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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this first section (4.1) of module 4 (Planning) is designed to assist principals and other school administrators to develop plans for curriculum preparation and infusion of career education. (The other three sections of module 4 deal with planning for resource allocation, for scheduling, and for community involvement. Module 4 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) Module 4.1 contains three lessons with activities and readings. Lesson 1 is concerned with the scope and sequence of the curriculum planning and how administrators can utilize it; a portion is devoted to assisting teachers to participate in the school level planning of career education activities. In Lesson 2 five examples are presented to illustrate the infusion concept and process. Issues addressed in Lesson 3 include sex role stereotypes, values determination, sex stereotypes in the classroom, sex discrimination in schools, teacher attitudes and values, and the role of values in career education. A bibliography of periodical literature on values in career education is included. (TA)

CDC

CAREER EDUCATION

ADMINISTRATORS AND COUNSELORS

IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE IV--PLANNING
(4.1) DEVELOP PLANS FOR CURRICULUM PREPARATION AND INFUSION

College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

SEPTEMBER 1976

FINAL REPORT

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Hawaii Career Development Continuum, K-14

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Part C of Public Law 90-576

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Educational Amendments of 1974, like every program or activity receiving financial assistance from the U. S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

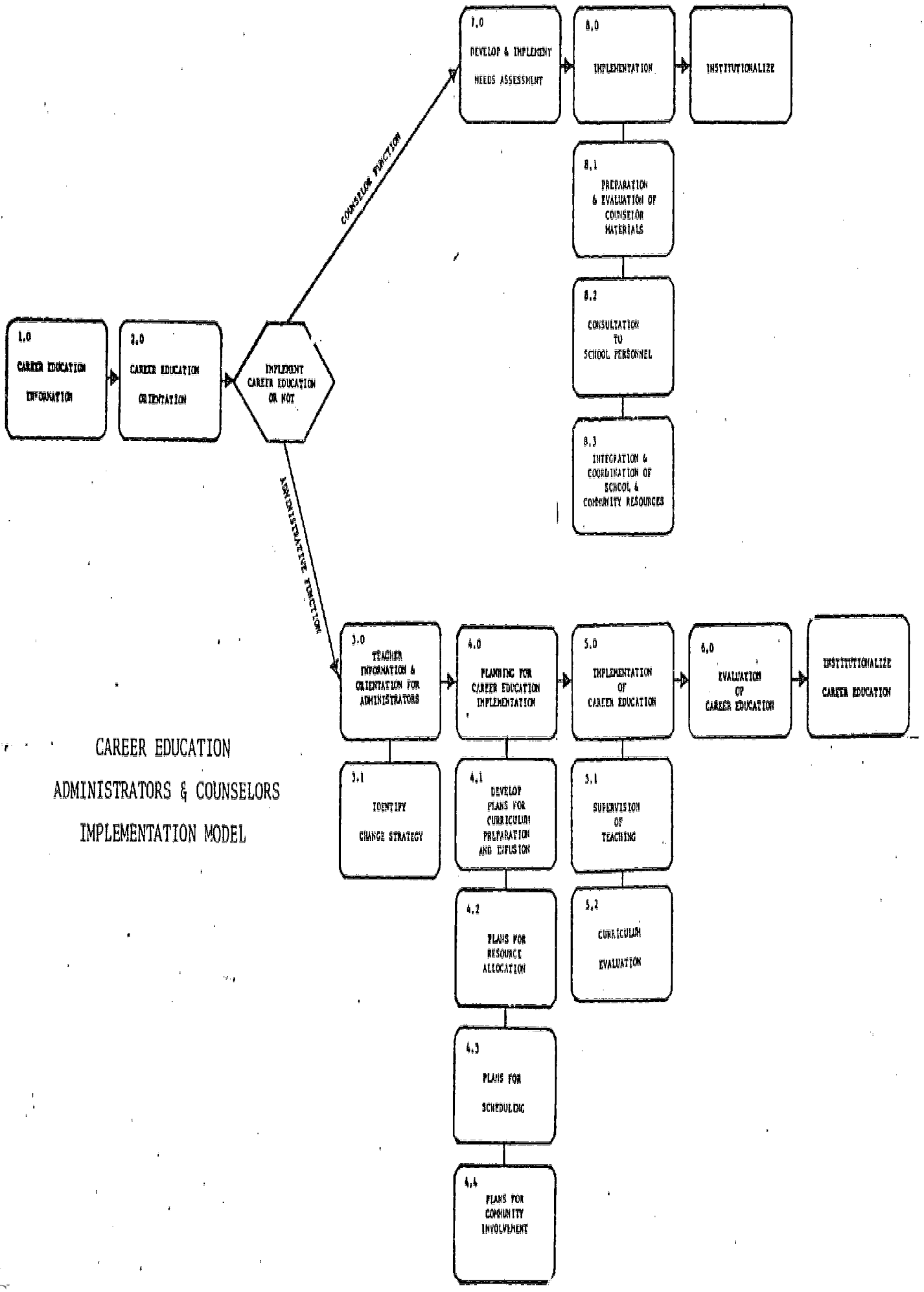
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION

ADMINISTRATORS & COUNSELORS

IMPLEMENTATION MODEL

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PLANNING MODULE

Develop Plans for Curriculum Preparation and Infusion

Education provides for the transmission on one's social heritage as well as individual development, and in that sense is a product as well as a process. Every student is ultimately the product of his or her learning experiences, therefore, it is of extreme importance that the curriculum of the school provide a wide range of methods, alternatives, and materials so that each may achieve to his or her best potential. One set of alternatives which has recently made a major impact on the American educational scene is the concept of career education.

Societal and technical changes, evolving patterns of work and worker roles, accompanying changes in values and life styles, the unmet needs of youth and their community as well as the perceived irrelevance of the traditional educational alternatives for certain students, have stimulated this current emphasis. Many of the nations leaders, both in and out of education imply that reform of curriculum is necessary to accommodate the changing life styles of youth. Career education has wide endorsement as the most reasonable alternative to satisfy this need.

The development of a method of infusion of career education into the curriculum is a major component of this educational reform process. Much of the success of implementation lies with the curriculum, for infusion may succeed where aggregation might well fail. Curriculum is the dominant characteristic of the school since it has a great influence upon the organization and administration, the type of staff, and determiners of resources, etc.

Curriculum of career education is systematic--an integrated and cumulative series of experiences designed to help each student achieve increased job skills in the performance of major life roles, including the economic, community, family, avocational, religious, and aesthetic roles. The career education goal of infusion into the curriculum does not negatively influence the learning of academic skills, rather, infusion strengthens the learning context by adding the relevance of examples which are meaningful to the students' ultimate occupational, career, and life goals. Infusion of career education implies a program of meaningful learning experiences through a) planned blending of teacher/student learning experiences; b) guidance counseling and placement; c) on-going evaluation efforts; d) supportive career information and pupil data; e) school/community planning; and f) related staff development programs for both school personnel and members of the community. A coordinated but flexible interplay of such components affords opportunities for students to grow through curriculum.

Since a major thrust of career education is in the development of a curriculum that would meet the needs of the students in learning how to live and how to make a living, it is interesting to note that currently in many high schools the core of the curriculum is the composite of courses with a major emphasis on those required for college entrance. The college preparatory program is justified in terms of its general educational values regardless of the extent to which

it may provide a conceptual base which may well be beyond the ability of numerous students. On the other hand, career education calls for emphasis in occupations, family, citizenship, and avocational roles from within the curriculum. It is a concept encompassing more than just that of jobs or of just preparing one for college. Rather, it is curriculum which emphasizes the entire concept of people relating to one another and encourages experiences that increase self concept of each individual.

As it is presently conceived, career education is not a class separate from the other areas of the curriculum. It is quite important to note that if career education is to succeed, it should be integrated into several areas of the curriculum and not be regarded as an add-on unit involving only certain selected teachers. Instead examples and problems drawn from a cross section of the world of work should be incorporated into all phases of the school curriculum. Career development activities must be organized as the nucleus around the elements of general and academic education, guidance, counseling, and community resources. General and academic courses should include experiences to point to their occupational implications. This would result in a direct correlation of the general and academic aspects of the school curriculum with core career development experiences.

The future of the individual to a great degree, is determined by the options available at the completion of high school. Therefore, it seems reasonable that the secondary curriculum will provide the student with options that allow him to acquire both the skills necessary to obtain a job and the preparation for post-secondary education. Career education attempts to meet the needs of all students since it is flexible enough to allow each student at each educational level to make choices from the broadest base of knowledge through a cross section of career curriculum experiences. To deny any individual the opportunity at each educational level to learn about and prepare for career and educational options and to perceive their accessibility is to restrict the choice of the individual in controlling their own future. It cannot be assumed that any choice is a final choice. Along with the ability to make decisions from among available choices, the individual also allows himself/herself the freedom to move from one career curriculum area to another if it is decided by the individual that an incorrect choice has been made.

Being student-centered, career education provides all individuals with the opportunities needed to grow and to develop. There has been criticisms that career education is primarily a demand by business and industry to meet their needs. If the primary reference points become the needs of business and industry, then the strategy becomes one of selecting individuals to meet identified needs. However, since the primary reference point of career education is the needs of the student, then the strategy becomes one of providing the educational services necessary for the individual to plan his/her own career life. Therefore the commitment is for educators to develop the uniqueness and potential of each student no matter where the development of that potential might lead.

The program needs to be flexible enough to be able to begin with the level of accomplishment of each individual. This necessitates determining the range of individual differences and having a variety of career development learning experiences available that can be related to individual needs and capacities.

Career education does not erase the old curriculum but rather uses it as an integral part while at the same time focusing its relevance upon the person and his environment. Career education curriculum will not happen automatically.

First it will be necessary to ensure that common attitudes towards career education lead toward curriculum changes. If at this point the reader has not formulated a personal philosophy or a positive attitude towards career education, it is advised that the material presented in the Information Module and the Orientation Module be reviewed.

