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ABSTRACT

Educational objectives, which were developed during a 5-day workshop by vocational education teachers and which relate to career development, are presented in this report. (The workshop was designed to address that part of the North Dakota State Plan concerned with developing career education curriculum materials and personnel expertise for use in vocational programs.) Each objective, presented in broad and specific terms, includes an activity or suggested technique with ideas for resource materials/sources, where applicable; suggested subject area; and suggested grade level (secondary and/or postsecondary). The workshop agenda, four student forms designed for use in career development, and an overall evaluation of the workshop by participants are included. (SH)

FINAL REPORT

CAREER DEVELOPMENT/VOCATIONAL OFFERINGS

Project No. EPDA-011-74

PROJECT DIRECTOR

Harry Weisenberger
Career Education Specialist
900 East Boulevard
Bismarck, North Dakota

July 17-21, 1974

In cooperation with
North Dakota State Board for Vocational Education
Carrol E. Burchinal, State Director
900 East Boulevard
Bismarck, North Dakota 58501

A. Career Development/Vocational Offerings

B. Project No. EPDA-011-74

C. Contracting Agency: North Dakota State University
Fargo, North Dakota 58102

D. Project Director: Harry Weisenberger
Career Education Specialist
900 East Boulevard
Bismarck, North Dakota 58501

E. Duration of Project: July 17-21, 1974

F. This project addressed itself to Page 16, Activity #5 of State Plan which called for development of Career Education curriculum materials and personnel expertise for use in vocational programs.

G. Objectives:

Upon completion of the workshop each participant will:

(1) Present, in writing, a series of activities relating the career development concepts to their specific area of vocational specialization.

(2) Outline a plan of implementation for these specific activities into their curriculum for the 1974-75 school year.

(3) Identify the role of vocational education in the overall career development process and list the specific responsibilities of vocational educators in the process.

(4) List specifc techniques to an inter-disciplinary and/or multi-level approach to incorporating career development into their respective school systems.

H. The activities and strategies involved a number of techniques including lecture, group discussion, audio-visual presentations, writing sessions, field trips, and speakers. Copies of daily agendas are included on the following pages showing activity and person or persons conducting such.

I. Participants were selected by the supervisor of each service area and are listed below. Participant list - (all are teachers) in either Ag, Home Ec, T & I, Health, DE or OE.

Gaylin Schmidt
801 Second Avenue, S.E.
Minot, ND 58701

Adeline Olsgaard
823 N. Tenth Street
Bismarck, ND 58501

Larry Rehn
1223 N. 28th
Bismarck, ND 58501

James Koch
418 Sixth St., E. Apt. #2
West Fargo, ND 58078

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A G E N D A

CAREER DEVELOPMENT/VOCATIONAL OFFERING

Bismarck Junior College
June 17-21, 1974

MONDAY JUNE 17

12:00 - 1:15	Registration and other	
1:15 - 1:20	Welcome and Purpose	C. Burchinal State Director Vocational Education
1:20 - 1:45	Eye Opener	
1:45 - 2:45	Introduction to Career Education	Bob Lamp Vocational Guidance Vocational Education
2:45 - 3:10	BREAK	
3:10 - 4:00	Tips on Curriculum Writing	Dr. Lowell Jensen Ass't Supt. Dept. of Public Instruction
4:00	SUMMARY	

A G E N D A

CAREER DEVELOPMENT/VOCATIONAL OFFERING

Bismarck Junior College
June 17-21, 1974

TUESDAY, June 18

8:30 - 9:00	Eye Opener	
9:00 - 10:00	Attitudes and Success	
10:00 - 10:30	BREAK	
10:30 - 11:30	Career Opportunities in Home Economics	Majore Lovering Karen Botine Supervisors of Vocational Home Economics
11:30 - 12:00	Discussion of Teacher Reactionnaire	
12:00 - 1:00	Lunch	
1:00 - 2:00	Establishment of Objectives and Writing	
2:00 - 2:20	BREAK	
2:20 - 3:00	Career Opportunities in Trade Technical, Industrial & Health Areas	J. W. Smith Supervisor T & I
6:00 - 8:00	PICNIC - Pioneer Park	

