feel about having a job in which you are satisfied that you are doing well?
- \_\_\_ 6. How would you feel about a job that entailed critical responsibilities?
- \_\_\_ 7. How important is it to you that other people think highly of your job?
- \_\_\_ 8. How would you feel about a job in which you have very little contact with your co-workers?
- \_\_\_ 9. How would you feel about a job which involved a leadership role?
- \_\_\_ 10. How would you feel about moving from your home state?
- \_\_\_ 11. How do you feel about taking a job where most of the time you are on your own?
- \_\_\_ 12. How would you feel about a job with long range security, but limited opportunities for advancement?
- \_\_\_ 13. How would you feel about a job which promises rapid advancement, but in which you are re-evaluated every six months?
- \_\_\_ 14. How would you feel about taking whatever job is available in a worthwhile public service?
- \_\_\_ 15. How would you feel about a job in which you were constantly required to learn new skills?
- \_\_\_ 16. How would you feel about a job in which you needed to help others?

CIRCLE THE FIVE (5) ITEMS WHICH ARE MOST LIKE YOU!

Read this story and then rank the most important and the least important aspects concerned with hiring Mary as a Mail Carrier.

Mary is an 18 year old black woman applying for a job as mail carrier. She is 5'6" and weighs 130 lbs. She wears glasses to correct near sightedness and has had an asthmatic condition since she was eight but with medication there is no problem breathing. Other than these factors Mary is in good health. Mary as a graduating senior in an urban school has never worked before. She ranks 120 in a class of 360 and was elected President of her junior class. She is in the top three in the civil service examination for the mail carrier position. She attends Holy Redeemer Roman Catholic Church, and she is a registered member of the Liberal Party.

List the 7 most important factors in influencing you to choose Mary for the job.

List the 7 least important factors in influencing you to choose Mary for the job.

MOST IMPORTANT

FACTORS

LEAST IMPORTANT

_____	Women	_____
_____	Black	_____
_____	18 years	_____
_____	5'6", 130 lbs.	_____
_____	Civil Service	_____
_____	Glasses	_____
_____	Asthma	_____
_____	Graduating Senior in urban school	_____
_____	Never worked	_____
_____	Rank 120/360	_____
_____	Good Health	_____
_____	Catholic	_____
_____	Liberal	_____
_____	President of Junior Class	_____

## ACTIVITIES

1. Discuss:
  - a. "Does your academic record indicate high probability for the continuing achievement of your career plan?"
  - b. "How has your academic achievement influenced your short and long-range plans?"
2. Review the four decision-making strategies as outlined in the program Decisions and Outcomes, by the College Entrance Examination Board:
  1. The Wish Strategy - Following the plan of action you desire most.
  2. The Safe Strategy - Following the plan of action most likely to bring success.
  3. The Escape Strategy - Following the plan of action which will avoid the worst of consequences.
  4. The Combination Strategy - Following a plan of action which is most likely to be achieved and most desirable.

Then have students discuss their Planning Record in terms of the underlying decision-making strategy they feel they employed in formulating their career plans.

3. Have students discuss the impact of social, economic, technological, cultural, and personal changes on their career plans 5, 10, and 20 years after graduation.
4. Discuss the concepts of adaptability, flexibility, and versatility as they enter into future career planning.
5. Introduce the concept of life style. Have students discuss the manner in which their career plans will complement their life style.
6. Have students identify and discuss worker functions or roles which are common to occupations of the past, in the present, and which might be found in the future.
7. Have students brainstorm alternate paths to their major career plan.

## BEHAVIORAL OBJECTIVE

90% of the students in grade eleven, after a guidance unit reviewing graduation requirements, the Student Secondary Record, and the Student Planning Record, will identify their tentative career preparation subjects and up-date their Planning Record.

## INTENT

To encourage all students to see and check their own records to determine any corrections and to get a realistic idea about their high school program in relation to graduation requirements and possible career choices.

## PREPARATION

Utilize or make copies of the STUDENT SECONDARY card to allow students to see the exact record, discuss it, and verify the information.

Assemble the STUDENT PLANNING RECORDS for the students in the group.

Reproduce a SECONDARY RECORD SUMMARY SHEET.

## ACTION

Distribute copies of the SECONDARY RECORD and STUDENT PLANNING RECORD. Encourage students to review them and ask questions.

Distribute the SECONDARY RECORD SUMMARY SHEET. Insert this in the STUDENT PLANNING RECORD to be completed in the senior year.

Have the group fill in the appropriate items during discussion.

# MAJOR SEQUENCES PLANS AFTER HIGH SCHOOL

	NINTH	TENTH	ELEVENTH	TWELFTH
ENGLISH	1	1	1	1
SOC. STUD.	1	1	1	
SCIENCE	1			
MATH				
LANGUAGE				
BUSINESS				
IND. ARTS				
OCC. ANNEX				
HOME ECO.				
MUSIC				
ART				
HEALTH			$\frac{1}{2}$	
PHYS. ED.	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
9th Total		10th Total	11th Total	12 Total
		Cum Total	Cum Total	FINAL Total

NAME \_\_\_\_\_ CLASS \_\_\_\_\_ HOMEROOM \_\_\_\_\_

MAJOR SEQUENCES \_\_\_\_\_

CAREER PLANS AFTER HIGH SCHOOL \_\_\_\_\_

NINTH GRADE		TENTH GRADE		ELEVENTH GRADE		TWE
ENGLISH _____	1	ENGLISH _____	1	ENGLISH _____	1	ENG
ASIAN/AFRICAN _____	1	EUR. CULT. _____	1	AMER. CUL. ST. _____	1	
SCIENCE _____	1	_____		_____		
MATH _____		_____		_____		
_____		_____		_____		
PHYS. ED. _____	$\frac{1}{4}$	PHYS. ED. _____	$\frac{1}{4}$	HEALTH _____	$\frac{1}{2}$	
				PHYS. ED. _____	$\frac{1}{4}$	PHYS
9th Total		10th Total		11th Total		
		Cum Total		Cum Total		

CLASS \_\_\_\_\_ HOMEROOM \_\_\_\_\_ DATE \_\_\_\_\_

HIGH SCHOOL \_\_\_\_\_

TENTH GRADE

ENGLISH \_\_\_\_\_ 1

EUR.CULT \_\_\_\_\_ 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHYS. ED.  $\frac{1}{4}$

10th Total  
Cum Total

ELEVENTH GRADE

ENGLISH \_\_\_\_\_ 1

AMER.CUL.ST. \_\_\_\_\_ 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

HEALTH  $\frac{1}{2}$

PHYS. ED.  $\frac{1}{4}$

11th Total  
Cum Total

TWELFTH GRADE

ENGLISH \_\_\_\_\_ 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHYS. ED.  $\frac{1}{4}$

12th Total  
Final Total

161



Number and Street \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ State \_\_\_\_\_  
 Birth Date \_\_\_\_\_ Name of Parent or Guardian \_\_\_\_\_  
 Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_  
 Was Graduated \_\_\_\_\_  
 Will be Graduated \_\_\_\_\_  
 Certificate \_\_\_\_\_  
 Withdrew \_\_\_\_\_  
 Month \_\_\_\_\_ Year \_\_\_\_\_ SCHOOL \_\_\_\_\_ ADDRESS \_\_\_\_\_

GRADUATION SEQUENCES \_\_\_\_\_  
 CAREER PLANS AFTER HIGH SCHOOL \_\_\_\_\_

GRADE NINE				GRADE TEN			
SUBJECT	EX.	GR.	CR.	SUBJECT	EX.	GR.	CR.
ENGLISH _____	_____	_____	_____	ENGLISH _____	_____	_____	_____
SOC. STUD. _____	_____	_____	_____	SOC. STUD. _____	_____	_____	_____
SCIENCE _____	_____	_____	_____	_____	_____	_____	_____
MATH _____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
PHYS ED _____	_____	_____	_____	PHYS ED _____	_____	_____	_____
ATTENDANCE _____ / _____	TOTAL _____		_____	ATTENDANCE _____ / _____	TOTAL _____		_____
TARDINESS _____	CUM. TOTAL _____		_____	TARDINESS _____	CUM. TOTAL _____		_____

GRADE ELEVEN				GRADE TWELVE			
SUBJECT	EX.	GR.	CR.	SUBJECT	EX.	GR.	CR.
ENGLISH _____	_____	_____	_____	ENGLISH _____	_____	_____	_____
SOC. STUD. _____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
HEALTH 11 _____	_____	_____	_____	_____	_____	_____	_____
PHYS ED _____	_____	_____	_____	PHYS ED _____	_____	_____	_____
ATTENDANCE _____ / _____	TOTAL _____		_____	ATTENDANCE _____ / _____	TOTAL _____		_____
TARDINESS _____	CUM. TOTAL _____		_____	TARDINESS _____	CUM. TOTAL _____		_____

SCHOLARSHIP MARKS  
 A-EXCELLENT (93-100%)  
 B-ABOVE AVERAGE (85-92%)  
 C-AVERAGE (75-84%)  
 D-BELOW AVERAGE (65-74%)  
 E-FAILURE (BELOW 65%)  
 N-NO MARK  
 P-PASS  
 EXAM CODE  
 L-LOCAL  
 R-REGENTS  
 S-STATE ACHIEVEMENT  
 Class rank \_\_\_\_\_ out of \_\_\_\_\_





## HIGH SCHOOL GRADUATION REQUIREMENTS AND CAREER PLANS

REQUIRED COURSES	EXACT NAMES	EXAM GRADE Regents-R State-SW Local-L	FINAL GRADE	CREDITS
English 9th Grade	_____		_____	_____
English 10th Grade	_____		_____	_____
English 11th Grade	_____		_____	_____
English Comprehensive Exam	_____	% SW L	_____	_____
English 12th Grade	_____		_____	_____
Social Studies 9th Grade	_____		_____	_____
Social Studies 10th Grade	_____		_____	_____
Social Studies 11th Grade	_____		_____	_____
Soc. Studies Comprehensive Exam	_____	% SW L	_____	_____

Science \_\_\_\_\_

Health Instruction \_\_\_\_\_

Physical Instruction 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th \_\_\_\_\_ 12th \_\_\_\_\_

Completed/Potential Sequences

Seq.	COURSE	EXAM	R SW L	FINAL	COURSE	EXAM	R SW L	FINAL	COURSE	EXAM	R SW L	FINAL
Seq.	_____	_____		_____	_____	_____		_____	_____	_____		_____

CAREER COURSES TAKEN AND PLANNED \_\_\_\_\_

CAREER PLANS \_\_\_\_\_

CAREER ROUTE: Circle and Explain

CREDITS	9th _____	10th _____	11th _____	Junior Total _____	12th _____	Grad. Total _____	
							Training _____
							2 Yr. Coll. _____
							4 Yr. Coll. _____
							Military _____
							Employment _____
							Other _____

N.Y.S. Regents Diploma Requirements

19 Credits ( )

Eng. Comp. R Exam ( )

ACS R Exam ( )

Regents Seq. ( )

Math ( )

Science ( )



## RELATED ACTIVITIES

1. Review and discuss the booklet Opportunity Unlimited by Rochester City School District, pages 6 - 36 with special emphasis on pages 21 - 36.

**BEHAVIORAL  
OBJECTIVE**

80% of the students in eleventh grade after a guidance session on researching a job will write a composition of at least 300 words on A CAREER CHOICE.

**INTENT**

To identify the various factors which influence decisions about job choices, and encourage students to think about specifics when it comes to their possible future occupation.

Every effort should be made to have all of the students make some kind of commitment so they will go through the steps and experience the process.

**PREPARATION**

Reproduce FACTORS IN OCCUPATIONAL CHOICE and the JOB FACT SHEET for individual distribution.

Assemble literature with details about careers. Career files, The Occupation Outlook Handbook, Career Briefs, Encyclopedia of Careers, and other library resources, made available during the group session and during study halls or free time, will allow the students to work as a group or independently.

Consult with the English Department head for utilization of this activity by 11th grade English teachers.

**ACTION**

Have the students fill out and discuss the FACTORS in OCCUPATIONAL CHOICE check list.

Have the students select one of the three job choices at the end of the activity.

Distribute the JOB FACT SHEET to be completed and used as a research summary for the composition.

Introduce briefly the idea of combining programs by giving a few examples of local programs. Cite cases of former students who have participated in programs such as:

U.S. Army Project AHEAD  
U.S. N. ROTC  
U.S.M.C. Platoon Leader Program

R.I.T. Early Start Program  
M.C.C. Co-op Programs  
Gleason-R.I.T. Apprenticeship  
Eastman Kodak Summer Work Program

Consider these different reasons for going to work for a certain employer. Check the factors which are important to you.