If the reader has formulated a positive philosophy toward career education and is interested in curriculum infusion as a major change strategy as well as a component of career education, the following three lessons will be of value.

After completing the lessons the reader should:

1. Be knowledgeable of the components of career education curriculum.

2. Be able to describe the infusion concept and process.

3. To recognize societal carry-over which affect the components of career education.

Lesson 1

This lesson is concerned with the scope and sequence of the curriculum planning which has been accomplished by an earlier project, and how the principal and other school level administrators can utilize it. Also, there is a portion devoted to assisting teachers to participate in the school level planning of career education activities.

Goal 1: To orient educators to the characteristics or components of career education curriculum

Rational for Career Education Curriculum

> "Too little attention has been paid to the area of selection and organization of subject matters. Most curriculums at the present time appear to follow identical patterns. They are subject-centered, and they are vertically arranged. Too little attention has been paid to horizontal articulation of subject matters within schools and grades. If we are to ever capitalize upon the common, or similar elements within the various subjects, or disciplines, that we are to teach, something resembling fusion of subject matter will have to be reflected in curriculum design." (Beauchamp, 1968)

Content

An understanding of why career education offers more hope for all students is essential to obtaining staff support and commitment. The basic purpose of career education is to add new meaning to all existing school curriculum by restructuring the present educational program to include a wider range of experiences relating to the career development needs of students. Curriculum is one of the six components of a school-based career education program. Components or characteristics of career education include:

1. Basic skills.
2. Development of the self-concept through physical development, emotional development, and development of attitudes.
3. Adult roles such as that found in work and worker roles.
4. Career exploration and preparation through learner-based exploratory programs and career occupational clusters.
5. Guidance and guidance related activities such as decision-making skills.

As can be seen from the previous page, there are three major foci of career education curriculum material. Generally, these are self-development,

information and introduction about selected workers and their work, and the relationship of basic skills to life roles. Stated in still another way, these three foci are career awareness, career exploration and career preparation.

Planning the curriculum in the school proceeds from these four goal bases (scope) and along a time line continuum (sequence) depicted in Figure 1. The scope is further defined in the Hawaii Career Development Continuum. The four major goals are divided into twenty-four subgoals which are more specific characterizations of the larger goals (see pages 48-53 in Module II). These goals and subgoals form an interrelated set of specifics which the principal must master in working with teachers to develop a career education curriculum for his school.

The curriculum model which is described in the Hawaii Career Development Continuum (HCDC) uses the behavioral objective techniques to further divide the curriculum into manageable units. Subgoals are described by Learner Objectives which are behaviorally oriented manifestations which can be used to determine the desired degree of attainment of a particular subgoal.

From these objectives learner activities (lesson plans) are derived. These are examples of such learner activities in the HCDC for each of the four levels or clusters of grades, i.e., K-3, 4-6, 7-9, 10-12, which constitute the parameters of the sequence of the career education curriculum. A more complete description of the sequence, awareness, exploration, and preparation is presented in the reading section of this lesson. It is suitable for duplication for distribution to groups of teachers, interested parents, etc., particularly when combined with Figure 1 as a visual representation.

This highly structured curriculum model does not place a great premium on the curriculum planning capabilities of the principal and his staff. Teachers might have differing views on the appropriate learner objectives, for instance. While the four goals and twenty-four subgoals are a viable aspect of the continuum, they form a base from which both learner objectives and activities can be developed by the staff in an individual school.

In order to be an effective leader in the change process the first thing the principal must do is to become intimately acquainted with the structure, at least through the subgoals, since they are the cornerstones of the HCDC. This gives him the technical preparation to begin the next segment of curriculum planning.

The second major hurdle to successful planning, once scope and sequence (objectives and time framing) have been determined, is to plan how teachers will move to gain ownership in the new curriculum. Module III discusses that subject in general terms, however, the principal must consider it in a more specific dimension.

He/she must work with the teachers who appear to have some preliminary Aloha for the concept of career education. He/she must likewise decide on the degree to which the initial involvement of the school will occur. For instance, should it be the entire school? (probably not) A single grade? A single department? A discipline (such as language arts or English)? A single classroom within a grade? Or some other feasible combination? Once this decision is made, the principal can study his staff to determine those who seem to be

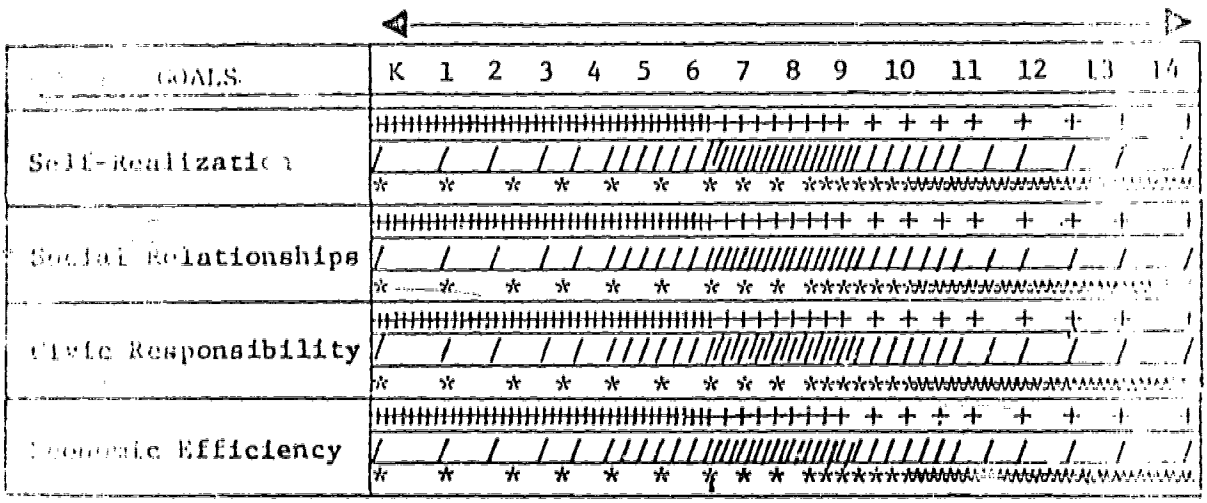

Fig. 1 Scope and sequence model for Career Development in Hawaii Schools

most receptive. This identification is crucial since any group process which does not have strong advocates appears doomed to fail.

When the identification has been completed, the principal should consider the group process model. A committee of teachers and administrative personnel with the charge of examining the HCDC goals and subgoals and the learner objectives to determine the specific objectives for the school should be established.

The work of the committee should be geared to the needs of the students, the potential community involvement, and the resources of the school to provide for the specific learner objectives selected. In this way career education becomes a part of the curriculum of the school, and the staff will have made a unique contribution to it. Obviously, this develops ownership by the selected staff members who can then be utilized to sell the career education concept to others on the staff.

A similar committee of parents, community leaders, and business leaders should also be in-serviced on the concepts of career education and the goals, subgoals and learner objectives of the HCDC (see Modules I & II). This committee can be used to help "sell" career education to the parents and other interested community personnel.

When the concept has been accepted by the teachers and is being encouraged by the community, the work of developing learner activities can begin. The principal should oversee such activities but probably not participate directly. State or district level curriculum specialists should have a bank of such activities collected from other schools (see Module 5.2), school districts on the mainland, and from national organizations. Many of these can be modified for use by teachers thus relieving them of the effort of "reinventing the wheel" by not having to develop their own activities when they have been done in other places.

Teaching Tips

The scope and sequence formulation presented in this lesson are taken from the Hawaii Career Education Continuum. It follows the national conception of sequence, that is, Career Awareness in elementary school, Exploration in the intermediate and Preparation in the secondary school. There will probably not be much discussion about the scope, however, there may be a great deal of discussion about how this is to be accomplished. Duplication of the reading, which is entitled "Components of Career Education Curriculum" will give workshop participants additional insight into the implications of each of the three descriptor words.

The planning aspect of the curriculum is part of the ongoing change process which must occur for career education to be successfully implemented. The role of the administrator is to be the interpretor of the mores and desires of the larger community into the curriculum of the school. Each teaching activity must be evaluated on the basis of its relevance to these community ethics. Encouraging principals and other school level administrators to accept this role constitutes an important outcome of this lesson. While most principals accept this role in concept, the time and effort necessary to activate it are often

missing. The planning effort in this module is designed to assist the principal without overwhelming him.

A major discussion point can be built around the fact that at least four of the purposes stated in the Master Plan for Public Education in Hawaii (Purposes VIII, IX X and XI are directly related to the goals of career education.

Purpose VIII (Master Plan): To develop an understanding of family responsibility.

Goal II (H.C.D.C.): Social Relations: Being able to establish and maintain healthy social relationships at home, on the job, in the family and in the community.

Purpose IX (Master Plan): To assure that the individual acquires the understanding of ethical and moral questions that will enable him to consider and adopt a set of values which will guide his behavior.

Goal I (H.C.D.C.): Self Realization: Achieving self-realization through the development of self-understanding; personal values; goal setting; and decision making capabilities; and an appreciation for individual differences.

Purpose X (Master Plan): To make certain that individual students acquire insights and skills which lead to vocational productivity.

Goal IV (H.C.D.C.): Economic Efficiency: Becoming economically efficient, as a producer and consumer of goods and services.

Purpose XI (Master Plan): To assure that each student acquires an understanding of the forces that bring high productivity and a rising standard of living in the nation and the world.

Goal IV (H.C.D.C.): See above.

The close harmony between these two documents should stimulate principals toward career education curriculum planning activities. Particularly when the scope and sequence presented in this module are stressed as an operational method of meeting the Department of Education Master Plan purposes.

Activity 1

Divide the workshop into work groups and have them plan a set of overhead projection materials to depict the relationship between objective eight in the Master Plan, the scope and sequence chart of the HCDC and the subgoals of the HCDC.