A G E N D A

CAREER DEVELOPMENT/VOCATIONAL OFFERING

Bismarck Junior College
June 17-21, 1974

WEDNESDAY, June 19

8:30 - 9:00	Eye Opener	
9:00 - 10:00	Writing Session	
10:00 - 10:30	BREAK	
10:30 - 12:00	Writing Session	
12:00 - 1:00	Lunch	
1:00 - 1:30	Career Opportunities in Distributive Education	Leonard Pokladnik Supervisor, Distributive Education
1:30 - 2:00	Career Opportunities in Vocational Agriculture	Don Erickson Supervisor, Vocational Agriculture
2:00 - 2:20	BREAK	
2:20 - 3:00	Film on Work Ethic & Discussion	

A G E N D A

CAREER DEVELOPMENT/VOCATIONAL OFFERING

Bismarck Junior College
June 17-21, 1974

THURSDAY, June 20

8:30 - 9:00	Eye Opener
9:00 - 9:15	Performance Scale Session Handout & Discussion
9:15 - 10:00	Writing Session - (Handouts)
10:00 - 10:30	BREAK
10:30 - 12:00	Writing Session - (Handouts)
12:00 - 1:00	Lunch
1:00 - 2:00	Self Awarness - Self Image (Positive) Johnny Lingo Film & Discussion
2:00 - 3:00	Field Trip - MDU Trailer (50 year history of MDU)

A G E N D A

CAREER DEVELOPMENT/VOCATIONAL OFFERING

Bismarck Junior College
June 17-21, 1974

FRIDAY, June 21

8:30 - 9:00	Eye Opener	
9:00 - 9:30	Decision Making Exercise	
9:30 - 10:15	Career Opportunities in Vocational Education Administration	Larry Selland Assistant State Director
10:15 - 10:30	Break	
10:30 - 12:00	Planning for Past Workshop Activities (All-Service Conference)	Mr. Harry Weisenberger Mr. Mike LaLonde, Instructors
	Evaluation of Workshop	

Alice Ereth
700 15th St., N.W.
Mandan, ND 58554

Ralph Gullickson
121 8th St., N.W.
Minot, ND 58701

Odin Stutrud
910 N. Fourth
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Ronald Willardsen
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Napoleon, ND 58561

Allen Dockter
1918 N. 15th
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Marvin Kollman
Box 1602
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Ronald Rugland
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Mandan, ND 58554

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232 Redstone Drive
Bismarck, ND 58501

Mrs. Kathy Hartman
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712 Custer Drive
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Mary A. Nordmark
522 8th St., N.W.
Minot, ND 58701

Connie Sprynczynatyk
705 Third Street, North
Bismarck, ND 58501

J. Resource Personnel:

NAME	POSITION	TOPIC
Harry Weisenberger	Co-Instructor	
Mike LaLonde	Co-Instructor	
Carrol E. Burchinal	State Director, State Brd. for Vocational Education	Welcome and Keynote
Larry Selland	Asst. State Director, State Brd. for Vocational Education	Career Opportunities in Vocational Administration

J. W. Smith	State Supervisor, T & I Education	Career Opportunities in T & I
Don Erickson	State Supervisor, Voc. Agriculture	Career Opportunities in Agri-Business
Leonard Pokladnik	State Supervisor, Distributive Ed.	Career Opportunities in Marketing
Majore Lovering	State Supervisor, Home Economics	Career Opportunities in Home Economics
Karen Botine	Asst. State Supr., Home Economics	Career Opportunities in Home Economics
Lowell Jensen	Asst. Superintendent Dept. of Public Instruction	Objective and Curriculum Writing

K. Evaluation:

Each objective was evaluated according to objectives. Part of the evaluation was done with a formal instrument (attached). Summary of results also attached.

Teach observation was also used and co-instructors concluded that all participants met at least the minimum requirements of the expected outcomes.

L. A recommendation for the future would be that more of this type of activity is needed to develop further expertise in vocational personnel and more career education activities.

M. The most significant accomplishment of the project, as judged by the project director from feedback received, was the bringing together of various vocational teachers to share ideas, gain understandings, and work for the common good of students out in schools.

The major restraints encountered with the project was time enough to do planned activities.

N. Attached is a copy of all materials produced during the workshop.

O. Other:

All material will be discussed and distributed at the annual All Service Conference. Each vocational educator in North Dakota will receive a copy.

Also included is workshop participant data.

Workshop Site _____

EVALUATION

1. If you could add something to the workshop, what would you add?

2. If you could delete any portion of the workshop, what would it be?

3. As a result of your participation in this workshop, the first Career Education activity you will use in the fall will be:

4. Would you see value in a follow-up session sometime during this school year?

5. Please list your most immediate needs regarding career education in order of priority.

OTHER COMMENTS:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To help students make the necessary adjustments for adult living.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will develop an understanding of adult living through active participation in a variety of group activities.