TYPE OF WORK PLACE IMPORTANT TO YOU

- Industry, Factory
- Business
- Small privately owned company
- Government
- Education or service oriented

LOCATION IMPORTANT TO YOU

- Near home
- Close enough to come home for holidays
- Job may require moving out of state
- A city (urban) over 15
- Other \_\_\_\_\_

SIZE OF WORKER ORGANIZATION IMPORTANT TO YOU

- Small
- Medium
- Large

TYPE OF PEOPLE IMPORTANT TO YOU

- Males and females in about equal number
- More males or females
- Mostly young people versus all ages
- Mostly high school graduates versus some college and technical
- Other kinds of people \_\_\_\_\_

EDUCATIONAL OPPORTUNITY IMPORTANT TO YOU

- Furthering education encouraged
- Released time for education
- Tuition benefits provided by employer
- In-service and/or apprentice training
- On job training

JOB REQUIREMENTS IMPORTANT TO YOU

- Good mental ability
- Certain skills
- Many entry jobs
- Good opportunity for advancement
- Little extra training needed
- Education required beyond high school
- Job may be obsolete in the future
- Few women are in the job (or men)
- Possible combinations important to me
- Military training programs
- ROTC
- College - Coop Programs
- Employer tuition incentive plans

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LABOR MARKET CONDITIONS IMPORTANT TO YOU

- Many jobs available in my preferred occupation  
Few jobs available

ACTIVITIES, BENEFITS, LIVING/WORKING CONDITIONS IMPORTANT TO YOU

- Variety of social activities, parties, bowling leagues, other teams  
Surroundings--pleasant lounge, lunch room  
Working conditions--quiet, clean  
Working alone sometimes a requirement  
Working and getting along with many people required

FRINGE BENEFITS

- Medical, retirement and other usual benefits  
Stock options  
Bonus  
Overtime  
Long vacation

GOOD PAY

OTHERS

COSTS IMPORTANT TO ME

- Clothes Tools  
Transportation List Other  
Good housing in area

LIST OTHER INFORMATION

Circle 5 factors that are most important to you.

Name 4 places of employment you know about that would fit these factors and your tentative job choices. Weigh consequences of possible choices. Check how satisfied you would be with these choices. What do you think your chances are of being hired?

	Place of Employment	Satisfaction			Chances of Being Hired		
		High	Medium	Low	High	Medium	Low
1.							
2.							
3.							
4.							

JOB FACT SHEET

NAME \_\_\_\_\_ DATE \_\_\_\_\_

NAME OF CAREER \_\_\_\_\_

JOB DUTIES: What are some of the activities you would do in this job?

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

WHERE: In what kind of environment would you work?

\_\_\_\_\_

EARNINGS: How much would you make a month at the start?

\$ \_\_\_\_\_

How much would you be making a month after five years of work?

\$ \_\_\_\_\_

**EDUCATIONAL  
BENEFITS**

\_\_\_\_\_

**FRINGE  
BENEFITS**

Besides your basic pay, what other benefits could you be receiving?

\_\_\_\_\_

FUTURE: What kind of changes in the future could affect your job either positively or negatively?

\_\_\_\_\_

ADVANCEMENT: After working a few years, what kinds of related jobs might you work your way into?

\_\_\_\_\_

DISADVANTAGES: What are some of the reasons which could convince you to leave this job in the future?

\_\_\_\_\_

APTITUDES: In order to do well in this job, what kinds of skills would be good to have?

---

---

INTERESTS & TEMPERAMENTS: If you are going to be happy in this type of work, what kinds of interests would it be good to have?

---

---

What kinds of pressures or demands do you think you might have to deal with?

---

---

LOCAL EMPLOYMENT: Who is local employer who might hire you for this job?

---

---

EDUCATION TRAINING: What training or education is required to start out in this job?

---

---

In what school or college is this training available?

---

---

How much will it cost you? \$

---

PLANS TIMING: What are your plans for getting this job, and when do you think you'll start?

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---

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## ACTIVITIES

1. Through the CAREER OBSERVATION Program arrange to have students interview a worker engaged in the career or occupation of their preference. Encourage them to tape record the interview for future review and discussion in small groups or in the classroom. Save the tapes and start building your own library of job tape interviews.
2. Arrange for field trips to industries which cover a large and varied range of career areas. Be sure to spend some time meeting with their personnel department. Arrange with your audio-visual department to have the field trip video-taped for future group review and discussion.
3. Invite speakers from the job personnel and placement field, both in industry and college to make classroom presentations. Tape record such presentations for future review and reference.
4. Read and discuss excerpts from Working by Studs Terkel.
5. Show, discuss, and engage in the activities accompanying the filmstrips: "What You Should Know Before You Go To Work", "Preparing For The Jobs Of The 70's", "On The Job", "Four Trainees", "A Job That Goes Someplace", "The Paycheck Puzzle", and "Your Job Interview" from Guidance Associates.



**BEHAVIORAL  
OBJECTIVE**

80% of the students in grade eleven will complete a series of exercises given during a guidance unit in which they observe or participate in simulated job interviews, write a personal resumé, and complete a job application. (In addition, Juniors planning formal post high school training will participate in a simulated college interview and complete a college application form.

**INTENT**

To give juniors a chance to try out some specific activities which they will all encounter sometime in the future. The practice in meeting the demands of various application forms during a non-threatening situation is a valuable experience for meeting future application demands.

**PREPARATION**

Reproduce the Kodak, Xerox, Carrols or Lincoln Rochester application forms.

Collect SUNY application forms and instruction booklets. A reproduction of the actual application which is sent to Albany is all that is necessary.

Reproduce the RESUME FORM. The resume sample, DIANE SMITH, can be valuable for ideas and format.

**ACTION**

The four separate activities can take place one after another with the whole group going through each one,

The first activity should be to complete the resume form and discuss its use, distribution, and modification for different types of applications.

The college and job applications can be completed as a group. Homogeneous groups should be formed;

the appropriate applications (college, job) should be the major emphasis.

The job or college interviews can be role played with much good discussion developing. Again, if homogeneous groups should be formed, the appropriate type of interview is then conducted.

Make use of personnel outside the school. Admissions Counselors from MCC or other local colleges would respond well to an invitation to participate in college interview role playing.

Personnel directors at Kodak, Gleason, Lincoln Rochester, and many other area businesses would also welcome the opportunity to role play job interviews.

**PERSONAL DATA**

Soc. Sec. No. \_\_\_\_\_

Name \_\_\_\_\_  
last first initial maiden

Address \_\_\_\_\_  
number street apt. no.

\_\_\_\_\_ city or town state zip code No. Years at this address

Telephone \_\_\_\_\_ Previous Address \_\_\_\_\_  
area code number How long did you live there?

Applying for position of: \_\_\_\_\_

Would you work full-time? \_\_\_\_\_ Part-time? \_\_\_\_\_ If part-time, please  
 Specify days and hours \_\_\_\_\_

\* Federal, State and Municipal Laws prohibit discrimination because of  
 Age, Sex, Race, Creed, Color or National Origin.

**\*DATE OF BIRTH**

\* \_\_\_/\_\_\_/\_\_\_  
Mo. Day Year

**MARITAL STATUS**

- \* ( ) Male ( ) Single ( ) Married ( ) Legally Separated
- \* ( ) Female ( ) Engaged ( ) Widowed
- ( ) Divorced ( ) Separated

**\*CITIZENSHIP**

- ( ) U.S. Citizen If married, name of spouse \_\_\_\_\_
- ( ) Alien (Permanent) Occupation and Employer \_\_\_\_\_
- ( ) Alien (Temp. Visa) Number of children \_\_\_\_\_

**FOR BANK USE ONLY**

D/E \_\_\_\_\_ Com  
 Salary \_\_\_\_\_ Cost  
 Diff. \_\_\_\_\_ Type \_\_\_\_\_  
 Job Title \_\_\_\_\_ Cost  
 Grade \_\_\_\_\_ Code \_\_\_\_\_ Pay

**EDUCATION** Circle highest grade completed  
 Elementary High  
 1 2 3 4 5 6 7 8 9 10

	Name and Address	Year From
High School		
College		
Business School		
Other		

**SKILLS -**

- ( ) Typing \_\_\_\_\_ ( ) Shorthand \_\_\_\_\_  
(speed) (speed)
- ( ) Adding machine ( ) Keypunch

Other Languages - ( ) None  
 Speak \_\_\_\_\_ Read \_\_\_\_\_  
1 2 3 1 2  
 Circle for level fluency: 1-Fair 2-Good 3-Flu

**EMPLOYMENT HISTORY** Are you now employed? \_\_\_\_\_ Where? \_\_\_\_\_

May we contact your present employer? \_\_\_\_\_ How soon can you commence work? \_\_\_\_\_

Specific employment (list most recent first)

From Mo/Yr	To Mo/Yr	Employers Name and Address	Kind of Work	Salary
159				

initial \_\_\_\_\_ maiden \_\_\_\_\_  
 apt. no. \_\_\_\_\_  
 code \_\_\_\_\_ No. Years at this address \_\_\_\_\_  
 live there? \_\_\_\_\_  
 \_\_\_\_\_ If part-time, please \_\_\_\_\_  
 discrimination because of color or National Origin.  
 married ( ) Legally Separated  
 widowed  
 divorced  
 never married  
 never

**FOR BANK USE ONLY**

D/E \_\_\_\_\_ Company \_\_\_\_\_  
 Salary \_\_\_\_\_ Cost Center Name \_\_\_\_\_  
 Diff. \_\_\_\_\_ Type \_\_\_\_\_  
 Job Title \_\_\_\_\_ Cost Center No. \_\_\_\_\_  
 Grade \_\_\_\_\_ Code \_\_\_\_\_ Pay Status \_\_\_\_\_

**EDUCATION** Circle highest grade completed.

Elementary High School College Graduate  
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 -

	Name and Address	Years Attended From To	Graduate?	Degree and Major
High School				
College				
Business School				
Other				

**SKILLS -**

( ) Typing \_\_\_\_\_ ( ) Shorthand \_\_\_\_\_ ( ) Dictaphone \_\_\_\_\_  
(speed) (speed)  
 ( ) Adding machine ( ) Keypunch ( ) Others \_\_\_\_\_  
(Specify)

Other Languages - ( ) None

Speak \_\_\_\_\_ Read \_\_\_\_\_ Write \_\_\_\_\_  
1 2 3 1 2 3 1 2 3

Circle for level fluency: 1-Fair 2-Good 3-Fluent

Where? \_\_\_\_\_ Present Salary \_\_\_\_\_  
 How soon can you commence work? \_\_\_\_\_

Name and Address	Kind of Work	Salary	Reason for leaving

Do you have any medical problem? No ( ) Yes ( )  
If yes, describe \_\_\_\_\_  
\_\_\_\_\_

Do you have any physical limitations? No ( ) Yes ( )  
If, yes, describe \_\_\_\_\_  
\_\_\_\_\_

Do you have any current illnesses or medical conditions?  
No ( ) Yes ( ) If yes, describe \_\_\_\_\_  
\_\_\_\_\_

2.	
3.	

Relatives now working for bank \_\_\_\_\_

Friends now working for bank \_\_\_\_\_

How were you referred to us? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MILITARY STATUS (U.S. only)**

Present Draft Status \_\_\_\_\_ Period of Active Duty \_\_\_\_\_ Member of \_\_\_\_\_  
From \_\_\_\_\_ To \_\_\_\_\_ ( ) National Guard  
mo/yr mo/yr  
( ) Reserve Unit  
Lottery Number \_\_\_\_\_ Branch of Service \_\_\_\_\_

In making this application for \_\_\_\_\_  
that an investigation may be made  
tained through personal interviews wi  
others with whom you are acquainted  
mation as to your character, genera  
acteristics and mode of living. You h  
ten request within a reasonable per  
tional; detailed information about th  
investigation.

Date \_\_\_\_\_

Sign \_\_\_\_\_

**OUTSIDE ACTIVITIES**

Hobbies \_\_\_\_\_

Activities \_\_\_\_\_

Clubs/Organizations \_\_\_\_\_

Civic Interests \_\_\_\_\_

PLEASE DO NOT WRITE IN

Date \_\_\_\_\_

\*(You may exclude those indicating sex, race, creed, color or natural origin)

No ( ) Yes ( )

s? No ( ) Yes ( )

r medical conditions?

2.		
3.		

Relatives now working for bank \_\_\_\_\_

Friends now working for bank \_\_\_\_\_

How were you referred to us? \_\_\_\_\_

Duty \_\_\_\_\_

Member of

( ) National Guard

( ) Reserve Unit

mo/yr \_\_\_\_\_

In making this application for employment it is understood that an investigation may be made whereby information is obtained through personal interviews with your neighbors, friends, or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics and mode of living. You have the right to make a written request within a reasonable period of time to receive additional, detailed information about the nature and scope of this investigation.

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Applicant

PLEASE DO NOT WRITE IN SPACES BELOW

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---

or natural origin)



\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Interviewer

NAME	LAST	FIRST	INITIAL	SOCIAL SECURITY
PRESENT ADDRESS	STREET	CITY	STATE	ZIP CODE
HOME PHONE:				
PERMANENT ADDRESS	STREET	CITY	STATE	ZIP CODE
WHO REFERRED:				

IF NOT A CITIZEN OF U. S., CURRENT VISA STATUS? HOW WOULD YOU DESCRIBE YOUR GENERAL HEALTH?

WHAT TYPE OF WORK DO YOU PREFER?