Activity 2

Several of the activities on pages 66-67 of Module II would also be appropriate for use with this lesson. Choose those which were not used in the Orientation phase.

Lesson 2

The major components of this lesson are processes and techniques to assist in the infusion of career education into a school. The decision on the initial infusion can be broad or narrow. There are at least four alternatives: (1) To infuse in all subjects and/or grade levels, (2) to select one subject area such as language arts for infusion, (3) to use one class as the prototype, and (4) to use infusion on an ad hoc basis. The merits of each must be determined at the school level.

Goal 2: To be able to describe the curriculum infusion concept and process.

Content

Career education is not a separate program or subject that is designed to compete with other areas of the curriculum. It is not an add-on program, but rather a change process in which one of the key concept is referred to as infusion. Infusion is the concept which refers to the process of integrating career development learner objectives and activities into the current school curriculum. It is the initial delivery component in a comprehensive career education program.

Administrators will be a great asset to their school by having both the confidence in and knowledge of the infusion process in career education so that they can illustrate the idea and the process to their staffs as necessary. Identifying the most suitable areas for infusion is a decision which should primarily be determined jointly by the staff and the school administrator. Therefore, teachers need information and orientation about career education before the administrator embarks upon an effort to make the joint decision. Teachers who have been trained in the infusion process either in career education or in other projects should be encouraged to participate.

In general, the curriculum modification which evolves from the infusion process answers the question of 'why' for the student in terms the particular behavior specified should be learned. In an infused lesson, for example, the learning experience provides suggestions for helping the students understand and internalize what they are learning and how their new knowledge can apply to normal everyday situations. This is a major part of the career development focus of career education.

The concept of career education infusion implies a program of meaningful learning experiences through a) a planned blending of teacher/student learning experiences, b) guidance counseling and placement, c) on-going evaluation efforts, d) supportive career information and pupil data, 3) school/community planning, and f) related staff development programs for both school personnel and members of the community. A coordinated interplay of such components affords opportunities for students to grow through curriculum. For our purposes in this lesson, the focus will be on (a) stated above as a planned blending of teacher/student learning experiences. This blending process places a premium on the relativity of learning experiences to the goals of career

education, and can be described as infusion. A more precise operational definition of the term is:

> "Infusion is a curriculum development process which integrates career education goals and content with the existing goals and content of the schools."

Through this process, one will be able to deliver a comprehensive career education program.

The Process

The process of infusion utilizes nine specific steps.

1. To identify career development goals and objectives. These can be found in the Hawaii Career Development Continuum from the Hawaii State Department of Education or by referring to the Orientation Module of this learning package.

2. To examine local curriculum guides to find areas in which the infusion process can take place.

3. To examine appropriate curriculum materials developed by others. Module V--Implementation (5.2) deals with curriculum evaluation of career education curriculum materials as well as a sampling of available career education curricula which were evaluated by local teachers from Hawaii's schools. These teachers were trained through the Department of Education's Career Education Teacher Cadre Training.

4. To write instructional objectives in behavioral terms which identify student outcomes that relate to career development goals, adapt curriculum developed by others, or create new curriculum objectives.

5. To reorient learning activities or create new learning activities which facilitate the learning of career development goals. The Hawaii Career Development Continuum Guides offer an excellent sample of what can be done.

6. To develop a system for using the community resources on an on-going basis. Community input is a major aspect of career education.

7. To develop a collection of information about careers. This could be done by the teacher and students with help from school counselors.

8. To utilize resource support systems such as librarians, counselors, and community people.

9. To develop an evaluation procedure which would measure student outcomes.

Alternative Methods

There are several methods of infusing career education into the curriculum. While teachers and counselors will be responsible for the actual revision of the curriculum, principals have the responsibility for curriculum planning and need to be aware of the different considerations which go along with whatever method of infusion which is chosen.

To illustrate the infusion concept and process, five examples are presented. Two of the examples are taken from an actual guide submitted for publication, two from the Center for Vocational Education to serve as an illustration, and one from the Hawaii Career Development Continuum Guide.

To provide the context from which the first two examples were derived, the concept and purpose of that 7th grade Arts and Humanities guide entitled "Art Is . . . ." is presented here.

> To say that "art is" something to everyone is perhaps no exaggeration if one considers its many forms and uses. Conceiving the arts to be (1) a significant way people communicate feelings and ideas and (2) a sizable division of the work world that involves a variety of occupations, this teacher's guide is intended to increase the student's knowledge and awareness of art and art occupations.
>
> One may privately hope that the student becomes more enthusiastic about art as a result, but the guide's purpose is instead to equip the student (1) to reach individual value judgments about art based on knolwedge and awareness and (2) to make more informed career decisions. At the same time, the guide's emphasis upon self-expression, through creating art, may help the student gain self-awareness, if not self-knowledge.

EXAMPLE #1 - ART

Before Infusion	After Infusion
Student Objective: to participate in discussions and activities related to the specific area of drama.	Student Objective: To (1) describe the work a dramatist does; (2) state how much he enjoyed creating a drama and (3) state whether he would like to learn more about this kind of work.
Learning Experience: Have students improvise a "mini-drama" using the piece of styrofoam or some other object, and the instructions provided on the activity cards contained in the resource kit.	Learning Experience: Explain to students that they will now explore other forms of drama. Tell them that, working together in groups, they will first read a play aloud to see how actors help the playwright communicate his creation. Then, through a group-composed improvisation or pantomine, students will gain a better idea of what a dramatist's work is like.

EXAMPLE #1 - ART (Continued)

Before Infusion

After Infusion

Suggest that this activity may help them decide which kind of art they most enjoy creating.

Student Objective: The student objective in the infused example provides for much more experiencing in a variety of ways and asks the student to synthesize his experiences in terms of what they mean to him and his possible interest in learning more, not only about drama, but also about the work a dramatist does.

Learning Experience: The learning experience in the infused example is much better focused on ways to actively involve the students in a learning experience that should have meaning to them. It also elicits their possible interest in various drama forms and the careers that pertain to them.

EXAMPLE #2 - ART

Before Infusion

Student Objective: To participate in the presentation of the art project which he has created or helped to create.

Learning Experience: Allow students to begin to present their projects. These presentations may take any form; however, everyone should participate, i.e., in a group presentation each member of the group must take an active part.

After Infusion

Student Objective: To demonstrate to the teacher(s) or his classmates that he appreciates both a completed task and a task well done.

Learning Experience: Have students present completed projects to class. Encourage each presenter through your compliments to feel a sense of accomplishment. Help set the tone for classmates' comments and questions. Discuss with students what the lesson has revealed about creating art and the value found in a completed task and one well done. Stress that although they have experienced only one kind of art, there are many other art occupations and that they will be learning about some of them in the next lesson.

Student Objective: Again there is emphasis on attitudes and appreciation--in this case, on the value of completing a task begun and doing it well.

Learning Experience: Here, in this infused example, attention is focused on the following aspects of career education: voluntary student involvement, helping students feel a sense of pride in a job well done, and the importance of following through on a task that has been started. Attention is also given to broadening students' understanding of art occupations.

EXAMPLE #3 - MATH

Before Infusion	After Infusion
Student Objective: To understand the purpose of estimation.	Student Objective: To be able to describe how a worker could use estimation to help complete an occupational task.
Learning Experience: Present and discuss several ways in which estimation can be used. Ask students to list as many examples of estimation as they can think of.	Learning Experience: Present and discuss several ways in which estimation is used in the construction industry. Invite a construction foreman to visit the class to discuss how he uses estimation in bidding jobs, ordering supplies and materials, etc. Ask students to list examples of how estimation is used in other work fields and to explain the value of good estimation skills.

Student Objective: Here the focus is on applying the learning task to a real occupational situation which should help students understand its importance and relevance.

Learning Experience: Emphasis in the infused example is on a specific application of estimation skills, the involvement of a resource person who can relate firsthand how important these skills are in his work, and on an appreciation for such skills. Most of this is lacking in the "before" learning activity.

EXAMPLE #4 - SCIENCE

Before Infusion	After Infusion
Student Objective: To identify the basic skills needed in the use of tools and equipment in the physical sciences.	Student Objective: To identify tools used by workers in the physical sciences and describe how they are used.
Learning Experience: Distribute the workers sheet which pictures tools and equipment used in the physical sciences. Instruct the student to write the name of the tool or equipment under the picture with a one-line definition of the use of that object.	Learning Experience: Distribute a picture card from the resource kit to each student. There are sufficient cards so that each student will have a different worker pictured using a different tool or piece of equipment. Allow ten or fifteen minutes for the student to compose a paragraph identifying the worker, giving a brief description of his job, describing the tool or equipment being used, and reasons why the worker uses the item. Have the students informally present the information written about their picture cards, taking turns and allowing time for questions and discussion after each presentation.

Student Objective: Here the focus is not only on identification of the tools but also on how they are used (application).

Learning Experience: In the infused learning experience, the student is asked to synthesize and internalize his thoughts about the worker who uses the tools as well as to consider why they are used to accomplish certain tasks.

EXAMPLE #5 - Taken from the Hawaii Career Development Continuum Guide for K-3, which includes a goal as well as a subgoal for each of the suggested learning activities. These are listed below before the discussion of the Before and After versions.

Before Infusion	After Infusion
Student Objective: To participate in discussions and to take an excursion related to workers in the community.	Student Objective: Each learner will be able to give examples of workers in different kinds of occupations in the community.
Learning Experience: Have an excursion or invite a guest speaker to class.	Learning Experiences: Have learners take neighborhood walks or visits to places of work. Invite workers to visit the classroom and talk about their work, wearing their "working clothes" and bringing in the tools of their trade. Have workers talk about satisfaction from their jobs and how their vocation fits into a large occupational cluster. If field trips are not possible or if it is difficult to bring workers to the classroom, put pictures of various community workers on the bulletin board.