SUGGESTED SUBJECT AREA All Vocational

SUGGESTED GRADE LEVEL 9-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	Help the student to become aware of the various aspects of adult living through a better understanding of economic conditions, social adjustments, and family living through the following activities: 1. Guest speaker from the community or school 2. Panel discussions 3. Brain storming sessions 4. View and discuss filmstrips	Community Resource People: Pastor Various occupational representatives Guidance personnel Inter-departmental exchange Filmstrips: At discretion of instructor Audio-Visual catalog available from Department of Public Instruction Capitol Bldg. Bismarck, ND 58501

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the basic economics, budgeting, and the importance of fringe benefits when considering employment.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will demonstrate an understanding of employment through a class discussion on economics, budgets, and fringe benefits as they affect employment selection.

SUGGESTED SUBJECT AREA All Vocational

SUGGESTED GRADE LEVEL 9-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1. Have students interview a personnel director as to fringe benefits in employment and the economics of fringe benefits.	Books: Occupational Outlook Handbook Dictionary of Occupational Titles Class text
	2. Have students read at least three different sources on fringe benefits, budgets, and wage economics as they relate to his/her occupational choice.	Filmstrip: "Money Management" May be borrowed from: Dept. of Public Instruction Capitol Bldg. Bismarck, ND 58501
	3. Have students prepare a budget based on the expected slary of an occupation selected by the student in consideration of deductions.	Guest Speakers: Banker Economist or economics instructor Insurance representative Employment Agency representative Locally employed payroll clerk Tax Commissioner
	4. Have students view filmstrip	
	5. Have guest speaker. The students should listen to and exchange ideas with the speaker.	Periodicals: Magazines Newspapers
		Government Publications: Wage and Hour Information Social Security Income Tax

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To familiarize students with sources and uses of occupational materials in the library and/or counselor's office.

SPECIFIC BEHAVIORAL OBJECTIVE: To familiarize students with career information enabling them to make a tentative career choice and to prepare a written report on the career of his/her choice.

SUGGESTED SUBJECT AREA All Vocational

SUGGESTED GRADE LEVEL 9-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1. Library Related Activities: a. Have student visit the library with librarian explaining the location and use of career information. b. Have students research at least 3 different sources for career information from various sections of the library. 2. Guidance Counselor Related Activities: a. Have students visit counselors office or counselor come to class and explain the following: 1) testing in career selection 2) considerations in career selection 3) Occupational Outlook Handbook 4) Dictionary of Occupational Titles 5) A-V material in counselor's office. b. Have students: 1) take an interest test 2) take an aptitude test c. Have students investigate 3 sources for career information (cont.)	Books: Occupational Outlook Handbook Dictionary of Occupational Titles Class textbook Films and filmstrips are available from: Department of Public Instruction Capitol Bldg. Bismarck, ND 58501 School Audio-visual catalogs. Guidance File Library: Card catalog Subject index Textbooks on careers

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To expose the student to a full range of occupational opportunities

SPECIFIC BEHAVIORAL OBJECTIVE: To expose students to a full range of Agricultural occupational opportunities

SUGGESTED SUBJECT AREA Agriculture

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show films: A. "Vocations in Agriculture" B. "Dynamic Careers Through Agriculture" C. "Rewarding Careers in a Dynamic Industry-Agriculture" 2. Students conduct research project on occupation available in agriculture 3. Field trips 4. Resource personnel 5. Films on agricultural careers NEEDS: 1. Job survey to determine needs of the community 2. Job survey to determine availability of jobs 3. Job survey to determine competencies required for employment		Filmstrips 1. Careers in Agriculture - 8 fs/8 cassette (Vocational Education Products) 2. Careers in Farm Services (St. Bd.-Vocational Education) 3. Careers in Farm Machinery, Sales & Service (St. Bd.-Vocational Education) Films: 1. Agriculture Engineering (Cooperative Extension Service-Agriculture Information Dept. 2. Vocations in Agriculture (") 3. Dynamic Careers Through Agriculture (") 4. The Most Important Business in the World (") 5. Rewarding Careers in a Dynamic Industry-Agriculture (") Slides: 1. What is Agriculture?-70 slides(St.Bd.) 2. Agribusiness Slides a. A Quick Look at Agribusiness(") 3. Training Required for Agribusiness(") 4. The Grain Farm Supply & Milking Industries(")