1. \_\_\_\_\_ 2. \_\_\_\_\_

GEOGRAPHIC LIMITATIONS	GEOGRAPHIC PREFERENCES	GIVE NAMES OF CLOSE RELATIVES EMPLOYED BY XEROX
		1. _____ 2. _____

HAVE YOU EVER BEEN CONVICTED OF A FELONY? IF "YES" PLEASE EXPLAIN:  
 (RECORD OF CONVICTION DOES NOT DISQUALIFY THE APPLICANT FROM EMPLOYMENT CONSIDERATION)  YES  NO

MAY WE CONTACT YOUR PRESENT EMPLOYER? <input type="checkbox"/> YES <input type="checkbox"/> NO	WAGE OR SALARY REQUIRED	DATE AVAILABLE	HAVE YOU EVER APPLIED FOR WORK AT XEROX? IF YES, WHEN AND WHERE <input type="checkbox"/> YES <input type="checkbox"/> NO	HAVE YOU EVER <input type="checkbox"/> YES <input type="checkbox"/> NO
--	-------------------------	----------------	--	--

EDUCATIONAL DATA	CIRCLE HIGHEST GRADE COMPLETED	ELEMENTARY	HIGH SCHOOL	COLLEGE
		1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16 17

SCHOOL NAME AND LOCATION	YEARS ATTENDED	GRADUATE?	DEGREE	MAJOR
HIGH SCHOOL	FROM TO			
COLLEGE	FROM TO			
COLLEGE	FROM TO			

OVERALL COLLEGE SCHOLASTIC AVERAGE/DEGREE CLASS STANDING (UPPER 1/4, 1/2, ETC.)

**EMPLOYMENT AND MILITARY HISTORY** IN EMPLOYMENT HISTORY SECTION LIST MOST RECENT JOB FIRST. INCLUDE ALL JOBS SINCE GRADUATION FROM COLLEGE (OR LAST FIVE JOBS, WHICHEVER IS LESS).

FROM MO. / YR.	TO MO. / YR.	BRANCH OF U.S. MILITARY SERVICE	RANK AT DISCHARGE	LAST DUTY STATION
/	/			

DATES		NAME/ ADDRESS OF EMPLOYERS	TYPE OF POSITION	SUPERVISOR	PAY RATE	
FROM MO. YR.	TO MO. YR.				START	FINISH
/	/					
/	/					
/	/					
/	/					
/	/					

FIRST INITIAL			SOCIAL SECURITY NO.	DATE
CITY	STATE	ZIP CODE	HOME PHONE: INCLUDE AREA CODE	ALTERNATE PHONE: INCLUDE AREA CODE
CITY	STATE	ZIP CODE	WHO REFERRED YOU TO XEROX?	

DO YOU DESCRIBE YOUR GENERAL HEALTH?

2.

REFERENCES	GIVE NAMES OF CLOSE RELATIVES EMPLOYED BY XEROX
	1. 2.

IF "YES" PLEASE EXPLAIN:

5  NO

DATE AVAILABLE	HAVE YOU EVER APPLIED FOR WORK AT XEROX? IF YES, WHEN AND WHERE	HAVE YOU EVER WORKED AT XEROX? IF YES, WHEN AND WHERE
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO

	ELEMENTARY								HIGH SCHOOL				COLLEGE				GRADUATE					
COMPLETED	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

	YEARS ATTENDED		GRADUATE?	DEGREE	MAJOR SUBJECT OR TOTAL HOURS
	FROM	TO			

CLASS STANDING (UPPER 1/2, 1/3, ETC.)

IN THIS HISTORY SECTION LIST MOST RECENT JOB FIRST. INCLUDE ALL JOBS SINCE GRADUATION FROM HIGH SCHOOL (5, WHICHEVER IS LESS).

YEARS	RANK AT DISCHARGE	LAST DUTY STATION	TYPE OF POSITION	SUPERVISOR	PAY RATE		REASON FOR LEAVING
					START	FINISH	





PRINCIPAL HOBBIES

IN WHAT EXTRA-CURRICULAR, CIVIC, OR CULTURAL ACTIVITIES HAVE YOU BEEN OR ARE YOU CURRENTLY ACTIVE? INCLUDE OFFICES HELD \* (EXCLUDE THOSE INDICATING RACE, COL

DESCRIBE BRIEFLY THE NATURE OF YOUR LAST TWO MOST APPROPRIATE POSITIONS, INCLUDING SUPERVISORY RESPONSIBILITY, IF IF YOU HAVE DONE RESEARCH, INCLUDE A BRIEF DESCRIPTION OF ITS NATURE AND SCOPE.

1.  
2.

WHAT ARE YOUR PLANS FOR CONTINUING YOUR EDUCATION?

WILL YOU PERFORM SHIFT WORK?

YES  NO

WILL YOU WORK OVERTIME?

YES

PROFESSIONAL/WORK REFERENCES WE MAY CONTACT:

NAME	HOME PHONE NO. (INCLUDE AREA CODE)	NAME
EMPLOYED BY	EMPLOYER PHONE NO. (INCLUDE AREA CODE)	EMPLOYED BY
EMPLOYER ADDRESS		EMPLOYER ADDRESS

Persons employed at Xerox have access to confidential information regarding various phases of Company business. Therefore, the Company follows a policy of requiring new professional employees at the time of employment to sign a proprietary information and conflict of interest agreement. Information concerning competitor's operations, products, designs or other proprietary information will not be solicited from an applicant for employment. Xerox will honor any valid post employment restrictions contained in an applicant's employment contract and fully respects the applicant's right to non-disclosure to his former employer.

I certify that the answers provided above are accurate to the best of my knowledge and belief. I am aware that failure to complete this application truthfully or misstatements may result in refusal of employment or discharge. If employed, I understand that continued employment may be subject to issuance of a fidelity bonding agent of Xerox Corporation.

SIGNATURE OF APPLICANT

FOR EMPLOYMENT USE ONLY

INTERVIEWER'S SIGNATURE

HAVE YOU BEEN OR ARE YOU CURRENTLY ACTIVE? INCLUDE OFFICES HELD \* (EXCLUDE THOSE INDICATING RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN, OR AGE)

THE NATURE OF YOUR LAST TWO MOST APPROPRIATE POSITIONS, INCLUDING SUPERVISORY RESPONSIBILITY, IF ANY.  
RESEARCH, INCLUDE A BRIEF DESCRIPTION OF ITS NATURE AND SCOPE.

NO

WILL YOU WORK OVERTIME?

YES

NO

CONTACT:

HOME PHONE NO.  
(INCLUDE AREA CODE)

NAME

HOME PHONE NO.  
(INCLUDE AREA CODE)

EMPLOYER PHONE NO.  
(INCLUDE AREA CODE)

EMPLOYED BY

EMPLOYER PHONE NO.  
(INCLUDE AREA CODE)

EMPLOYER ADDRESS

Confidential information regarding various phases of Company business. Therefore, the Company follows the usual practice of requiring  
employment to sign a proprietary information and conflict of interest agreement.  
products, designs or other proprietary information will not be solicited from an applicant for employment, or from the Company's  
employment restrictions contained in an applicant's employment contract and fully respects the applicant's duty of loyalty and

accurate to the best of my knowledge and belief. I am aware that failure to complete this application, intentional omissions or  
employment or discharge. If employed, I understand that continued employment may be subject to issuance and continuance of bond by the

SIGNATURE OF APPLICANT

DATE

INTERVIEWER'S SIGNATURE

DATE

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## EMPLOYMENT APPLICATION (Hourly Employees)

**THIS EMPLOYER AGREES TO PROVIDE EQUAL EMPLOYMENT OPPORTUNITIES IN CONNECTION WITH ALL WORK PERFORMED, & FURTHER AGREES NOT TO DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF RACE, COLOR, CREED, NATIONAL ORIGIN, AGE OR SEX.**

PLEASE PRINT OR TYPE

PERSONAL DATA

Name \_\_\_\_\_ Date of Application \_\_\_\_\_  
(Last) (First) (M.I.)  
 Phone Number \_\_\_\_\_  
 Address \_\_\_\_\_ How long there? \_\_\_\_\_  
(No. & Street) (City) (State) (Zip Code)  
 Married  Single  Widowed  Divorced  Separated  Engaged  Social Security No. \_\_\_\_\_  
 Number of Children \_\_\_\_\_ Other Dependents \_\_\_\_\_ Date of Birth \_\_\_\_\_  
 Are you a U.S. Citizen? \_\_\_\_\_ Name of Spouse \_\_\_\_\_ Age \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

EDUCATION

Name and Address of Last School Attended \_\_\_\_\_  
 Dates \_\_\_\_\_ Circle Last Year Completed: HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4  
 Special Training or Skills \_\_\_\_\_  
 Are you presently a student? Yes  No

MILITARY

Branch \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ Rank \_\_\_\_\_ Type Discharge \_\_\_\_\_  
 Reserve Organization \_\_\_\_\_ Board Location \_\_\_\_\_ Draft Class \_\_\_\_\_ Lottery No. \_\_\_\_\_

GENERAL DATA

Do you own a car? \_\_\_\_\_ Do you have a valid Driver's License? \_\_\_\_\_ Previously applied at Carrols? \_\_\_\_\_  
 Previously employed by Carrols? \_\_\_\_\_ Where \_\_\_\_\_ Have you any friends or relatives in our employ? \_\_\_\_\_  
 Have you ever made application for a Bond? \_\_\_\_\_ Refused? \_\_\_\_\_  
 Have you ever been convicted of a crime? \_\_\_\_\_ Explain \_\_\_\_\_  
 Have you any "Side Line" Business Interests? \_\_\_\_\_ Explain \_\_\_\_\_  
 Have you ever collected Workmen's Compensation? \_\_\_\_\_ Where? \_\_\_\_\_  
 Specify Physical Defects or Ailments \_\_\_\_\_  
 In case of Emergency contact \_\_\_\_\_ Phone \_\_\_\_\_  
 Referred by \_\_\_\_\_ Would you relocate? \_\_\_\_\_ Where? \_\_\_\_\_  
 Earliest Starting Date \_\_\_\_\_ Salary Requirements \_\_\_\_\_

MINORS

**This Section must be completed BY THE MANAGER prior to Employee beginning work.**

Is the Applicant under 18 years old? \_\_\_\_\_ Proof of age submitted: Birth Certificate  License  Other   
 Is the Applicant presently a student? \_\_\_\_\_ Does your State require Working Certificates? \_\_\_\_\_  
 Work Certificate Application Date \_\_\_\_\_ Work Certificate Number \_\_\_\_\_  
**AUTHORITY ISSUING THE WORK CERTIFICATE:** \_\_\_\_\_  
(Name)  
 \_\_\_\_\_  
(Address)  
 Date Work Certificate Received by Manager \_\_\_\_\_

**NOTE:** Work Certificates are to be attached to this application and retained on file. Upon termination, return the Work Certificate to the employee and file the employment application.



**EMPLOYMENT HISTORY - GIVE NAMES AND ADDRESSES OF PREVIOUS EMPLOYERS. LIST MOST RECENT EMPLOYER FIRST**

EMPLOYER'S NAME AND ADDRESS	POSITION HELD	SALARY	EMPLOYED FROM	TO	REASON FOR LEAVING
NAME _____ ADDRESS _____					
NAME _____ ADDRESS _____					
NAME _____ ADDRESS _____					
NAME _____ ADDRESS _____					
NAME _____ ADDRESS _____					

**REFERENCES - LIST 3 PERSONAL REFERENCES, EXCLUDING EMPLOYERS OR RELATIVES**

NAME	ADDRESS	OCCUPATION	No. of yrs. known
1) _____	_____	_____	_____
2) _____	_____	_____	_____
3) _____	_____	_____	_____

**APPLICANT'S AVAILABILITY**

PART TIME  DAY

FULL TIME  NIGHT

MON	TUES	WED	THUR	FRI	SAT	SUN

EARLIEST STARTING DATE \_\_\_\_\_

We appreciate your recent application for employment with CARROLS. However, as a part of our normal procedure for processing applications, a routine inquiry may be made. This inquiry typically concerns information on an applicant's character, general reputation, personal characteristics and mode of living. Further information on the nature and scope of such inquiry, if one is made, is available to you upon written request.

IT IS UNDERSTOOD THAT FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL

SIGN HERE \_\_\_\_\_ DATE \_\_\_\_\_  
SIGNATURE OF APPLICANT

DO NOT WRITE BELOW THIS LINE

INTERVIEW (YES OR NO) \_\_\_\_\_ DATE \_\_\_\_\_ HOUR \_\_\_\_\_

RESULT OF INTERVIEW \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STARTING SALARY \_\_\_\_\_ LOCATION \_\_\_\_\_ STARTING DATE \_\_\_\_\_

INTERVIEWED BY \_\_\_\_\_ APPROVED BY \_\_\_\_\_

NOTE - MINORS MUST PRESENT WORKING PAPERS PRIOR TO STARTING WORK. FILE WORKING PAPERS WITH EMPLOYEE'S APPLICATION.