Goal: Developing capabilities for being economically efficient as producer and consumer of goods and services.

Subgoal 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Student Objective: The student objective in the infused example provides for much more than just meeting someone who works. Rather, the entire occupational environment as well as the knowledge needed to work with certain "tools" is emphasized.

Learning Experience: The learning experience in the infused example is better focused on ways to actively involve the students in a learning experience. It is much more stimulating and interesting.

The operational techniques for having teachers begin to infuse include the following steps:

1. Information, orientation and acceptance of the concepts of career education by at least a majority of the teaching staff.

2. A sequencing document (as described in Lesson 1 of this module) which is logical and consistent with goals, subgoals, etc.

3. An in-service session with personnel who have actually gone through the process and are willing to share.

4. Allowing at least some teachers to visit a school where infusion is occurring, when it is occurring.

5. Providing examples of learner activities which stress the infusion into the on-going curriculum.

6. Providing additional resources to assure the initial success of the teachers who are attempting the concept for the first time.

7. Technical assistance in the form of district or state specialists, or staff from the College of Education who have taught in this area.

8. Positive feedback from the principal when warranted.

Foremost among these steps is to get the commitment of the staff to implement career education. Without that caveat none of the other steps will succeed.

Included as a reading for this lesson is a short paper by a principal of a private school who has been involved in the infusion process at her school. The paper is suitable for duplication to be circulated to principals either before or during the lesson.

Teaching Tips

This lesson is rather self-explanatory so there are no actual teaching tips. However, enough time should be spent so that when the administrators have completed this section, they will feel confident in their ability to guide the infusion process.

Activity 1

Divide into small groups and simulate a teacher coming to ask for assistance in infusing a career education activity in her class. The principal must have resources on hand so the assignment might be made in advance with the subject area for each group determined.

LESSON 2 READINGS

COMPONENTS OF CAREER EDUCATION CURRICULUM

Career Awareness

The focus of the elementary school years is on career awareness. The school can begin by assisting the student in his/her career development process by providing a significant segment of the knowledge needed to make successful career decisions in life. The student needs to become conscious of himself/herself, others, workers, and the environment. Students need to achieve an honest perception of themselves and how they compare with others. They need to be able to differentiate between work and play and to understand the economic structure which exists in their home and community, as well as some of the societal factors that exist and affect their lives.

During the latter part of the elementary school years, students should be moving from the awareness level and begin to formulate personal conceptualizations. These would come about through the introduction of career planning, leisure planning, avocational planning. However, the students should not be pressured to choose specific occupations or to make formal decisions about career roles. Rather, career education should help the student to deal with the pressures from other sources--such as peer groups, or parental influence. Career education will lead to more realistic knowledge of life including the world of work and by providing a more realistic and adequate base for decision making. Through developing an awareness of his/her personal interest, the student will also learn of the requirements and satisfactions in life and work and be able to explore those areas of his/her choice.

Components to be covered at this level are:

1. The relation of the world of work to his/her present activities, needs, and wants.

2. The responsibilities of the adult world, e.g., the reponsibilities to family, employer, self, and the community.

3. Selected characteristics of jobs or occupations, e.g., active or sedentary tasks, indoor-outdoor activity, creative or routine assignments, and managerial or supportive roles.

4. Places where people work.

5. The purposes of work and leisure, to provide goods or services, achieve satisfaction and self-fulfillment, attain needs and wants.

It is hoped that the elementary school student will be introduced to the many dimensions of the world of work and share an appreciation of the world of work and the interaction which takes place.

Career Exploration

A second focus which may begin at the elementary school level but which definitely is carried over and expanded as the student matures is that of career exploration. Career exploration should be used to help students internalize career education concepts and come to general conclusions about themselves in relation to possible life careers. Through opportunities to practice their decision-making skills, they should be able to realize their capabilities to plan and to prepare for their projected life roles. When the student has developed a basic understanding and the skills necessary for career development, the student has matured to the point of making specific conclusions concerning awareness of self and possible selected life styles.

The intent of career exploration is for the student to know about himself/herself (interests, aptitudes, achievements, needs, and values) and be able to place this knowledge in context with the environment, people, and their various occupations. The student should be aware of the beginning competencies and employability skills required as well as be able to develop positive appreciations and attitudes from exploratory experiences. By making tentative decisions about career preferences, one is able to formulate plans for continuing educational experiences based on personal benefits and satisfactions associated with various occupational fields and the relationships that exists within and between occupational fields.

The importance of basic exploratory experiences being infused into the current curriculum cannot be over-stressed. For this involves the development and use of occupational exploration by the student and by finding the right jobs as well as advancing within them demands that people not only know what jobs are potentially available, but also that they know what jobs are allied with their own interest, aptitudes and abilities. The main purpose of occupational exploration is to enhance the quality of career decision making as utilized by the students as they become contributing members of society. Therefore, all students need to be explosed to experiences that can give them an understanding of occupations and occupational opportunities.

Some ways to do this are through simulation, occupational information, and community involvement. The simulations would involve the students in realistic experiences that may be found in the field of work. The occupational information would extend the amount of knowledge about the particular occupational cluster and the community involvement should extend the reality of experiences related to fields of work through an extension of the school into the community. Along with these benefits, the student would also be able to gain an understanding of environmental factors, characteristics of workers in the field and the types of rewards or satisfactions associated with the particular work.

Career Preparation

During one's high school years (grades 10 through 12) the student will be able to use the knowledge gained previously by applying the knowledge directly to his or her career future. Educational preparation programs allow real life role testing, and through them an individual can try out plans concerning work, leisure, community involvement, etc.

In order for this to be possible, the secondary schools must permit an atmosphere that allows individuals to plan, decide, test, evaluate, and revise plans. The students should also be given the opportunity to plan their educational programs. (The role of the educator will be to guide, advise, and coordinate the educational and work experiences necessary for the individual.) At this point, the student will have a true test of their decision-making skills and their educational and occupational competence to succeed in life before any formal ties to the school are severed. They must have access to multiple entry and exit points where they are allowed to pursue their career goals and at the same time be allowed maximum flexibility when and if their aspirations should change.

A basic assumption of this phase in the development of the student is that by the time students reach the career preparation phase, they will have found occupational interests that they would like to pursue to the point of entry-level competency or beyond. For others, this will be the foundation from which they will continue their career preparation experiences at the post secondary level or higher.

CAREER EDUCATION SAMPLE ACTIVITIES USING THE INFUSED APPROACH

by Sister Brenda Lau
Honolulu, Hawaii
July 28, 1976

Introduction

An important understanding regarding career developmental education in the elementary school is that activities should permeate the educational process and not take place in isolation. An effective program to facilitate career development must be part of a total curriculum, involving school, home and community.

A fully developed career education program requires the coordinated planning and efforts of school personnel, counselors, administrators, advisors, school board members and students.

The classroom activities and experiences provided in this booklet are suggested and designed to allow a local school planning committee ideas for using the infused method in a total career educational program.

These activities offer an individual teacher a resource for using the infused method in his/her teaching approaches.

Activity suggestions are provided in these pages for grades K-3. Most of these activities attempt to give educators ways of infusing career education into the regular curriculum.

These methods of infusion are presented in this paper. The first section activities are specifically grouped around skills to be developed in a designated curriculum area. Details are not provided. General direction is given and the process is left to teachers to be creative in their teaching-planning procedures.

The second section designates an occupation, indicates the curriculum areas involved in the activity and describes the preparation and activities that can be used.

Section three describes using the organizing center approach to activity development. This approach provides freedom for the teacher to plan, yet sets a simple structure so when thoughts are formed, they lead almost immediately to management of instructional action. A teacher's initial thoughts are directed to three dimensions of questioning. These questions encourage the formation of an elastic form. The questions center around: accessibility--what materials and services can be available; mobility--what attitudes, facts, skills can be developed; and accomplishment--what can the children do.

Many of the activities provided here have been derived from sources listed in the bibliography. The activities, however, have been edited, revised and embellished by this writer.

The reader will note that the activities contained here employ many familiar educational methodology: role hats, films, filmstrips, field trips, collages, program nights, film loops, audio cassettes, role playing, radio and T.V. mock shows, displays, resource centers, murals, tours, interviews, home made slide shows, creative dramatics, plays, bulletin displays, etc.

Sample Activities

Activities centered around basic social studies skills are suggested here.

Skill	Person-in-Occupation	Activity
Following simple map directions	Policeman	Make a map of the neighborhood. Bring in a parent who is a policeman. Use the school Junior Police officers.
Uses communications to foster social interaction	Postman	Organize a classroom postal systems. Visit the local post office.
Discuss relationships of people and land to their occupation.	Parents	Chart parent's occupations and community resources. Have a parent-child career evening.
Discuss the importance of the community water supply.	Water commissioner	Make a collage showing the uses of water and explain it to others.

The next set of activities are grouped around skills to be developed in language arts program.

Identifies letters of the alphabet.	File clerk	Set up a store and write receipts for articles purchased.
Uses grammar appropriately.	T.V. announcer	Create an announcement of an upcoming school activity for a ratio station "community event" program. Bring a parent in who is a TV or radio announcer if available. Visit a T.V. or radio station.
Pronounces words correctly.	Telephone operator	Roleplay phone company operations.

Skill	Person-in-Occupation	Activity
Uses acceptable spacing and alignment.	Person who does newspaper layouts.	Prepare class newsletter.
Places events in sequence.	Sportscaster reporter	Retell stories using proper sequence. Conduct a mock T.V. or radio sports report.

Math offers the following opportunities for implementing career centered activities.

Solves simple number sentences. Reads and understands problems.	Housewife	Use recipes, figure the cost of family groceries by working on a shopping list. A class party may be a stimulus for this activity.
Counts from 1-100.	Stock boy	Inventory materials in your classroom.
Measures quantities.	Clerk	Display items sold by the pound, ounce, pint, gal., etc. and its metric equivalents. Role play store clerks selling products in the above measure quantities.
Uses calendar reads and writes dates.	Secretary	Make an appointment book and schedule events.
Recognizes and cuts out shapes.	Junior Police Officer, Bus driver	Make safety signs by cutting out squares, circles; triangles, rectangles, etc.
Tells time--hours and minutes.	Timekeeper	Keep a time sheet of classroom activities.