# SPECIMEN

## APPLICATION FOR EMPLOYMENT

EASTMAN KODAK COMPANY An Equal Opportunity Employer

PERSONAL DATA	Name (Last) (First) (Middle)			Maiden Name		Date of Application	
	Address (No. and Street) (City) (State) (Zip Code)				Area Code		Tel. No.
	Date of Birth*		Height Ft. In.	Weight Lbs.	Social Security Number		<input type="checkbox"/> U.S. Citizen
	Do You Have Any Physical Defects, Diseases or Illnesses? <input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, Describe Briefly.				Do You Wear Contact Lenses? <input type="checkbox"/> No <input type="checkbox"/> Yes		<input type="checkbox"/> Alien (Permanent Res.)
	Can You Work Any Shift?				What Kind of Work Do You Prefer?		<input type="checkbox"/> Alien (Temporary Visa)
					1st Choice	2nd Choice	
	Draft Status	Have You Ever Worked For E. K. Co?		Which Plant or Division?		Date From To	
	U. S. Military Service	Branch	Date From	To	Honorable Release?		<input type="checkbox"/> Yes <input type="checkbox"/> No
	Rank or Rating at Time of Discharge		Military Specialty				

EDUCATION	School	Name	City, Town And State	Years	Subjects of Specialization			Date Graduated	Degree
	Elementary	(Circle Highest Grade Completed)		3	4	5	6	7	8
	High School								
	College								
	Business or Trade School								
	Night or Other								

PREVIOUS EMPLOYMENT (Give Full Details)	List Employers in Order Starting With Present One		Dates		Kind of Work	Wages	Reason For Leaving
	Name	Address	From	To			

REFERENCES (Other Than Relatives)	Name	Address	Business or Occupation

Any Relatives Working for Eastman Kodak Company?		
Name	Relationship	Plant

FILE
NAME

\*The Age Discrimination Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years.

I hereby authorize Kodak to make any contacts considered necessary for my employment, such as present and previous employers, public or credit bureau records.

I have not subscribed and do not subscribe to any philosophy aiming at the overthrow of our government by force or violence.

SIGNATURE \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

PERSONAL: Born \_\_\_\_\_ Height \_\_\_\_\_  
Health \_\_\_\_\_ Weight \_\_\_\_\_

EDUCATION: \_\_\_\_\_  
High School (name and address)  
Date of Diploma \_\_\_\_\_ Class Rank \_\_\_\_\_ High School Average \_\_\_\_\_  
Major Sequence(s) \_\_\_\_\_

WORK EXPERIENCE:

_____ Employer - Name and Address	
_____ Month and year began	_____ Month and year left
_____ Work (i.e. counter work, bag groceries, clerk-typist)	
_____ Employer	_____ Employer
_____ Dates _____ to _____	_____ Dates _____ to _____
_____ Work	_____ Work

SPECIAL INTERESTS OR HOBBIES:

\_\_\_\_\_  
(i.e. sewing, skiing, woodworking, varsity, soccer)

ORGANIZATIONS:

\_\_\_\_\_  
(i.e. scouts, church youth group, crusaders, etc.)

HONOR/AWARDS:

\_\_\_\_\_  
(i.e. National Honor Society, NYS Expert Typist Certificate)

REFERENCES:

(four, if possible), include employment, education, neighborhood, church, or adult friends)

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Address \_\_\_\_\_

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Address \_\_\_\_\_

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Address \_\_\_\_\_

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Address \_\_\_\_\_

CAREER GOAL (a statement about your future plans): \_\_\_\_\_



DIANE B. SMITH  
375 Norton Street  
Rochester, New York 14621  
(Telephone: 716-328-4621)

**PERSONAL:** Born: April 3, 1958 Health: Good  
Height: 5'6" Glasses  
Weight: 128 lbs. (near sighted)

**EDUCATION:** Benjamin Franklin High School (Rochester) 1972-1976  
Diploma to be awarded June, 1976.  
Class Rank 127/384. C average.  
Courses included English, Typing I and II,  
Bookkeeping I, Office Practice I.

**WORK**

**EXPERIENCE:** Summer 1973- Carrols Restaurant. Counter Service  
Summer 1974 - Rochester Savings Bank. Check Reviewer  
Verified tellers' daily receipts. 40 hrs./wk.  
September, 1975 - June 1976, Rochester Savings Bank  
Co-op Student employee. Clerk-typist. Typed  
personnel reports. Prepared files. Filed.  
Other experience includes counting and tallying  
church collections and typing correspondence for  
the pastor, 1972-1976.

**HOBBIES/SPECIAL**

**INTERESTS:** Sewing, Skiing, Athletics in general

**ORGANIZATIONS:** Ski Club, Girls' Athletic Association

**HONORS OR AWARDS:** Betty Crocker Cooking Award  
New York State Expert Typing Certificate

**REFERENCES:**

Miss Evelyn Daley  
Clerk Supervisor  
Rochester Savings Bank  
40 Franklin Street  
Rochester, New York 14604

Reverend Stephen Howard  
North Baptist Church  
2052 St. Paul Street  
Rochester, New York 14617

Mr. George Mercer  
Business Department Chairman  
Benjamin Franklin High School  
970 Norton Street  
Rochester, New York 14621

Mr. Karl Heath  
D.O.C. Teacher  
Benjamin Franklin High School  
970 Norton Street  
Rochester, New York 14621

**CAREER GOALS:**

I would like to become an administrator of a business office  
supervising different members of a staff in organizaing and directing  
the activities of an office.

## COLLEGE INTERVIEW

### Typical Interview Questions

The name of the college and the area of specialization should be established before the interview starts.

The students can play themselves or role play an assumed person.

The counselor can take the role of the interviewer, or to create more interest, the role of the applicant.

### QUESTIONS

Why are you applying to this college?

In what programs do you plan to major?

What are your eventual career goals?

How do you feel your college program will help you?

How well do you feel you have been prepared at your high school?

What kind of problems do you anticipate in college?

How did you hear about this college?

Will you have any friends at the college when you arrive?

How do your parents feel about you going to college?

Do you have any questions about college, such as your program, schedule, calendar, living arrangements, meals, costs, financial aid?



Interviewers are always impressed by applicants who have "done their homework". Reading catalogs and bulletins and discussing colleges with counselors, can be valuable sources of information for questions directed to the interviewer. Good questions show the student's initiative and interest in the school.



## JOB INTERVIEW

### Typical Interview Questions

The name of the company and the job titles should be established before the interview is started.

The students can play themselves or role play an assumed person.

The counselor can take the role of the interviewer, or to create more interest, the role of the applicant.

### QUESTIONS

- What kind of work would you like to do here at \_\_\_\_\_?
- How well do you think you can do? Why?
- What type of training have you had?
- How much money do you expect to make?
- Do you speak any foreign languages?
- Have you worked anywhere else? Where?
- Who were your supervisors? May I call them?
- What kind of work did you do?
- Why did you leave?
- Will you have any problems getting here on time?
- Could you work overtime or trick work?
- How did you hear about this job? Do you know anybody who works here?
- Do you understand what you would be doing here?
- When could you start working?
- Do you have any questions about the job?



Interviewers are always impressed by applicants who ask good questions based on research of the company or the job requirements.

## RELATED ACTIVITIES

1. Expose students to the simulation games, filmstrips, brain-storming activities, puzzle assembly, role-playing, peer evaluation and individual assessment activities contained in the Job Survival Skills Program by Singer
2. Show and discuss the filmstrip, "Your Job Interview", by Guidance Associates.
3. Video tape role playing of job or college interviews, and do focused feedback replays on voice quality, positive impressions, appearances, grooming, etc.

## GRADE TWELVE

The senior year is obviously a time for summing up and crystalizing dreams, ideas, and practical experiences. As with all Seniors, the final graduation card must be put together and career plans put into action.

The Needs Assessment will give the counselor a good idea of the things seniors have done in the Area of Careers and the needs they have. Meeting the demands of the class in preparing them to leave high school has always been the goal of the counselor. The activities available at other grade levels can be useful in carrying out this task.

From experience, we all know that a great deal of individual attention is needed and demanded by the Senior. Small groups, both homogeneous and heterogeneous, can be valuable in disseminating pertinent information and stimulating insight and action.

**BEHAVIORAL  
OBJECTIVE**

70% of the students in grade twelve, after a guidance unit reviewing the Student Planning Record, will enter in the record an up-date of their career choice and complete the **SECONDARY SUMMARY** and **CAREER PLANS** sheets.

**INTENT**

To encourage students to review their own Secondary Record and personal planning record. The academic record review can give them the confidence that their high school program will fulfill the graduation requirements. The review of the personal planning record, along with the academic record, can help give a realistic view of future plans.

**PREPARATION**

Assemble the **SECONDARY RECORD** cards and the **STUDENT PLANNING RECORDS** for each of the students in the group.

The **SECONDARY SUMMARY** and **CAREER PLANS** sheets should be found in the **STUDENT PLANNING RECORDS** if the students took part in the career guidance program as eleventh graders. Blank copies of this sheet should be available.

**ACTION**

Distribute the **STUDENT PLANNING RECORDS** and **SECONDARY RECORDS** to each student.

Students should complete the **SECONDARY SUMMARY** and **CAREER PLANS** sheets. Those students who did not start them as Juniors should be given help in filling them out.

WHAT HAVE I DONE ABOUT A CAREER?

BEHAVIORAL  
OBJECTIVE

100% of the students in grade twelve will determine on a NEEDS ASSESSMENT Instrument the critical career guidance activities and competencies lacking, and will set and complete a program to experience the activities and gain the competencies required.

INTENT

To identify the seniors who need additional career guidance experience and design an appropriate program.

PREPARATION

Reproduce the CAREER NEEDS ASSESSMENT.

ACTION

---Administer the ASSESSMENT to all senior students. This could possibly be done during homeroom period or in some of the predominately senior classes.

---Determine the student needs and create homogeneous groups of students who have not completed the career guidance activities or who wish to repeat them.

Refer to the manual index to obtain appropriate ACTIVITIES to develop effective sessions for your seniors.

Depending on your counseling load, you might combine some of your senior groups with some of your other groups.

# EVALUATION

Name \_\_\_\_\_ Home Room \_\_\_\_\_

COUNSELOR \_\_\_\_\_

YOUR FUTURE CAREER

## CAREER NEEDS ASSESSMENT

Listed below are activities which will be valuable to you in getting ready for your future.

	Yes ▽	No ▽	I'd like to repeat again
1. Have you reviewed your <u>HIGH SCHOOL RECORD</u> to prove that you have enough of the correct credits to graduate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have a personal <u>RESUME</u> available to be used for applications and interviews?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you taken part in a <u>JOB INTERVIEW</u> or observed one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you completed a <u>JOB APPLICATION</u> form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you taken part in a <u>COLLEGE INTERVIEW</u> or observed one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you completed a <u>COLLEGE APPLICATION</u> form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you taken an <u>INTEREST INVENTORY</u> which is designed to help you decide on possible careers that meet your interests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you feel that you know your strengths and weaknesses ( <u>ABILITIES</u> )?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you feel that you can make <u>DECISIONS</u> in a logical way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have enough <u>INFORMATION</u> about your future career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

So that I can involve you in the experiences you need, please indicate the periods and days of the week you are available.

DAY

PERIOD

SUBJECT

Do you have a particular problem that you would like to discuss ?

# ADDENDUM

## BEHAVIORAL OBJECTIVE

Each student who participates in a career observation experience will fill out a Student Reaction Sheet exploration indicating that specific tasks relating to the experience have been completed.

## INTENT

To encourage students to look for specific and general aspects of a job which will direct the experience of investigating an occupation.

## PREPARATION

Included are six (6) versions of reaction sheets which can be used. The vocation, the extent of the investigation, and the student doing the observing will be factors in deciding which version to use. The Counselor should select the most appropriate form to be used.

## ACTION

Before students are sent out they should be encouraged to think about the kinds of things to look for and the kinds of questions to ask.

Staple a STUDENT REACTION SHEET to the parent permission form which will probably have to be filled out. Encourage the student to read it over before the experience and require them to submit it upon returning.

Placing the sheet in the STUDENT PLANNING RECORD is valuable for future career counselling.