The science curriculum offers many opportunities for incorporating career education.

Identifies kinds of plants.	Florist	Collect and identify and display various types of plants. Have a plant show. Visit a florist.

Skills	Person-In-Occupation	Activity
Identify kinds of animals.	Veterinarian	Have a pet day. Visit a pet hospital.
Demonstrate understanding of how rocks are formed.	Rock Collector, Jeweler, Geologist	Rock collection using resource persons as mentioned in column two.
Describe five basic senses.	Baker, Perfume salesperson "Avon"	Buy ingredients for a party. Role play the "Avon" sales representative.
Discuss the sun as a source of heat and light.	Farmer	Plant seeds in darkness, shade, and direct sunlight; observe growth.
Discuss growth in regard to living things.	Pediatrician	Display photographs of children with stories about special events at particular times in their development. Invite a pediatrician to the class. Interview family pediatrician.

The activities presented here designates the occupation and relates the corresponding curriculum area of focus.

OCCUPATION	CURRICULA	EXPERIENCE
Kindergarten Experiences		
Dentist	Question and discuss skills. Cutting and manual manipulation skills. Language and dental health.	A dentist and his assistant visits the class.
First Grade Experiences		
Pottery Making	Language Arts	Students make small pottery objects. Discuss the uses for them. See the advantages of this as a leisure time activity. Field trip to a high school or university pottery class.

OCCUPATION	CURRICULA	EXPERIENCE
First Grade Experiences (Continued)		
Carpenter	Manipulative skills. Spelling, Math & Language skills	Invite a parent who is a carpenter to class. Invite him to bring his tools and to demonstrate and explain their uses. Provide blocks of wood for students to use. Let them experiment with various tools.
Second Grade Experiences		
Dog trainer	Question and discussion skills, language, spelling, math	Field trip to a pet shop prior to inviting a speaker to class. Discuss types of hobbies and what can be gained through hobbies. Invite dog trainer to class.
Third Grade Experiences		
Public relation personnel and line crew	Listening and investigatinn skills, reading of brochures, science and math in the explanation of the principle of electricity	Invite representatives from the gas and electric companies to come to your class to discuss their jobs. (Use parents whenver possible) Arrange for the truck and crew from both companies to come to school to demonstrate and explain their equipment and specific job skills. Use films and brochures from companies.
Postal Personnel	Language arts, art, social studies	Writing to penpals in another country. Relate activity to important role of the postal service. Tour Post Office. Tour should include watching the mail sorting process, cancellations etc. Meet other workers who briefly tell students about their jobs.

Using the organizing center model, the next section describes activities that have potential for students in grades K-3. These activities can be incorporated into any appropriate subject matter area, the most probable area is the Social Studies program.

FOCUS	CURRICULA	ACTIVITIES
Architect. Various structural types. Planning and designing of a structure coordinating products and services for a specific job. Esthetic qualities of a house and environment. Economic factors of construction. Building codes and zoning laws, community services to houses.	Art, social studies, math	Share structural types observed on the school grounds, in the neighborhood and each students home. Design own structure. Product display of materials needed by the architect.
Service Representative for the telephone company.	Math. Billing long-distance calls. Listening skills. Lanugage arts.	Role play interviews. Invite a speaker. Mock long-distance call and calculate the cost. Role play taking steps to have a phone installed in a home and a business.
Bank Teller. Procedures for withdrawing and depositing money. Studying checking and savings account.	Social studies, PR skills, math.	Trip to bank. Invite teller in. Role play banking procedures.
Restaurant Manager	Math, language arts, listening skills. PR, vocabulary skills.	Role play. Visit a restaurant in neighborhood.
Chef	Health education, science, language arts, math, social studies.	Visit the school cafeteria. Invite chef to speak to class. Prepare a simple meal. Construct a model kitchen.
Hostess	Language arts, conversation skills, manners, math skills, personal grooming.	Role play hostess or host seating customers, handling complaints, ringing up checks. Interview people about their favorite eating places. Simulate a restaurant in the cafeteria or classroom.

Role play all necessary personnel (waiters, waitresses, bus persons, kitchen helpers.

This concluding section presents games to be used with students in kindergarten to third grade which integrates and stimulates career education.

Kindergarten Activities

"Lids for Kids"

This activity essentially employs the idea of having the students collect hats that represent various occupations with which their parents, relatives or friends are engaged.

"Careers in the Air"

This game is stimulated by having on hand a variety of ordinary objects, e.g., piece of rope, cloth, chair, cot, long wooden stick, toy car, that children can use in a fantasy or free association game. Using role playing or other processes, the teacher and students explore together various occupations that the object held up suggests to the students. For example, a fairly large piece of cloth can be used in such a way as to suggest a parachute which can lead to an understanding of the parachute jumper and his job.

"Interpretive Dancing"

Students are asked to pantomine activities typical of the worker they have seen in their neighborhood. For example, a carpenter builds with hammer and saw; a traffic policeman directs traffic with a whistle and his hands. Play familiar recordings and encourage the students to do their pantomines to the music which best fits the occupation being demonstrated. Other creative variations can be used.

Grade One Activities

"Working with Animals"

Initiate an exploration of occupations that have evolved from man's interest in animals. This may be done visiting a local animal pound, hospital or pet store. Have students bring pictures of their animals to school, and on one day or an afternoon have an animal parade (work in coordination with the science teacher who may run an animal care unit). Follow this activity up by cooperatively composing a list of careers to look at more closely.

"Follow the Dollar"

This activity begins with the passing of an old well worn dollar bill around to each student. Together with the teacher, students travel back in time to discover where and in whose hands the dollar bill has been. Following the trip back help students list the occupations or careers of the people who exchanged the bill. Employing small group techniques, explore the future of the dollar bill. Use a skit to study the bills future.

"Shadow Show"

Using a large old sheet and a spotlight, you can create a shadow screen. Students act out careers that interest them while fellow students identify the career. Many varied follow-up activities can be utilized to further develop this basic activity.

Grade Two Activities

"On the Ball"

Using a large inflated ball, an adaptation of the familiar dodge ball game to the world of work is used. The game involves eight members of the class, four representing business executives (competing companies) and four representing aggressive salesman. The remainder of the class members represent the public. Each customer is given three or four slips of paper to represent purchases. The salesmen take turns trying to "make a sale" by throwing the ball and hitting (below the waist) any member of the buying public. When a customer is hit, he turns over a slip to the salesman, who in turn passes it to his executive. When a customer has given up all his "purchases" he retires from the play area. The game continues until all the customers are out. The executives then add up their "sales" to determine the winning company. The last four customers to be thrown out become executives for the next game. Executives become salesmen and salesmen become customers. Follow-up activities of one's choice may occur.

"Mister Mailbox"

This activity would be fitting following a field trip to a shopping center where students would have the opportunity to visit many kinds of stores and shops. This game involves making life-size mailboxes, boxes children can pull over their heads and have it extend to their knees. Wearing his or her box the student goes from shop to shop (child to child) collecting pieces of mail at every stop. Each student imagines that he is a shopkeeper. They present letters of request for services or merchandise to each other. During this process children have the opportunity of sharing information such as what a particular merchant does all day, does he like his job, what skills must he have, etc. If the field trip activity was well planned, students should have much to share with each other regarding their favorite shopkeeper.

"Career Tree"

As demonstrated in class.

Grade Three Activities

"We Run the Town"

In this activity a street map of the community you live in should be placed at a height that students can reach. Students locate their homes, school, where his parents work using a flag on a head pin. Through many different processes this provides a stimulant that will lead to an understanding that people have many kinds of careers, that every occupation contributes to society, every individual can have a meaningful rewarding career and that every person is an individual with different abilities, interests, needs, and values.

"Giant Machines"

This activity follows a well-planned and organized field trip to a construction site where heavy equipment is used.

There should be sufficient observation time so that the students can appreciate the operation of these machines to some depth. Guide-line questions for students could help with this activity.

While on the site have the students make rough sketches of the equipment. Follow-up this activity within the classroom. A signi-ficant period should be spent sharing information through various appropriate processes. Students could work in small groups to create in color finished drawings of the equipment of which they made sketches.

"Holiday Web"

Any holiday can serve as a stimulus for this activity. The activity will help students become aware of the interrelatedness and interdependence of careers. Let us use a Christmas tree as an example. Explore with the students the many different people with varied occupations that make it possible for families to have a decorated Christmas tree in their homes or in the classroom.

A career web can be constructed on a wall or bulletin board whereby careers might be organized around products and services.

After students have organized captions and career titles around the holiday symbol and shown their interrelationship by connecting the cards with pieces of yarn, they might draw or cut a picture to go with each label and write a brief description of each career.

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Hoyt, Kenneth, Nancy M. Pinson, Darryl Laramore, Garth L. Mangum. Career Education and the Elementary School Teacher. Utah: Olympus Publishing Company, 1973.

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Wernick, Walter. Teaching for Career Development in the Elementary School: A Life-Centered Approach. Ohio: Charles Jones Publishing Co., 1973.

Commerically Manufactured Aids

Career Information Center. Counselors Handbook. Honolulu, Hawaii: Career Information Center, 1974.

An alphabetical listing of Career Information Center Library contents. Among the materials listed are career education developmental materials.

Cornet Films. Worker Series. Chicago: Cornet Instructional Materials, Inc., 1972. 8 cassettes and 8 filmstrips.

In terms of their own experiences, children are shown concepts such as division of labor, mass production, specialization, goods and services, and the need to perform jobs well.

Denkmeyer, Don. Developing Understanding of Self and Others. Minnesota: American Guidance Service, Inc., 1970.

Available in the Primary and Elementary kits. A fully developed sequential approach. Includes job cards for student focusing on various careers.

Encyclopedia Britannica Education Corporation. Myself and Me. EBE Corp., 1973.

This kit contains a set of five filmstrips and five cassette tapes developing positive self concepts.

Mercer, David M. Career Awareness Program Starring Popeye the Sailor. New York: Education Division of Special Services, King Features.

In colorful booklets Popeye the Sailor and other cartoon characters visit people with all kinds of jobs in the world of work in fifteen career fields, based on the Office of Education Occupational Clusters. The Kit includes a career "Bingo" game for the students.

Science Research Associates. Career Education Guide. Preliminary Edition. Science Research Associates, Inc., 1972.

This guide was prepared using publications for the following sources which were helpful: the State Departments of Education in California, Hawaii, Maryland, Oregon, Pennsylvania and Texas; University of Missouri, Northern Illinois University, Ohio State University; and the local districts in Mesa, Arizona, Los Angeles, California, Arudel County Maryland and Pittsburg, Pennsylvania.

Using the model adopted for its purposes, SRA provides in this guide suggested activities for career education. The product and grade level chart indicates at what level its developed materials are appropriate. This could serve as a resource guide for staff on local level to draw suggestions for materials.

Scott Educational Division. Career Awareness Program. "The Value of Things" Holyoke, Massachusetts, A Jam Handy Presentation, 1974. 4 filmstrips 4 cassettes.

This program acquaints students with a variety of affective and cognitive skills, such as the role of home and family, neighborhood helpers, homes in other lands, personal values and interdependence. In addition students are made aware of the value of work and gain experience in the world of work.

Singer Education and Training Products. Developing Basic Values. Chicago: SVE Publishing Co.

This set of filmstrips and cassettes covers topics concerning "Recognition of Responsibilities," "Respect for Property," "Consideration for Others," and "Acceptance of Differences."

Singer Education and Training Products. The Adventures of the Lollipop Dragon. Chicago: SVE Publishing Company, 1970.

This kit contains a set of six filmstrips, three cassettes and guides. The kit is designed for the primary student. It deals with basic civic responsibilities such as "Working Together," "Care of Property," "Taking Turns," and "Kindness to Animals."

Shaftell Fannie and George. Values In Action--Role Playing Problem Situations for the Intermediate Grades. New York: Holt Rinehart and Winston, Inc., 1970.

This has proved helpful to teachers in developing roleplaying techniques and problem solving. The filmstrip sequences are open ended.

Lesson 3

While not strictly a function of curriculum planning, the material in this lesson has an intimate linkage with career education. The school has a primary responsibility in redesigning the role status of women and in clarifying attitudes and biases. This lesson addresses those challenges.

Goal 3: To recognize societal carryover which affect the components of career education curriculum.

Content

The scope of this module does not allow for an in depth review of all aspects of curriculum in relation to career education. Two examples of societal problems, which can be addressed via the route of changing expectations by employing career education, have been selected. The examples are the problems of sex and minority stereotyping and values clarification.

Career-oriented schooling is viewed by some minority groups as a means to channel minorities into minimal-skill vocational training, low status job clusters. Students and educators must join together in discussion and action projects which recognize that larger systemic change goes hand-in-hand with educational reform. All groups must help to create a social order where people's aspirations and training correspond to the actual career opportunities that await them when they graduate. One of the essential elements in career education is a staff willingness to and capable of altering its own perceptions of what a child of a given sex, racial, ethnic, or socioeconomic background can reasonably perceive as his or her options for life roles.

Career education is a vehicle for the development of an increased awareness of existing stereotypes and a realization of the effect these expectations have on student achievement and career aspirations. In 1975, in light of the "reality that schools can only be understood as a direct reflection of the social, economic, and political realities of American society," Marvin Robertson, Harry Drier, Jr., Judith Morris, and Joseph Thomson found that among the economic realities of American society for non-whites that there is a ten percent unemployment rate roughly twice that of whites. In terms of career development research for non-white youth, a consistent finding seems to be that occupational projections (aspirations and expectations) are generally higher for non-white youth than the current status quo representation of minority workers in the occupational levels chosen would indicate as realistic.

In 1971, 14.5 percent of the employed females were classified as professional-technical as compared with 13.7 percent of employed males, nationally. In terms of managerial, administrative, and proprietary positions, only five percent of employed women have positions in the area as compared with 14.6 percent of employed males. The largest proportion of females, 33.9% are employed in the clerical category.

These are the realities of employment, perhaps an unconscious effect of perceptions of career opportunities suitable to persons in different ethnic, economic, and sexual groups.

In a study done by Hansen and Gould (1966) it was found that a teacher's perceptions of student potential were formed early in the child's first year of formal education. These perceptions were later related to the economic affluence of the child. Their data and analysis found "discrimination which. . . pervasively affects academic skills and aspirations."

Another area of curriculum which needs to be stressed is that of attitudes and values. It is necessary that the individual develop an internalized value system which includes a valuing of his/her career roles and the roles assumed by others. Positive attitude and appreciation toward his/her career roles and the roles of others, should lead one to active and satisfying participation as a productive citizen. This would also provide for self-social fulfillment in which the internalization of such a value system would motivate the student toward becoming a self-actualized, self-fulfilling member of the world of work with an appreciation for his/her role and the roles of others.

Sex Role Stereotypes

> "Career education expands educational and career opportunities by stimulating interest in the studies necessary to pursue various lines of work . . . . It encourages boys and girls, and men and women to consider non-traditional, as well as traditional careers." (Chamber of Commerce, 1975)

In a changing society, education must be a continuing experience throughout our lives. Career education seeks to enable all persons to make personal informed career choices as they proceed through life. To do this, they must learn to identify their strengths, weaknesses, interests. Students need to be aware of values in our system in order to attain a healthy attitude of respect to all types of work and to help make unsatisfying jobs more meaningful. Career education emphasizes and encourages that each individual fully use their talents at work--in activities paid and non-paid which provide satisfaction to the individual and benefit to the society. Traditionally in our society, and as reflected in our current educational setting, women have not had the opportunity nor the encouragement to develop themselves to their fullest potential. Through career education and our section on sex-role stereotyping, we hope to make the reader aware of the problem as it exists. Through awareness of the stereotypes and the subsequent changes which need to take place in the curriculum, it is hoped that the freedom of choice and a knowledge of the many alternatives in life will be made readily available to all of our students, both male and female.

The career education objective in recognizing sex stereotyping in curriculum is not that all girls should be encouraged to prepare for lifetime employment, but rather to increase the freedom of choice open to each girl in light of the realities of the world of work.

Reality is that nine out of ten women will work at some time in their life. Fifty-nine percent of women in the work force are married; 41% are single (widowed, divorced, or never married). Nearly one-half (49%) of all mothers with children under 18 were in the labor force in 1970. Yet more women are employed in clerical work (33%) than service workers (20%, professional and technical (17%).

Therefore, career education planning must provide the following if indeed career education is to offer skills and alternatives to lead to a fulfilling lifestyle:

1. Re-evaluation of entire curriculum to provide more information about realistic roles of women.

   -- Women's role or place in history.
   -- Women's view of sociology, psychology, law, and politics.

2. Realistic role models in careers.

3. Survival courses in life skills for both boys and girls.

4. Development and use of supplementary materials.

Values Determination

Individuals acquire certain values by a general process of enculturation; they acquire others didactically. The process of schooling involves both and career education has as one of its goals the achieving of self-realization through the development of self-understanding, personal values, goal-setting and decision-making capabilities, and an appreciation for individual differences.

> "If children and youth practice establishing priorities among 'good things to do' in the classroom setting, they will establish priorities more satisfying to them out of the classroom. If children have much practice in dealing with the ethical in planned activities, they are more apt to select to deal with value-ladden problems in situations in which a choice of activities exists than if they have less help in dealing with ethical situations. If children and youth learn about resolving conflict, they will develop more complex solutions to problems than if they have not learned about conflict in relation to the ethical." (Louise Berman)

> "If children learn the various components of the decision making process, they will feel greater satisfaction with their decisions than if they did not have such school-related help. If children learn that frustration and dissatisfaction may accompany decisions in an area which is new to the individual, they will be better able to cope with their emotional states when dealing in an area than if they did not have such knowledge. If means are used to help children receive feedback relative to how they make decisions, they will make better ones in the future than if they did not have such information." (Louise Berman)

The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his/her own career role. Each individual must understand their own capacities for development from an early age so aspirations and decisions can be realistic. The need is great for preparing children and youth of Hawaii for coping with a world of work and leisure undergoing rapid change.

The readings section of this lesson contain two readings each in the areas of sex stereotyping and values education. They are but examples of what have become a voluminous file of such material. One cannot afford to under-evaluate the impact of these subjects in the school curriculum. Since the articles are short, they could be used in preparation for this lesson.

Teaching Tips

Some activities in these lessons may cause some concern by educators over the importance of eradicating sex and racial stereotypes. Discussion and debate should be encouraged since finding and recognizing areas of discrimination is a process which individual, staff, and school district must experience if the implementation of non-stereotyped curriculum is to succeed.

Teachers and staff should have a healthy attitude or respect to all types of work. They should be able to recognize stereotypes and subsequent changes which need to take place in the learning environment.

Each individual should be encouraged to fully use their talents which provide satisfaction to the individual and benefit to the society. It is imperative that this aspect of career education be validated through the types of curriculum available to the students.

It is crucial that teachers who will be helping minority students become involved with career education and become conscious of cultural, individual, and institutionalized racism and be able to discriminate expressions of racism in order to guard against it.

Activity 1

Activity to show teachers how they can help a student expand self-awareness and build self-confidence.

Tell the group that recognition of accomplishments builds self-esteem or self-confidence. Point out that recognizing accomplishments is the principle and giving awards is one technique for doing it.