STUDENT REACTION SHEET  
PERSONAL INTERVIEW

1. Name of your job? \_\_\_\_\_
2. Name of your company? \_\_\_\_\_
3. Where else do you find your job? Is it found all over the country? \_\_\_\_\_  
\_\_\_\_\_
4. What kind of equipment do you use? \_\_\_\_\_  
\_\_\_\_\_
5. What kind of education do you need to get this job?  
\_\_\_\_\_
6. What other qualifications are required for this job?  
\_\_\_\_\_
7. What other jobs did you have before this one? \_\_\_\_\_  
\_\_\_\_\_
8. How did you get this job? \_\_\_\_\_  
\_\_\_\_\_
9. What are your hours, vacations, benefits? \_\_\_\_\_  
\_\_\_\_\_
10. How much money do you make a year? \_\_\_\_\_
11. Do you like your job? Why? \_\_\_\_\_  
\_\_\_\_\_
12. Do the people who have a job like this have something in common? What? \_\_\_\_\_
13. Are you part of a team? Do you depend on others?  
\_\_\_\_\_
14. What are my chances of getting a job like this in the future? \_\_\_\_\_
15. If you had to do it over, how would you go about getting this job? \_\_\_\_\_  
\_\_\_\_\_
16. Do you have any advice to give to me about becoming a \_\_\_\_\_?  
\_\_\_\_\_  
\_\_\_\_\_

(Use the reverse side of this sheet if necessary)

Job Title \_\_\_\_\_

Other titles used \_\_\_\_\_

Brief summary of nature or function of the job: \_\_\_\_\_  
\_\_\_\_\_

Salary range: Minimum \_\_\_\_\_ Maximum \_\_\_\_\_

Bonus \_\_\_\_\_ Commission \_\_\_\_\_

Working hours: Average hrs./week \_\_\_\_\_; daily from \_\_\_\_\_ to \_\_\_\_\_

Number of nights worked \_\_\_\_\_

Overtime: Never \_\_\_\_\_ Seldom \_\_\_\_\_ Frequent \_\_\_\_\_

Additional facts on hours: \_\_\_\_\_

Educational Requirements: Elem. School \_\_\_\_\_ High School \_\_\_\_\_

Post-Sec. \_\_\_\_\_ College \_\_\_\_\_ Special courses required \_\_\_\_\_

Job Experience: Previous experience required? Yes \_\_\_\_\_ No \_\_\_\_\_

Acceptable type and length \_\_\_\_\_

Previous jobs normally held \_\_\_\_\_

Next job in line of promotion \_\_\_\_\_

Other promotion opportunities \_\_\_\_\_

Supervision:

Supervision of others: Positions \_\_\_\_\_

Supervision by: Position \_\_\_\_\_

Supervision is authoritative; worker makes no decisions \_\_\_\_\_

Worker is given some supervision \_\_\_\_\_

Worker has free rein; makes most decisions \_\_\_\_\_

Equipment: \_\_\_\_\_

General:

On-the-job training:

Length of time \_\_\_\_\_

Skills taught \_\_\_\_\_

Relationships to other jobs: Persons contacted regularly as

part of the job: Within the company \_\_\_\_\_

Outside the Company \_\_\_\_\_

Technical information used on the job: \_\_\_\_\_  
\_\_\_\_\_

Other information: \_\_\_\_\_  
\_\_\_\_\_

Use of basic skills: Mathematics: \_\_\_\_\_

Communication: \_\_\_\_\_

(Use the reverse side of the sheet for any additional information.)

## STUDENT REACTION SHEET

1. Name of Occupation \_\_\_\_\_
2. Job title \_\_\_\_\_
3. Exactly what does worker do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What type of equipment is used? \_\_\_\_\_  
\_\_\_\_\_
5. What education is required? \_\_\_\_\_
6. What qualifications, other than educational, are necessary?
  - A. Physical \_\_\_\_\_
  - B. Mental \_\_\_\_\_
  - C. Aptitude or personality \_\_\_\_\_
7. What are working conditions and hours? \_\_\_\_\_  
\_\_\_\_\_
8. In what kind of business is this job found? \_\_\_\_\_  
\_\_\_\_\_
9. What are opportunities for advancement? \_\_\_\_\_  
\_\_\_\_\_
10. In what geographical location is this job found? \_\_\_\_\_  
\_\_\_\_\_
11. Where is further information available? \_\_\_\_\_  
\_\_\_\_\_
12. Additional comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STUDENT REACTION SHEET  
Exploring an Occupation

1. What is the title of the occupation? \_\_\_\_\_
2. In which firms or businesses is employment available?  
\_\_\_\_\_
3. Does the worker work with (a) ideas (data), (b) people, or (c) things? What activities does he perform in relation to these categories?  
\_\_\_\_\_
4. What qualifications or types of preparation are needed by the worker? (Required or desired) \_\_\_\_\_
5. What benefits are received by the worker? (Pay, satisfaction, work values, and interests)  
\_\_\_\_\_
6. What opportunities are there for advancement?  
\_\_\_\_\_
7. Is the need for the occupation increasing or decreasing?  
\_\_\_\_\_
8. What are the working conditions and environment?  
\_\_\_\_\_
9. What personal characteristics are helpful for workers to have? \_\_\_\_\_
10. What are the specific advantages and disadvantages of this occupation? \_\_\_\_\_
11. Would you like to be employed in this occupation?  
\_\_\_\_\_

STUDENT REACTION SHEET  
Career Development Interview Guide

The purpose of a career development interview is to obtain information from a person who has been employed for at least 10 years. Try to understand the various things which influenced his or her career.

The following are some topics that you might ask the person being interviewed to discuss:

1. Describe the different jobs you have had beginning with your first employment and ending with your present job.  
\_\_\_\_\_
2. What influenced you to choose these jobs or to change jobs? \_\_\_\_\_
3. What training and/or experience have you had which help you to do your present job? \_\_\_\_\_
4. How did you go about finding your jobs? \_\_\_\_\_
5. When did you decide to go into your present field of work? \_\_\_\_\_
6. What personal satisfactions do you get from your work? \_\_\_\_\_
7. What kind of experiences might help young people find out if they would enjoy a job like yours? \_\_\_\_\_
8. What jobs do you think you might have in the future? \_\_\_\_\_

## STUDENT REACTION SHEET

Job Outline

TITLE OF JOB:

DUTIES: What I will actually do in this job.

Characteristics of the Job: What is it like? What is the schedule? How many hours per day? How many days per week? How much money does it pay?

Qualifications: What must I know to get this job? How much education? What are the physical requirements (health, age)?

Prospects of Getting This Job: What are my chances of getting a job like this? Are they scarce or plentiful?

Finding the Job: Where, when, and how do I go about getting this job?

# JOB FAMILIES

## U.S. OFFICE OF EDUCATION CLUSTER CONCEPT

Agribusiness and Natural Resources Business and Office Communications and Media Construction Consumer and Homemaking Education Environment Fine Arts and Humanities Health Hospitality and Recreation Manufacturing Marine Science	Marketing and Distribution Personal Service Transportation Education Engineering Mechanical Work Science Technical Work
--	--

## KUDER INTEREST AREAS

Outdoor Mechanical Scientific	Computational Persuasive Artistic	Literary Musical Social Service Clerical
-------------------------------------	---	---

## HOLLAND MODEL ENVIRONMENTS

Realistic Investigative	Artistic Social	Enterprising Conventional
----------------------------	--------------------	------------------------------

DATA	PEOPLE	IDEAS	THINGS
Facts Records	Care Service	Theories Insights	Machines Equipment

DATA	PEOPLE	THINGS
Words Numbers Detail	Services Teaching Caring	Machines Mechanical Repairing

## KINDS OF ENTERPRISE

Agriculture, Fishing Forestry Mining Construction	Utilities Transportation Storage Communication	Finance Services Government Manufacturing
--	---	--

## DIVISION BY ORGANIZATION

Creation and Discovery Procurement Property Management Personnel	Production Transportation Finance	Communication Administration Distribution Secretarial
---	---	--

**NON-BACCALAUREATE DEGREE FAMILIES**

Allied Health Field	Communication	Personal Services
Building Trades	Industry	Sales
Business and Office Occupation	Machine Trades	Skilled Services Transportation

**OCCUPATIONAL CLUSTERS**

Communication and Media	Public Service
Construction	Transportation
Personal Development and Recreation	Manufacturing
Creative Arts	Natural Resources and Agriculture
Health, Family, and Public Welfare	Resource-Control and Conservation
Education, Training, and Research	Commerce and Trade

**TRAINING FAMILY CLUSTERS**

Business Administration	Health
Construction and Engineering	Mechanics and Crafts
Communications and The Arts	Marketing and Sales
Education and Social Service	Science and Agriculture
Manufacturing	Services and Transportation

**WORLD OF WORK JOB FAMILIES (ACT)**

Business Sales & Management	Natural, Social & Medical Sciences
Business Operations	Creative & Applied Arts
Technologies & Trades	Social, Health & Personal Services

**CALIFORNIA OCCUPATIONAL CLUSTER SYSTEM(COPS)**

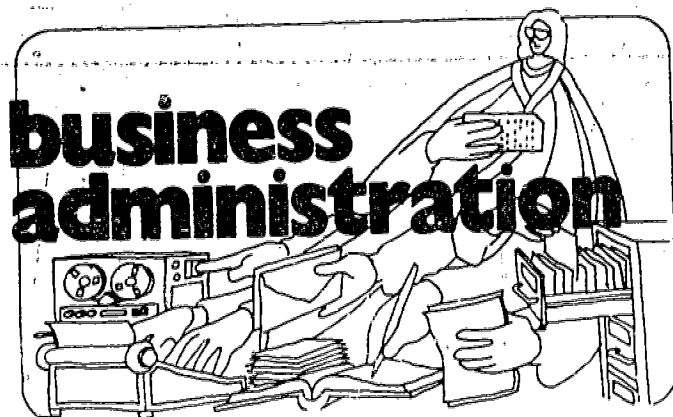
Science (Professional)	Outdoor	Arts Professional
Science (Skilled)	Business	Arts Skilled
Technology (Skilled)	(professional)	Service (Professional)
Consumer Economics	Business	Service (Skilled)
	(skilled)	
	Clerical	
	Communication	



# CAREER DEVELOPMENT

## PLACEMENT CHART

HIGH SCHOOL	FURTHER SCHOOLING	4-YEAR DEGREE	GRADUATE SCHOOL DEGREE
		Accountant	
		Account Executive	
	Actor	Architect	
Auto Mechanic			
Banker			
Buyer		Business Consultant	
		Civil Engineer	
		Commercial Artist	
		Commercial Pilot	
	Cosmetologist		Computer Programmer
	Court Reporter	Cost Analyst	
	Dental Hygienist		Dentist
Driver/Salesman	Dietician		
	Electrician	Editor	
Electronic Assembler			
Electronic Technician			
Fashion Model			
Fireman			
		Forester	
Golf Professional		High School Teacher	
Insurance Salesman			Lawyer
			Librarian
		Medical Technologist	
Military Personnel			Minister
		Nurse	
		Park Director	
Personnel Counselor		Pharmacist	
Photographer		Physical Therapist	Physician
	Policewoman		Professor
Realtor		Radio Broadcaster	
Record Producer			
		Reporter	Research Scientist
Salesman			
Secretary			Social Worker
Stewardess		Stockbroker	
Teaching Assistant			
	Technical Writer		
Telephone Operator			
	Theatrical Agent		
Tool and Die Maker			
Walter/Restaurant Manager			Veterinarian



TRAINING		DESCRIPTION	SALARY <sup>1</sup>	YOU NEED
time	type			
none	on the job	<b>Receptionist.</b> Besides greeting clients, often does light typing or filing. **	1974 \$5,200-5,600	Common sense, personality, good smile.
none	h.s. typing	<b>Typist.</b> *	\$5,200-5,600	40-50 wpm; good spelling; concentration.
2-6 wks.	on the job	<b>File Clerk.</b> Sometimes this job means operating electronic retrieval systems. °	\$5,200-5,600	Read accurately and rapidly, spell well, good with details.
1-3 wks.	on the job	<b>Bank Teller.</b> *	\$5,600-6,000	Maturity, neatness, tact and courtesy.
1-3 wks.	formal on the job training	<b>Telephone Operator.</b> Big businesses also hire operators. °	\$5,200-5,600	Pleasant voice; ability to sit for long periods.
1-3 wks.	on the job	<b>Postal Clerk.</b> Big corporations have mail rooms and postal clerk jobs, too. °	\$5,600-8,300	Good memory, coordination, ability to read accurately.
2-4 wks.	on the job	<b>Keypunch Operator.</b> Prepares data cards for computers. °	\$6,200-6,500	Typing ability; good concentration.
none	h.s. courses	<b>Bookkeeper.</b> Automation has cut jobs. °	\$5,600-5,900	Good concentration, ability with numbers.
2 yrs.	vo-tech school, jr. college	<b>Secretary.</b> The difference between a stenographer and a secretary, says an expert, is that a secretary thinks. **	\$5,800-6,700	Common sense, good hearing, spelling ability, grammar skills, ability to organize things, good memory. And typing skill.
3-4 yrs.	computer sch., or college (BS)	<b>Computer Programmer.</b> Some highly technical jobs require master's degree. *	\$8,300-8,600	Ability to think logically and with imagination; accuracy; patience.
4 yrs.	college	<b>Personnel Worker.</b> Hires people; counsels employees and develops wage scales. **	\$9,300-9,700	Speak and write effectively; work well with people. Ability to see both labor and management points of view.
4 yrs.	college (BBA)	<b>Accountant.</b> Handles corporate finances, audits, prepares tax returns and budgets. **	\$9,100-9,400	Math ability, conscientiousness, neatness, accuracy.
4 yrs.	college (BA/BS)	<b>Bank Officer</b> (or management trainee). Who gets the loan? Advises small businesses. *	\$6,400-9,100	Be a good judge of people and businesses.
4-6 yrs.	college (BS) + grad sch. (MS)	<b>Systems Analyst.</b> Figures out problems that computers can solve, recommends equipment, methods, etc. *	\$11,000-11,800	Logical thinking; concentration on details, ability to work independently.
4-6 yrs.	college (BA) + grad sch. (MBA)	<b>Executive</b> (or management trainee). These are the people who will run things—whether it's a city, a corporation or a pool hall. *	\$12,000-35,000	Dedication, self-confidence, perform well under stress, quick thinking ability, tact.