1. Divide participants into small groups of five members in each group. Ask the groups to brainstorm four other principles and/or techniques for building self-esteem (self-confidence) in the classroom.

2. Complete the following activity on self-concept and self-esteem:

   A. There are 10 numbered blanks on the page below. Please quickly write 10 answers to the question "Who Am I?" Avoid adjectives that describe feelings like "I am happy." Answer as if you were giving the answer to yourself. This is just for your own use.

   B. Now indicate below how positive or negative you see yourself as the person in each answer.

WHO AM I

Very Positive = 5
Positive = 4
Neutral = 3
Negative = 2
Very Negative = 1

1.	I am _____	5	4	3	2	1
2.	I am _____	5	4	3	2	1
3.	I am _____	5	4	3	2	1
4.	I am _____	5	4	3	2	1
5.	I am _____	5	4	3	2	1
6.	I am _____	5	4	3	2	1
7.	I am _____	5	4	3	2	1
8.	I am _____	5	4	3	2	1
9.	I am _____	5	4	3	2	1
10.	I am _____	5	4	3	2	1

LESSON 3 READINGS

SEX STEREOTYPES IN THE CLASSROOM--A MEMORANDUM

From Westside Women's Committee
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If the public school system is to prepare children to function adequately in the world they will encounter as adults, it must fulfill three goals. First, it must help them to understand their society as it is in reality, rather than fantasy. Second, it must allow them to see themselves as future full-fledged participants in that society. Third, it must permit them to accept in themselves those attributes, such as sex, race, and stature, which are not susceptible to change.

The teacher and the textbook carry great authority with most children; therefore, the attitudes which children learn from teachers and textbooks are of the utmost importance. If stereotyped notions about people crop up in the classroom continually, the children learn to see each other as members of stereotyped categories rather than as individuals.

A stereotype is "anything repeated or reproduced without variation; anything conforming to a fixed or general pattern and undistinguished by individual marks . . . ."* Thus, because no single boy and no single girl can be defined by a stereotype, stereotyped thinking drastically interferes with reality-based conceptualization.

Stereotyped thinking makes it easy to conclude that individuals who do not fit the stereotypes are freaks, aberrations or misfits. When educators think in terms of stereotypes, they may press certain children into roles incompatible with individual personalities, or produce unfounded feelings of inadequacy in children.

I. The Height Stereotype: Consider, for example, the stereotyped notion that men are taller than women. If one examined 10 or 15 shelf-feet of children's books, one might never find a picture showing a woman standing beside a man shorter than she. This is particularly true if the man is the hero of a story or is the father in an elementary reading text. This height stereotype is reinforced by television and motion pictures. Yet in reality any moderately tall woman knows that a considerable number of men are shorter than she and any man of medium height knows that many women are taller than he.

The effect of constantly reinforcing this kind of stereotype is clear: boys who fail to grow up to be six feet tall are made to feel inadequate, and girls who do reach six feet tall are made to feel ungainly. In other words, we punish them for failing to conform to our stereotyped ideals. Few young people are mature enough to shrug off the idea that individuals who conform to the height are better than those who do not.

*Webster's New International Dictionary of the English Language

School texts could help alleviate these destructive self-evaluations by occasionally presenting strongly positive images of tall females and short males.

II. Boy-oriented Reading Texts: Our present educational system grew out of earlier educational systems designed primarily, if not exclusively, for boys. (The very word "co-ed" reminds us of this fact.) It is therefore not surprising that many vestiges of boy-orientation survive.

The idea that girls are entitled to fully equal consideration in their own right is relatively new, but it is now a compelling necessity.

In the area of required reading texts, girls' needs have generally been ignored, overlooked, or consciously dismissed. In March 1970, Norma Farquhar wrote several letters of complaint concerning a third-grade reading text, From Faraway Places. This book contained eight stories, none featuring a female as its main character. The females in the book tended to be props, especially do-nothing sisters of the boy heros. The boys, on the other hand, were talented, creative, and active goal-achievers.

The present discussion is not aimed at that particular text, however. It is aimed at the reaction of educators to the letters of complaint about it.

The teacher who received the first letter replied in part (March 18, 1970): "Thank you for your letter . . . . Your points are well taken and quite valid. As you suggested I did look at the other third grade reading books and found the majority of the stories to be boy oriented. This probably is due to research which indicated that boys have a harder time learning to read and maintaining interest in reading."

When required texts present poor portrayals of females, the school is teaching both boys and girls that girls are dull, not worth reading about, and of little importance. Anyone who doubts that our children have learned these views has only to listen to conversations of young children, aged four and up. If the attitude were translated into a racial situation, it would not be tolerated by most educators.

III. Sex Discrimination by Stereotype: We believe that a significant amount of overt as well as subtle psychological sex discrimination takes place regularly in classrooms and on school grounds. The examples below are cited anonomously because we are not interested in condemning individuals but rather in clarifying the nature of the problem.

1. A teacher tried to pressure a quiet boy into playing rough "boy" games. The child is a very bright boy who has always been rather quiet, and whose parents are pleased with him the way he is.

2. A teacher reportedly told the class that only boys could help with the heavy jobs. This was a class of first and second grade children in which some of the girls were much larger and stronger than some of the boys.

3. On a very warm day a mother sent her son to school in shorts. She was immediately notified that boys had to wear long trousers in

order to protect their [illegible] At the same time girls were forbidden to wear long trousers.

Each of the above incidents reflects stereotyped notions of school personnel regarding boys and girls. Such stereotyped ideas seems to exist at all levels even at the very top of the state school system.

Classroom teachers and other school personnel would do well to overcome their stereotyped images of children and to see them as individuals. Teachers should refrain from dividing the class into "boys" and "girls" for no particular reason.

IV. Stereotyped Role Teaching: When schools reinforce traditional stereotypes regarding sex roles they do a disservice to the children whom they seek to educate. Such stereotyped roles, which are products of preindustrial culture in which it was neither possible nor desirable to control the rate of population growth, have become substantially obsolete. Children whose expectations concerning themselves and others have been conditioned by such obsolete views will be ill-prepared, both emotionally and educationally, to function successfully in the world they will encounter as adults.

Girls who have been taught that motherhood is their preferred, proper and exclusive role will not be comfortable and contributive in a situation which fails to reward reproduction and in fact encourages population control.

Boys who have been taught that their acceptability depends upon "toughness" and physical strength will find progressively fewer avenues of self-expression in a society where survival no longer depends upon hunting and hand to hand combat; and it should not surprise us if such boys ultimately seek to overcome their feelings of inadequacy with senseless spasms of violence. Today, the range of attributes, attitudes and skills needed for survival applies equally to all individuals, whatever their race or sex.

V. Equal Funding for Athletic Activities for Girls: The stereotyped ideal of the active athletic boy and the quiet inactive girl has permitted great emphasis being placed on boys' athletic activities, while girls' needs in this area have been relatively neglected.

The relative amounts of money which the school system spends on boys' and girls' activities respectively serves as an index to the relative importance the administration attaches to these categories of students. Any significant discrepancy in such amounts must be regarded as a measure of discrimination.

SEX DISCRIMINATION IN SCHOOLS
Outmoded Stereotypes Still Exist

by Gail T. McLure, Marjorie Friedman, Kay Ries,
Tracy Brunner, Jill Hender, & Beverly Witwer

To what extent are the schools responsible for the secondary status of women in our society?

The following except from an article in Time (August 31, 1970) points to the unequal status of women as well as some implications for education:

"The status of women--America's numerical majority at 51 percent of the population--remains today as relentlessly second class as that of any minority. A third of the American work force is female: 42 percent of the women 16 and older work."

"Yet there is only one economic indicator in which women consistently lead men, and that is the number living in poverty. In 1968, the median salary for fulltime, year-round workers was $7,870 for white males, $5,314 for non-white men, $4,580 for white women, and $3,487 for non-white women . . . . On the average, a woman needs a college degree to earn more than a man does with an eighth grade education."

The article goes on to say that the number of women in the higher education and professional categories is "grossly disproportionate both to the population and to the educational background of some women. Women constitute only 9 percent of all the professions, 7 percent of the doctors, 3 percent of the lawyers, 1 percent of the engineers . . . . Nine out of 10 elementary school teachers are women, but 8 out of 10 principals of these schools are men."*

The schools are in part responsible for this situation. We begin to teach role stereotypes as early as kindergarten. Girls are expected to play in a doll corner equipped with a mock-up of mother's kitchen, while the boys are steered to a jungle gym or building materials.

One high school girl recently told her adult-living class about an experience she had as a kindergartner. When she pasted a picture of a man holding a baby on the page of her workbook entitled "Father's Jobs," the teacher marked this wrong--even though the girl explained she had seen her father holding a baby many times.

Perhaps we would excuse one teacher's lack of judgment, but this is not an isolated case. Even a cursory look at texts and workbooks for the primary grades reveals examples of role stereotyping which separate female jobs from male jobs, girl interest from boy interest.

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*NEA Research Division data show that at the elementary school level women account for 85 percent of classroom teachers, 30 percent of teaching principals, and 19 percent of principals.

Yet studies conducted at the Fel Institute indicate that "the brighter girls are more likely to enjoy baseball and other boys' games, while the brighter boys will more often engage in feminine activities." This is only one of several studies which bring into serious question the teaching of masculine and feminine orientations.

In most secondary schools, only an exceptional girl will ask to be admitted to an industrial arts course, and if she does, she may not be encouraged to participate. Girls are usually channeled into homemaking courses; boys, into industrial arts. Yet in our technological society, where each sex is expected to fulfill multiple roles, girls surely need to develop competence in industrial arts and other forms of career education, and boys need to acquire knowledge of nutrition, family life, and homemaking skills.

The New York State Education Department's associate commissioner for occupational education offered the following recommendation in the November 1969 issue of a NASSP Bulletin: "Industrial arts education should serve girls as well as boys, women as well as men, and extend from kindergarten through adult education." Is it not unfortunate that so many schools contribute to the mystique that to be feminine one must be ignorant of mechanics, woodworking, and technical studies?