**THE RATINGS: \*\* More jobs than people; \* Lots of jobs available; ° May have to hunt some; ° Prospects poor**

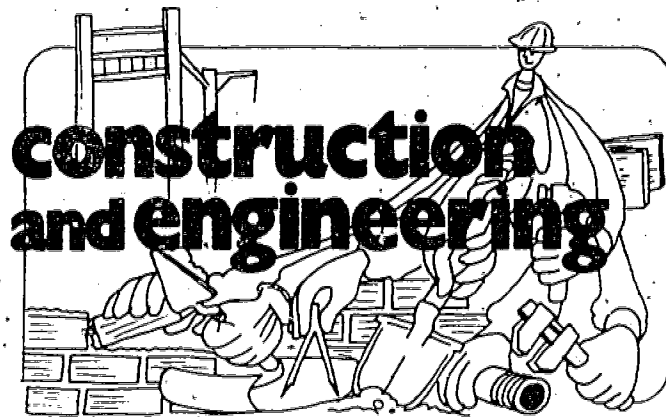
<sup>1</sup> Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.



TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup> 1974	YOU NEED
time	type			
none	on the job	<b>Stuntman. Or woman.</b> It's not as dangerous as it looks and it's a way into acting. ★	hourly-varies	Daring, common sense, good sense of timing.
6 wks.- 6 mos.	modeling schl.	<b>Model.</b> Jobs are usually freelance in fashion shows, department stores. °	hourly-varies	Ability to take pressure, competition, tight schedules; perfect grooming, stamina.
6 mos.- 2 yrs.	vo-tech schl. on the job	<b>Broadcast Technician.</b> Operates electronic equipment and controls quality of broadcast. •	\$5,400-8,800	FCC First Class license; knack for electronic gizmos.
2-3 yrs.	on the job, self-taught, vo-tech schl.	<b>Photographer.</b> Most work in commercial studios or for publishers. The rest free-lance. •	\$4,100-6,500	Manual dexterity, good eyesight and color vision, some artistic ability.
2-4 yrs.	vo-tech schl. college	<b>Commercial Artist.</b> Does art. for ads, newspapers, magazines, brochures, etc. •	\$4,600-5,400	Artistic ability, color sense, taste. Freelancers need a good portfolio.
3 yrs.	med. art schl. or art schl.	<b>Medical Illustrator.</b> Helps illustrate films, textbooks, 3-D models for labs, med schools and publishers. •	\$8,000-15,000	Diverse art portfolio; background in biology and zoology.
2-4 yrs.	jr. college, college	<b>Interior Designer.</b> Helps people and businesses select tasteful furnishings. °	\$5,000-10,000	Art talent, color sense, good taste, good business sense.
2-4 yrs.	vo-tech schl., college	<b>Industrial Designer.</b> Improves appearance and functional design of products from ball point pens to stereos. •	\$7,000-10,000	Artistic ability, some mechanical skill plus industrial design courses at school.
2-20 yrs.	art schl; helps	<b>Professional Artist.</b> Artists, it is said, intuit the future in ways that can be seen if not understood today. °	\$0 up	True artistic gift, persistence, belief in oneself.
varies	on the job, college	<b>Radio/Television Announcer.</b> The disc jockey. Starts at small station and works up—maybe. °	\$7,000-10,000	Well-controlled voice, good English, personality, sense of showmanship, FCC First Class license helps.
4 yrs.	college	<b>Advertising.</b> In bit firms, workers specialize in management, copywriting, research, art, media buying or production. •	\$6,500-10,000	Creativity, imagination, flair for language, ability to solve problems.
4 yrs.	college	<b>Public Relations Worker.</b> Arranges, handles a company's relations with press and public. ★	\$8,800-9,200	Writing talent, flair for fresh ideas, understanding of people; journalism helps.
4 yrs.	college	<b>Journalist/Editor.</b> Newspapers, magazines, book publishers, radio and television stations and some private companies hire journalists. •	\$5,200-7,600	Sense of responsibility, writing ability, initiative, persistence, good memory.
4-6 yrs.	college	<b>Interpreter/Translator.</b> Jobs in foreign service, international business or UN. Many more jobs abroad.	\$9,000-9,500	Good hearing, alertness, emotional stamina, tact, linguistic ability.
4-5 yrs.	college	<b>Landscape Architect.</b> Designs outdoor gardens. Ecology movement creates jobs. ★	\$8,000-12,000	Art sense, green thumb, business sense.
5 yrs.	college (BA)	<b>Architect.</b> Beginners start as junior draftsmen. •	\$6,400-9,100	Artistic ability, technical knack, social conscience, independence.
varies	begin when a child	<b>Performing Artist.</b> (Singer, Dancer, Actor) It's difficult to make a living in the arts. Some make their talent a hobby instead of a career.	varies	Talent, Persistence, Personality, Attractive appearance, Luck, College may help.

THE RATINGS: ★★ More jobs than people; ★ Lots of jobs available; • May have to hunt some; ° Prospects poor

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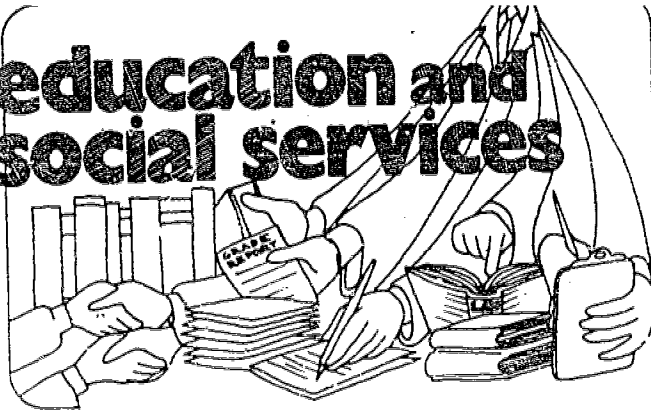


TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup> 1974	YOU NEED
time	type			
none	on the job	<b>Construction Laborer.</b> No skills—or future. <sup>o</sup>	\$6,500-8,000	Work is strenuous, often dangerous.
3 yrs.	apprenticeship	<b>Cement Mason.</b> Finishes concrete surfaces. *	\$7,100-7,400	Active labor; need to stoop, bend, kneel.
3 yrs.	apprenticeship	<b>Painter.</b> •	\$7,200-7,500	Manual dexterity; good color sense.
3 yrs.	apprenticeship	<b>Stonemason or Tiler.</b> Installs marble, stone, tile, etc. •	\$7,700-7,900	Good physical condition; sense of color harmony; manual dexterity.
3 yrs.	apprenticeship	<b>Operating Engineer.</b> * Drives big construction machines. * Salary depends on machine. *	\$4,900-10,400*	Good physical condition; work can be dangerous.
3 yrs.	apprenticeship	<b>Glazier.</b> Installs glass in buildings. **	\$6,800-7,200	Strength; manual dexterity.
2-4 yrs.	jr. college, vo-tech schl.	<b>Engineering Technician.</b> Uses complex equipment, analyzes data to help engineers. •	\$6,700-7,000	Math and science ability; good with details; imagination. *
2-4 yrs.	jr. college, vo-tech schl.	<b>Draftsman.</b> Draws the "blueprints." •	\$6,200-6,400	Good eye-hand coordination.
4 yrs.	apprenticeship	<b>Carpenter.</b> •	\$5,600-8,300	Sense of balance; good physical condition; no fear of heights; math ability. *
4 yrs.	apprenticeship	<b>Sheet-Metal Worker.</b> •	\$7,800-8,300	Good physical condition; mechanical skill.
4 yrs.	apprenticeship	<b>Construction Electrician.</b> Installs heat, light, air conditioning wiring. *	\$8,000-8,500	Physical stamina; you work in cramped quarters; stand for long periods.
5 yrs.	apprenticeship	<b>Plumber.</b> •	\$8,100-8,500	Math, science and mechanical aptitudes; physical strength (for lots of bending).
4-6 yrs.	college	<b>Civil Engineer.</b> Designs roads, tunnels, airfields, bridges, etc. *	\$10,400-10,600	Initiative, analytical mind, decisiveness, M.S. degree helpful.
4-6 yrs.	college	<b>Ceramic Engineer.</b> Develops methods for processing clay and non-metallic materials into ceramic products. **	\$10,200-10,600	Need intelligence, creativity; be good with details.
4-6 yrs.	college	<b>Metallurgical Engineer.</b> Designs ways to convert metals into products. *	\$10,500-11,000	Math and science ability; intelligence; M.S. helps, too.
4-6 yrs.	college	<b>Aerospace Engineer.</b> Develops missiles, aircraft, rockets and related gadgets. •	\$10,400-10,800	Analytical mind, creativity, intelligence; M.S. degree helps.
5-7 yrs.	college	<b>Electrical Engineer.</b> Designs and develops manufacturing of electrical and electronic equipment. **	\$10,700-10,900	High intelligence, abstract reasoning ability. M.S. helps.
5-7 yrs.	college	<b>Chemical Engineer.</b> Determines processes for manufacturing chemicals. •	\$11,000-11,900	High intelligence, creativity, science ability. M.S. improves prospects.

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# education and social services

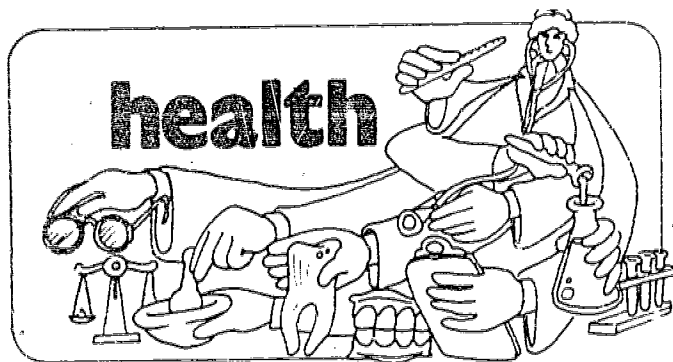


TRAINING		DESCRIPTION	SALARY <sup>1</sup>	YOU NEED
time	type			
1-3 mos.	on the job	<b>Social Service Aide.</b> Does routine paperwork for welfare offices or visits homes. *	1974 \$4,700-6,100	Be a friendly listener, tact, courtesy, leadership ability, desire to be helpful.
1-2 yrs.	on the job jr. college	<b>Library Technician.</b> Helps librarians keep materials in order and up to date. *	\$6,700-9,000	Enjoy detail work; manual dexterity; good with people.
4 yrs.	college	<b>Social Worker.</b> Helps individuals and families use social services to solve their problems. •	\$6,900-9,000	Maturity; ability to handle responsibility. Test your interest by doing volunteer work in community.
2-4 yrs.	jr. college or college	<b>Recreation Worker.</b> More people, more leisure time means more need for play. **	\$7,000-9,000	Ability to motivate people, sensitive to their needs. Camping, sports experience help.
4-6 yrs.	college + grad schl.	<b>Rehabilitation Counselor.</b> Helps people with physical, mental or social disabilities adjust their vocations and personal lives. •	\$8,300-\$8,700	Most employers want master's degrees now. Ability to motivate others, accept responsibility. Occupational and physical therapists also do rehabilitation.
4 yrs.	college	<b>Kindergarten/Elementary School Teacher.</b> Fewer babies means fewer jobs. •	\$7,000-7,900	Must be certified; ability to work with children.
4-6 yrs.	college + grad schl.	<b>Secondary School Teacher.</b> Fewer babies means fewer teenagers means fewer jobs. •	\$7,300-8,100	Master's degree improves prospects; certificate required.
4-9 yrs.	college + grad schl.	<b>Counselor.</b> Works in high schools, colleges, state employment offices to help people get information on anything—be it careers, study or emotional problems. •	\$7,500-9,000	Genuine interest in people; good memory for people and facts; be the sort who knows a little about everything.
5 yrs.	college + grad schl.	<b>Librarian.</b> Some specialize in working with people, others work only with materials. •	\$8,700-9,500	Master's degree in library science (1 yr.). Good memory, knack for details.
6 yrs.	college + grad schl.	<b>Special Education Teacher.</b> Many children have trouble learning in school because of retardation or physical handicaps. These teachers specialize in educating them. *	\$8,200-9,000	Most jobs go to those with master's degree. Should be patient, sensitive and emotionally stable.
6-8 yrs.	seminary	<b>Clergyman.</b> There's a shortage of Jewish rabbis and Catholic priests, but too many Protestant ministers. •	varies	Be well rounded educationally, socially and emotionally. Deep faith and concern for others.
6-8 yrs.	college + grad schl.	<b>Sociologist.</b> Studies behavior of human groups like families, tribes, communities, governments. •	\$11,600-14,000	Ph.D. required for most jobs. Ability to write and speak well. Knowledge of computer science improves prospects.
6-8 yrs.	college + grad schl.	<b>Psychologist.</b> Studies the normal and abnormal behavior of individuals. *	\$11,000-13,000	Intelligence, objectivity, compassion, maturity, verbal skill—and a Ph.D.
6-7 yrs.	college + law schl.	<b>Lawyer/Attorney.</b> Helps people know their legal rights and responsibilities. Many specialize in one branch of law. •	\$7,000-20,000	Must be admitted to state bar; usually this means passing an exam. Getting into law school is hard so high college grades important.
6-8 yrs.	college + grad schl.	<b>College/University Teacher.</b> For full professorship, extensive teaching and research experience is needed, plus a Ph.D. •	\$10,000-18,000	Intelligence, deep interest in field, skill at writing and speaking.

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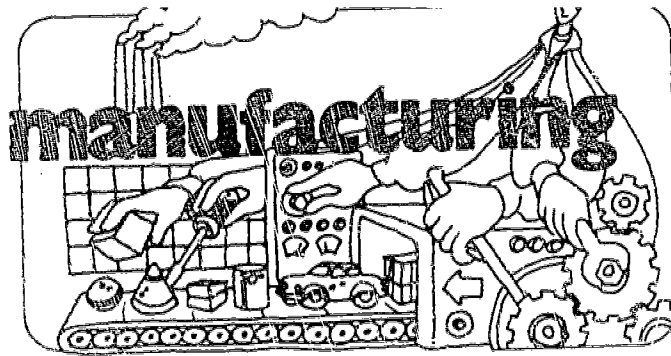




TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup>	YOU NEED
time	type			
			<b>1974</b>	
2 wks.	on the job	<b>Aide/Orderly.</b> Feeds patients, takes temperatures, etc. ★	\$4,600-4,900	Thoughtfulness, neatness, dependability, not bothered by menial tasks.
6 wks., 6 mos.	on the job	<b>Hospital Technician.</b> Job depends on training, can be anything from sterilizing instruments to taking electrocardiograms. **	\$4,700-4,900	Manual dexterity, accuracy with numbers and in reading dials.
9 mos., 2 yrs.	on the job, vo-tech schl., jr., college	<b>Medical Assistant.</b> Does anything from running simple lab tests to greeting patients. Doctors, dentists, veterinarians all use assistants. **	\$4,600-5,800	Ability to handle details and work well with people. The more training, the higher the pay.
1 yr.	hospital classes, vo-tech schl.	<b>Licensed Practical Nurse.</b> LPN's do most bedside nursing (like giving shots). ★	\$6,200-6,400	Must pass licensing exam. Be mature and calm in emergencies.
2 yrs.	vo-tech schl., jr., college	<b>Medical Technician.</b> Highly skilled work like radiology (X-rays) or anesthesiology. ★	\$6,200-6,400	Manual dexterity, accuracy, dependability. Training determines specialty.
2 yrs.	jr., college or college	<b>Dental Hygienist.</b> Cleans teeth, runs lab tests, etc. **	\$6,800-8,600	License required. Steady hands, good eyesight.
3 yrs.	vo-tech schl.	<b>Dental Lab Technician.</b> Makes dentures. ★	\$4,100-6,400	Manual dexterity, good color perception.
2.5 yrs.	hospital schl., jr., or sr. college, grad schl.	<b>Registered Nurse.</b> RN's can study 2, 3, 4 or 5 years. Best administrative jobs go to RN's with master's degrees. ★	\$8,100-8,500	Leadership ability, good head for details, physical stamina. Many nurses teach.
4 yrs.	college	<b>Medical Technologist.</b> Runs complex lab tests used in diagnosis. **	\$8,000-8,300	Some states require licenses. Good color vision important.
4 yrs.	college	<b>Dietician.</b> Nutrition expert, plans meals, often supervises kitchen. **	\$8,400-8,600	Administrative ability.
5 yrs.	college	<b>Pharmacist.</b> Generally works in drug stores or hospitals. ★	\$11,600-14,500	License required. Also business ability, accuracy, head for details.
6 yrs.	college + grad schl.	<b>Hospital Administrator.</b> Handles financial and personnel problems of hospital. •	\$9,000-13,000	Ability to work well with people and with the community.
6 yrs.	college + optometry schl.	<b>Optometrist.</b> Fits people with glasses and contact lenses. •	\$8,000-13,000	Business ability, carefulness.
7 yrs.	college + vet. schl.	<b>Veterinarian.</b> Many specialize in cattle or horse care; others care for pets. ★	\$11,000-16,000	Interest in animals—and people.
7 yrs.	college + dental schl.	<b>Dentist.</b> Most dentists open a private practice. Earnings go up (\$30,000 or higher) with experience. **	\$12,100-14,000	Intelligence, manual skills, good visual memory, delicate touch.
9 yrs.	college + med schl. + internship	<b>Physician.</b> Many doctors now specialize (meaning add a couple more years in school). It's hard to get into med school, so high college grades are a must. **	\$14,000-16,500	Intelligence, good study skills, stamina, steady nerves, manual dexterity, ability to think quickly in an emergency.

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TRAINING		DESCRIPTION	SALARY <sup>1</sup>	YOU NEED
time	type			
			1974	
1 wk. to 2 mos.	on the job	<b>Factory Assembler.</b> Works on the assembly line. •	\$5,800-6,200	Ability to take doing the same thing over and over again.
3 wks. to 3 mos.	on the job	<b>Factory Inspector.</b> Checks goods coming off the line to see if they're okay. •	\$6,200-8,000	Sharp eyesight.
4 mos. to 2 yrs.	on the job	<b>Machine Tool Operator.</b> Adjusts speed, flow rate, etc. of assembly line machines. •	\$5,000-6,200	Mechanical ability, strength, stamina.
1-3 yrs.	formal on-job; apprenticeship	<b>Instrument Maker.</b> Makes precision dials, thermostats, etc. that regulate machines. •	\$6,200-8,300	Mechanical ability, lots of shop experience.
4 yrs.	apprenticeship	<b>Coremaker.</b> Prepares the "cores" that make metal molds hollow. •	\$6,700-7,900	Manual dexterity.
4 yrs.	apprenticeship	<b>Molder.</b> Makes the molds that a machine uses to make a yo-yo or whatever. •	\$7,400-7,900	Ability to lift, stand, move around a lot; good vision; manual dexterity.
4 yrs.	on the job; apprenticeship	<b>Industrial Repairman.</b> Fixes machines when they screw up. *	\$6,800-7,900	Mechanical aptitude, strength, agility.
4 yrs.	apprenticeship	<b>Tool and Die Maker.</b> Makes the parts for mass producing machines. •	\$8,300-9,400	Mechanical ability, finger dexterity, ability to do precision work.
4 yrs.	apprenticeship	<b>Millwright.</b> Moves and installs heavy industrial machinery. •	\$6,200-7,900	Mechanical ability, strength, agility.
4 yrs.	apprenticeship	<b>Machinist.</b> Knows how to set up, operate, make parts for and fix most machines. •	\$9,500-11,000	Mechanical ability, accuracy, physical strength, ability to concentrate.
4 yrs.	apprenticeship	<b>Setup Man.</b> Machinist who specializes in setting up machines and training workers. *	\$9,500-11,000	Machinist skills plus ability to explain things to people.
varies	on the job; maybe college	<b>Foreman.</b> Supervises workers. Amount of training depends on industry. •	\$10,000-10,500	Leadership ability, ability to communicate with workers and bosses.
2 yrs.	jr. college	<b>Industrial Traffic Manager.</b> Sets up transportation for materials and goods. •	\$9,000-10,000	Ability to make decisions, analyze numbers, work independently.
4 yrs.	college (BSIE)	<b>Industrial Engineer.</b> Figures out most efficient ways to use people, machines and materials in factories. **	\$10,500-11,000	Intelligence, analytical mind, ability to communicate with people.

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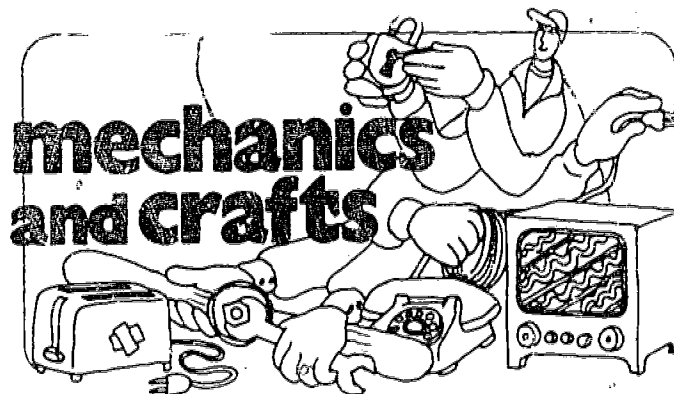


TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup> 1974	YOU NEED
time	type			
1 wk.	on the job	<b>Routeman or Deliveryman.</b> Drives an assigned route to deliver goods. ●	\$5,200-5,500	Chauffeur's license, some sales ability.
1 wk.	on the job	<b>Cashier.</b> Runs a cash register or writes up sales tickets. *	\$4,100-5,200	Finger dexterity; eye-hand coordination.
3 wks.	on the job	<b>Stock Clerk.</b> Unpacks and shelves goods. **	\$4,300-4,600	Some strength, good with details.
4 wks.	on the job	<b>Shipping/Receiving Clerk.</b> Keeps track of goods. Automation has hurt prospects. ○	\$5,600-6,700	Dependability, legible handwriting.
4 wks.	on the job	<b>Retail Salesworker.</b> Sells things in stores. *Salary does not include commissions. *	\$4,100-4,600*	Selling ability; ability to stand on feet a lot.
varies	on the job	<b>Auto Salesperson.</b> Gas crisis has hurt auto sales job opportunities. *Salary and/or commission. ●	\$8,300-8,500*	Convincing personality; good car knowledge. Some firms want college graduates.
4 yrs.	college	<b>Insurance Agent.</b> Sells policies to customers. *Salary and/or commission. ●	\$8,000-8,200*	Not all agents must have college, but most companies prefer it.
4-6 yrs.	college + on the job	<b>Salesperson (Wholesale Trade).</b> Sells major products or services, such as selling cereal to grocery stores or dishwashers to restaurants. ○	\$8,900-9,500 + commissions	Willingness to travel, sales ability, personality, intelligence.
varies	college + exam	<b>Real Estate Salesperson.</b> Clerical experience in real estate office helps. ○	\$12,000-18,000 (commissions)	Pass licensing exam. Most firms now require college degree.
4 yrs. + 6 mos.	college + on the job	<b>Securities Salesperson.</b> The Stockbroker. Most jobs are in large cities. *Salary is during training only. After training commissions can reach \$21,000 or higher—depending on ability or luck. ●	\$6,400-8,400*	Must pass licensing exam. In college major in business or even get a master's degree (MBA) because it's hard to get these jobs; but (financially) they're worth the trouble.
4 yrs.	college + on the job	<b>Purchasing Agent.</b> Makes sure the business has all the raw materials it needs. *Salary increases after training. ○	\$7,500-8,400*	Ability to work independently, make decisions. Often involves very technical purchasing so specialized degree helps.
4 yrs. + 6 yrs.	college + 5-10 exams	<b>Actuary.</b> Figures insurance statistics. (Good opportunities after tests.) *	\$8,000-10,000	Need to pass a series of exams; this may take 10 years on the job.
6 yrs. + 2 yrs.	grad sch. (MA) + on the job	<b>Marketing Researcher.</b> Surveys public to find out what it needs or will buy. **	\$9,000-9,300	Intelligence, work well with people, mathematical ability.