In addition to sex role stereotyping there is a problem of inadequate image reflection. Girls do not see female images, stereotyped or not as often in school materials as they see male images. Fewer female characters, especially lead characters, appear in basal readers, for example.

The current fourth grade reader used in Iowa City is typical. Not counting fairy tales, poems, or stories without human beings, the book has 28 stories. Males are the leading characters in 26 of these. One of the 26 heroes shares the spotlight with his mother, but he is the title character. Only one story is entirely about a female heroine (Jane Addams); in the remaining story the heroine shares the focus with a horse.

The nature of the female stereotype may account for boys' reluctance to read stories about girls. A disproportionate number of female characters appear in minor roles; fewer females perform heroic or admirable tasks. Too many stories for elementary pupils show girls serving cookies, playing dolls, staying at home to help mother, or being rescued (along with the mothers) by boys.

English teachers in our district report that when reading plays or acting in them, girls will usually read both girls' and boys' parts willingly, whereas boys will read only boys' parts. This clearly reflects the attitudes about women which have been fostered both by our schools and society in general.

From our own use and examination of social studies texts, we have found that these books do not adequately reflect the contributions of women. The validity of our observations is confirmed in an article in the March 1971 issue of Social Education. Janice Law Trecker analyzes over a dozen of the most popular U. S. history textbooks in order to ask such questions as this: "Are the stereotypes which limit girls' aspirations present in high school history texts?" She says the answer is "yes . . . most works are marred by sins of omission and commission." The hidden female image becomes difficult for even the mature adult to find when it is referred to in words such as man, mankind, he, or his.

Blacks and other minority groups are now beginning to receive fairer representation in media materials. Yet many social studies texts still fail to record the role of women in history and in today's society.

Local teachers recently attended state and national conventions where many publishing companies displayed their latest wares. Although the materials about blacks and other minority groups were prominent, we found little evidence of fairer treatment of the female image.

(We asked numerous representatives from these companies why an effort was not being made in this regard. Answers varied from "You ladies aren't making enough noise" and "We're waiting around to see if the women's liberation movement is a passing fad" to responses reflecting serious interest. Some spoke of the economics involved in getting books written and marketed. Publishers want to be assured of a demand.) Teachers can exert considerable pressure on publishers by recommending that school systems refuse to buy texts which fail to take note of female contributions. Meanwhile, teachers can enrich their courses by using supplementary materials from other sources.

We believe most teachers would agree that in the daily routine of any given day, boys are usually the ones asked to operate audiovisual equipment and perform similar activities. Seldom does a girl have the opportunity to learn how to run the movie projector. Only a rare girl would have the courage to volunteer for this "man's work."

At most schools, the boys' athletics program receives far more money, a larger coaching staff, and more time than does the girls' program. Travel to out-of-town meets is often limited for girls. On the other hand, boys are permitted to travel by school bus to a variety of out-of-town games.

Anyone who follows student sports would probably agree with our impression that the press, including school newspapers, gives a great deal more space to predominantly male activities in the field of sports. The booster clubs, awards banquets, and recognition day festivities frequently are geared toward support of male accomplishments in the sports arena.

Research studies, such as those discussed by Gary L. Peltier in his article, "Sex Differences in the School: Problem and Proposed Solution" (Phi Delta Kappan, November 1968), show there is not conclusive evidence of sex differences in scholastic achievement, but young girls have fewer physical and emotional problems, read better, stutter less, and mature physically more rapidly than boys.

Yet the socialization process which begins in the elementary school bears strange fruit by the time girls reach junior and senior high school. By then some of them are afraid to assert themselves in class discussions. They may lower their sights with regard to a career and decide that finding the right husband is the ultimate key to personal success.

Parents, teachers, and guidance counselors often contribute to the problem by taking a narrow view of the career possibilities open to girls. They may guide a girl into a "suitable" occupation, such as secretarial studies, nursing, or teaching, while failing to stress the importance of other interesting pursuits.

For example, how often do we encourage an able girl to consider a career in medicine, law, city planning, or architecture? Instead, we warn her of the insurmountable difficulties she will face if she chooses to pursue one of these occupations. Such an attitude may cause a girl to doubt her own capabilities.

The environment of the school reflects the status of women in society. For example, although most elementary teachers are women, only one-fifth of the elementary principalships (which pay more) are held by women.

Further along in the secondary school there is an almost equal balance between male and female teachers while 97 percent of the high school principals are male. Sixty-nine percent of department heads in public schools are men, and we think most secondary teachers would confirm our impression that men tend to become leaders of committees, conductors of assemblies, and the bearers of greater authority on many fronts. Granted, many women would refuse to become chairwomen or principals. But we must remember that women have been brainwashed to the point where they may consider themselves incapable of such responsibilities.

It is our contention that the schools do not adequately recognize the historical forces and contemporary conditions which have resulted in women's present status. Several factors, some subtle, some not so subtle, combine to prevent women from realizing full equality. It is not enough to equalize hiring practices and opportunities for adult women. We must nurture the idea of female equality at the earliest ages, for the heart of the problem lies in the development of a strong concept of self. Educators and school curriculums must do more to promote the goal of equal rights for both women and girls.

TEACHER ATTITUDES AND VALUES*

Somewhere in the course of the years, each of us has acquired a set of beliefs about what is appropriate behavior for us and for others. At times these beliefs are brought into question, either by contradictions we see in ourselves or in the behavior of others. The fact that contradiction does occur might suggest that other beliefs are also potentially controversial. It is not always possible or safe to discuss one's point of view or to consider another's viewpoint separate from the person.

One of the goals of career education is to make children aware of their economic, social, and personal alternatives. If the career education program is to succeed, the number of alternatives perceived by children as realistic must be much larger than it has been. Children going through the program must not think of a career as closed simply because of their socio-economic level, ethnic group, or sex. That sounds like another of those well rounded educational goals that could only be reflected by someone who also hates motherhood and apple pie. But in practice we all carry with us attitudes, values and plain misinformation that can destroy the principle. We might argue for equal job opportunities for women, but agree that loading trucks is inappropriate work for the average female. In fact, many unions limit the weight one person can be required to lift so that the strength differences between men and women may not matter. We might argue that everyone should have an equal chance at any job, but communicate greater expectations to the lawyer's son in our class. The point is, we all carry a burden of stereotypes; now what can be done about them?

It is unlikely that we would eliminate all of our own career stereotypes if we could. If a stereotype is a standard way of looking at things among a group of people, then all the attitudes and values we hold in common with the rest of society are stereotypes. And, all the attitudes and values we hold in common with one or another of the groups we belong to are stereotypes. From a sociological point of view, we could not continue to be members of our groups and our society without these common belief systems. We would be ostracized for rejecting some of them.

It is unlikely that we could eliminate all our stereotypes if we wanted to. Beliefs, attitudes and values are taught to us from earliest childhood. Many of them are constantly being reinforced by the surrounding culture. It took a bit of hard work to form them in the first place; it would take at least that much time and effort to get rid of some of them.

But not all of our stereotypes are of equal importance to the culture. Some of them are holdovers from another time. They grew out of values common to that time but did not change when the needs of the society changed. Hiring

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*Staff Awareness: Racial, socioeconomic, sex stereotypes limit career potential. The Center for Vocational Education, 1975.

men before women may be an example of this. Some are simply generalizations from conventional ways of doing things. Calling Monday "wash day" is such a convention. So are dress codes for students and the five-day work week. These conventions can and do change. They change when we become conscious of them, find them inconsistent with our other priorities, find a relatively simple substitute, and like the results of the change.

The following seems to be the crucial elements in whether our stereotypes can and will change:

1. Are we aware of them?

2. Are they inconsistent with our other values, attitudes and beliefs?

3. How strong are the social presssures against change?

4. Is there a relatively simple alternative we are are aware of?

5. Is the change a happy one for us?

6. Are we regularly reminded when we drop back to the old pattern?

It is important that career education teachers, counselors and administrators avoid inadvertently teaching career stereotypes and general attitudes which will limit the latter choices of the children. It is necessary that the career education curriculum of the schools are designed to increase awareness of our own stereotypes as well as to increase the career options of the child.

ROLE OF VALUES IN CAREER EDUCATION

by Sister Brenda Lau

The youth of today differ from youth a century away; not because of new values, but because they have an increasing number of value options from which to choose. This phenomena creates a confusion for youth that is difficult for him to understand.

Values form in persons the basic ingredients that represent a way of life, give direction to life and make a difference in living. The assumption being made here is that all persons can arrive at values by an intelligent process of choosing, prizing and behaving. Consequently, one talks about the process of valuing here rather than values in the institutional sense.

Values can be defined in a simple way as the general guidelines for behavioral response to which an individual adheres. In analyzing if a guideline is accepted as a value, these criteria serve as indicators: If the desired good is chosen freely; chosen from alternatives; chosen after thoughtful consideration of the consequences of each alternative; prized and cherished; affirmed; affects life; and reappears. The result of the process of valuing then can be the formulation of values which serve as life guiding behavioral response motivators.

What ramifications for career education does the process of valuing have for students? If career development is an ongoing process of individual development, continuing through a systematic sequence of experiences and decisions of the individual in an environment, the process of valuing plays an important role in this development. It is through this valuing process that formulation of positive self-identity, and achievement of vocational and avocational maturity occurs.

> Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles.[1]

Therefore, in career development educators attempt to provide each student with the opportunity to develop a comprehensive set of values of their own through a valuing process which can serve as a resource for the individual when making career plans and decisions.

Educators for career development must assist students in clarifying their values in order that youth of today can make sound life decisions, make career choices, prepare for work roles, and relate self-developmental experiences to reality.

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[1]Office of Instructional Services. Career Development Continuum. Hawaii: Department of Education, 1974.

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