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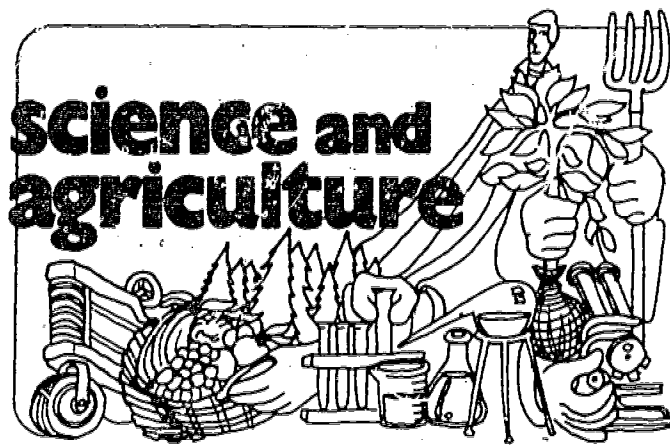




TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup>	YOU NEED
time	type			
3-5 wks.	on the job	Telephone Serviceman. Installs, repairs. °	1974 \$6,800-7,200	Good eyesight.
1-3 yrs.	on the job vo-tech schl.	Business Machine Repairman. Fixes typewriters, calculators, etc. **	\$5,700-8,100	Mechanical aptitude.
1-2 yrs.	on the job	Piano Tuner. °	\$3,800-5,400	Good hearing; music courses help.
2 yrs.	on the job	Shoe Repairman. °	\$3,800-4,300	Manual dexterity.
2-3 yrs.	on the job, apprenticeship	Meat Cutter. •	\$4,900-5,800	Not bothered by messy work.
2-4 yrs.	vo-tech schl.	TV & Radio Repairman. •	\$6,200-10,000	Mechanical aptitude; math, science ability.
3 yrs.	on the job	Upholsterer. °	\$4,600-9,000	Manual dexterity, strength, eye for detail.
3 yrs.	on the job, vo-tech schl.	Appliance Repairman. Fixes household machines. *	\$4,600-6,200	Mechanical aptitude.
2-3 yrs.	on the job, vo-tech schl.	Air Conditioning/Heating Mechanic. *	\$4,100-8,300	Mechanical aptitude, strength, dexterity.
3-4 yrs.	on the job	Automobile Repairman. •	\$4,500-4,700	Mechanical skill, knowledge of cars.
3-4 yrs.	apprenticeship	Blacksmith. °	\$4,300-6,800	Considerable strength and stamina.
3-4 yrs.	apprenticeship	Jeweler. °	\$6,200-6,500	Precise eye-hand coordination; patience.
3-4 yrs.	apprenticeship	Stationary Engineer. Operates and fixes boilers, turbines, generators, pumps. °	\$4,800-4,900	Good physical condition, mechanical skill, manual dexterity, technical know-how.
3-4 yrs.	vo-tech schl. ap- prenticeship, on job	Airplane Mechanic. * °	\$8,400-8,600	Strength, agility, good with details.
4 yrs.	on the job	Locksmith. •	\$4,100-4,300	Manual dexterity, good with details.
4 yrs.	apprenticeship	Maintenance Electrician. Fixes lights and other electric equipment. •	\$5,600-5,800	Manual dexterity, good color vision, agility.
4-5 yrs.	apprenticeship	Pressman. Operates printing press, prepares press plates. °	\$6,000-6,200	Strength, agility, good color vision.
5 yrs.	apprenticeship	Photoengraver. Makes plates for copy that can't be set in type. °	\$6,600-6,700	Good vision, ability to stand for long time. Automation has hurt prospects.
6 yrs.	apprenticeship	Typesetter (Linotype only). Simpler machines requiring only ordinary typing skills have hurt prospects. °	\$6,600-6,800	Manual dexterity, spelling and grammar skills.

THE RATINGS: \*\* More jobs than people; \* Lots of jobs available; • May have to hunt some; ° Prospects poor

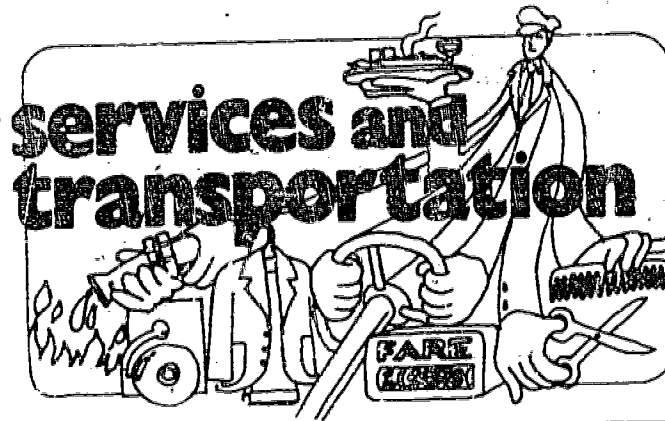
<sup>1</sup> Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.



TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup>	YOU NEED
time	type			
none*	college*	<b>Farmer.</b> *Best training is to grow up on a farm. Farming is a science so college helps. °	1974 varies	Management and business ability; must keep up with new developments in agriculture.
1-3 yrs.	jr. college, vo-tech schl.	<b>Surveyor.</b> Determines and measures lines and contours of land. *	\$5,400-6,100	Good eyesight, math ability; ability to reason abstractly.
2-4 yrs.	jr. college, college	<b>Food Processing Technician.</b> Helps develop and improve food products—from cake mixes to pizza. *	\$7,100-7,500	Dependability, ability to express oneself, good with details.
2-4 yrs.	vo-tech schl., jr. college	<b>Science Technician.</b> Helps scientists measure things, analyze data, prepare experiments, etc. *	\$6,800-7,400	Dependability, accuracy, good with details; ability to express ideas clearly.
4-6 yrs.	college	<b>Home Economist.</b> Works to improve family products, services and practices. •	\$7,400-7,600	Ability to write and speak well; poise; ability to relate well to people. M.S. helps.
4 yrs.	college (B.S. Agri.)	<b>County Extension Worker.</b> Helps farmers and farm wives learn about latest farm methods. *	\$7,400-8,200	Knowledge of subject matter; ability to communicate with people.
4 yrs.	college	<b>Forester.</b> Manages tree farms; some work in national forests. °	\$7,600-9,500	Physical stamina, ability to work by oneself. More foresters than jobs right now.
4 yrs.	college	<b>Meteorologist.</b> The weather (or whether) man (or woman). *	\$7,600-9,500	Math and science ability help. So does a master's degree.
4-8 yrs.	college + grad schl.	<b>Soil Scientist/Conservationist.</b> Studies composition and behavior of soils. *	\$7,600-9,500	Rapid advancement for Ph.D.'s. Need physical stamina and intelligence.
4 yrs.	college	<b>Statistician.</b> Develops ways to tabulate, analyze and interpret statistics. *	\$9,100-9,300	Mathematical ability. Advanced degree necessary for teaching, research jobs.
4-8 yrs.	college + grad schl.	<b>Chemist.</b> Investigates the composition of things. *	\$9,000-10,000	Good memory, manual dexterity, imagination, intelligence, good with detail.
4-8 yrs.	college + grad schl.	<b>Physicist/Genphysicist.</b> Describes in mathematical terms the interactions between matter and energy. *	\$9,900-10,000	High intelligence, imagination, intuition, scientific ability and skepticism concerning present theories.
4-8 yrs.	college + grad schl.	<b>Agricultural Engineer.</b> Develops ways to make farms and machinery more efficient. *	\$10,200-11,000	Intelligence, mechanical aptitude, relate well to people. Advanced degrees help.
8 yrs.	college + grad schl. (Ph.D.)	<b>Astronomer.</b> Studies dynamics of the universe. °	\$14,000-17,000	Science and math ability, imagination, good with details.
8 yrs.	college + grad schl. (Ph.D.)	<b>Biologist (Life Scientist).</b> Studies all aspects of living organisms and their relationship to man. Most specialize in things like microbiology, bacteriology, etc. •	\$13,900-16,600	Good eyesight, inquisitive mind, intelligence, expressiveness, enjoy all life.
8 yrs.	college + grad schl. (Ph.D.)	<b>Geologist.</b> Studies structure, history of earth's crust; helps find minerals for industry. *	\$12,700-13,000	Physical stamina, intelligence, analytical mind, math and science aptitude.

**THE RATINGS: \*\* More jobs than people; \* Lots of jobs available; • May have to hunt some; ° Prospects poor**

<sup>1</sup> Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.



TRAINING		DESCRIPTION AND RATING	SALARY <sup>1</sup>	YOU NEED
time	type			
none	on the job	<b>Kitchen Helper.</b> Washes floors, scrubs dishes, clears tables. *	1974 \$3,800-5,600	Not mind boredom.
none	on the job	<b>Gas Station Attendant.</b> Sometimes you can learn mechanics on this job. *	\$4,100-5,400	Ability to stand tedium.
none	on the job	<b>Maid or Janitor.</b> *	\$4,600-6,700	Strength, stamina, not mind menial work.
1-3 wks.	on the job	<b>Waiter or Waitress.</b> *Salary does not include tips. *	\$2,000-4,600*	Pleasant appearance, stamina, skill at arithmetic.
2-4 wks.	on the job	<b>Short Order Cook.</b> *	\$3,800-5,000	Agility, ability to stand heat.
1-2 yrs.	vo-tech schl.	<b>Chef.</b> Bon appetit. *	\$5,800-10,000	Agility, ability to make decisions, creativity.
6 wks.	on the job	<b>Bartender.</b> There are some bartending schools, but most learn on job. °	\$4,900-8,600	Courtesy, tact, good memory.
none	none	<b>Taxi Driver.</b> *Tips increase salary. °	\$4,100-6,100*	Chauffeur's license, good driving record.
2-12 wks.	on the job	<b>Dry Cleaning Worker.</b> *	\$4,100-4,900	Ability to take boredom; not allergic to chemicals.
36 wks.	on the job	<b>Watchman or Guard.</b> *	\$4,900-6,400	Strength; good hearing, vision; no police record; neatness; dependability.
23 mos.	on the job	<b>Exterminator.</b> Uses chemicals to rid buildings of insects and other pests. *	\$4,100-4,600	Not allergic to chemicals.
1 yr.	on the job	<b>Railroad Worker.</b> Engineer, brakeman, conductor, porter, etc. °	\$6,000-9,000	Jobs on the railroads grow scarcer as freight and people travel other ways.
6 wks.	formal on-job courses	<b>Truck Driver, Long Haul.</b> Drives the big rigs from city to city. *	\$12,000-15,800	Ability to stay alert for long periods; chauffeur's license.
2-6 wks.	on the job	<b>Bus Driver.</b> °	\$8,800-9,100	Chauffeur's license; 1-2 yrs. driving experience.
5 wks.	formal on-job courses.	<b>Airline Steward or Stewardess.</b> *	\$7,000-7,900	Must be 21, courteous, quick thinking in emergency.
1-2 yrs.	vo-tech schl. + apprenticeship	<b>Barber Apprentice.</b> Long hair has hurt prospects. *Salary does not include tips. °	\$3,800-6,400*	Must graduate from a barber school; then spend 1-2 yrs. as apprentice; then get license.
1-2 yrs.	vo-tech schl. + apprenticeship	<b>Beautician/Cosmetologist.</b> Long hair has helped prospects. *Salary includes tips. **	\$5,400-10,000*	License required. Get it after school and apprenticeship.
6 wks.	on-job classes	<b>Firefighter.</b> Fights fires and gets cats out of trees. *	\$6,000-8,000	Must be 21 and meet minimum height and weight requirements.
6 mos.	police academy	<b>Policeman.</b> Some forces want college graduates now. **	\$8,000-10,000	Must be 21 and meet minimum physical requirements. Pass entrance exam, too.
2-3 yrs.	on the job	<b>Air Traffic Controller.</b> Coordinates departing and arriving flights. *	\$7,000-10,000	Quick thinking, alertness, ability to work under stress.
1-2 yrs.	200 flight hrs. + FAA license	<b>Pilot/Copilot.</b> Most are trained in Air Force. Many work for smaller airlines. *	\$12,000-17,000	Good eyesight, mechanical aptitude, cool in emergencies.

**THE RATINGS: \*\* More jobs than people; \* Lots of jobs available; ° May have to hunt some; ° Prospects poor**

<sup>1</sup> Average beginning salaries. Pay goes up with job experience. Salaries vary by region and may be higher or lower than these figures.

ARTICULATED CAREER GUIDANCE PROJECT

City School District  
Rochester, New York

COUNSELOR \_\_\_\_\_ GRADE \_\_\_\_\_

SCHOOL \_\_\_\_\_ UNIT \_\_\_\_\_

DATE \_\_\_\_\_

1. Use of Unit

Use: (alone) (Combined with units \_\_\_\_\_ and \_\_\_\_\_)

Session/s (Part of One) (One) (Two) (Three)

2. Group Make Up:

Grade: (\_\_\_\_\_) (Mixed \_\_\_\_\_ and \_\_\_\_\_) Other \_\_\_\_\_

Ability level: (Heterogeneous) (Homogeneous) (Other \_\_\_\_\_)

Sex: (Boys only) (Girls only) (Mixed) (Other \_\_\_\_\_)

Careers Interest: (Homogeneous) (Heterogeneous)

Source: (study Halls) (\_\_\_\_\_ class) (Other \_\_\_\_\_)

3. Technical errors in materials ( spelling, grammar, spacing, etc. )

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

4. Instruction Revisions

Behavioral Objective \_\_\_\_\_

\_\_\_\_\_  
Intent \_\_\_\_\_

\_\_\_\_\_  
Preparation \_\_\_\_\_

\_\_\_\_\_  
Action \_\_\_\_\_

\_\_\_\_\_  
General comments on Instructions \_\_\_\_\_

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

5. Activities  
Activity used (if choice available) \_\_\_\_\_

\_\_\_\_\_  
Success of activity with students \_\_\_\_\_

\_\_\_\_\_  
Activity revision \_\_\_\_\_

6. Related activities  
Related activity used \_\_\_\_\_

\_\_\_\_\_

7. Overall Evaluation of Unit
- a. Student response (excellent) (good) (Poor)
  - b. Organization of unit (well done) (adequate)  
(revision required)
  - c. Appropriateness of unit (necessary) (valuable) (little value)
  - d. Percent of students meeting the unit objective \_\_\_\_\_

8. Comments on Unit \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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