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA Agriculture

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		1. Occupational Outlook Handbook-U.S. Department of Labor 2. Dictionary of Occupational Titles-U.S. Department of Labor 3. Films - See 1st sheet Obtain "Vocations in Agriculture" from: Ag. Information Dept. Morrill Hall NDSU Fargo, N.D.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of the career opportunities available after graduating from a secondary school

SPECIFIC BEHAVIORAL OBJECTIVE: To help students make a realistic choice of post-secondary plans

SUGGESTED SUBJECT AREA Agriculture

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Students conduct research projects on a selected no. of occupations. Include: A. Job Description B. Working Conditions C. Salary-chance for advancement D. Fringe Benefits E. Suggested secondary preparation F. Post-secondary education requirements 2. Students complete self-evaluation A. Personality characteristics B. Academic performance C. Aptitude test scores 3. Students use this self-awareness in their Supervised Occupational Experience Programs. 4. Provide students with information concerning the availability of institutions of higher learning to prepare for the students occupational objective. 5. Field trips and tours to businesses and institutions of higher learning.		Filmstrips: 1. Choice or Chance, Career Planning & Development - book (County of Alameda, 224 West Winton Ave., Hayward, CA 94544) 2. Career Choice & Career Preparation-book (Interstate Pub. & Printers, Danville, IL 61832) 3. Should You Go to College? (ND Dept. of Public Instruction)(Division of Guidance Services - Capitol Building) 4. Which College is for You? (") 5. Choosing Your Career (") 6. High School Course Selection in Your Career (") 7. It's Up to You (") 8. Preparing For Jobs of the 70's (") 9. Preparing For the World of Work (") 10. Preparing For Work 11. What You Should Know Before You go to Work (") 12. You and the World of Work if You're Not Going to College (") Films: 1. Making it in the World of Work 2. World of Work-Career Series 3. The ABC's of Getting & Keeping a Job

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA Agriculture

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
6. Films, etc. 7. Resource persons come in -various people tell about requirements for their career NEEDS: 1. Aptitude tests GATB) 2. Educational requirements of labor force in our society 3. School policy, Advisory council 4. Community survey		4. Career Opportunities I (State Board) 5. Career Opportunities II(") 6. It's Your Future (") 1. Personality Inventory form 2. GATB tests 3. Iowa Basic Skills test 4. College Catalogs 5. Resource persons 6. Films, filmstrips-see above

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Evaluation Process: Follow-up studies of graduates, Advisory Committee Report

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop the proper procedure in securing a job.

SPECIFIC BEHAVIORAL OBJECTIVE: To acquaint students with the various aspects of community job resources, job hunting, applying, interviewing, and securing employment.

SUGGESTED SUBJECT AREA Agriculture

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Make student aware of the job opportunities. A. Previous knowledge - class discussion B. Resource persons can come in to inform students of what employers look for. C. Students go through newspapers, want ads, etc. 2. Students write a letter of application. 3. Students complete application forms. 4. Students secure an interview. A. Employer may come in for interviews. B. Students could go out for interviews. NEEDS: 1. Job survey to determine needs of community 2. Job survey to determine availability of jobs 3. Job survey to determine competencies required for employment		Films: 1. Your Job-Applying For It 2. Your Job-Finding the Right One 3. Your Job-Fitting In 4. Your Job-Getting Ahead 5. Your Job-Good Work Habits 6. Your Job-You and Your Boss 7. Job Interview-Men 8. Job Interview-Women Filmstrips: 9. Job Attitudes: a. Trouble at Work b. Liking Your Job & Your Life c. Why Work At All d. A Job That Goes Someplace 10. Job Finding I 11. Job Finding II (1-11 are from the State Board for Vocational Education) 12. Your Job Interview (Guidance Associates) 13. Preparing For Work-14 filmstrips on different aspects (State Board for Vocational Education)

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To expose students to a full range of occupations in the field of marketing and distribution

SPECIFIC BEHAVIORAL OBJECTIVE: The student will research and investigate marketing careers and develop a project on one career based on guidelines as drawn up in the suggested techniques for achieving objective.

SUGGESTED SUBJECT AREA Distributive Ed.

SUGGESTED GRADE LEVEL 9-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1. Write a newspaper article describing a career and the opportunities within that career. 2. Students prepare a bulletin board of his/her career choice. 3. Develop a panel discussion on the various career opportunities in marketing and distribution. 4. Interview three individuals associated with his/her career choice and: a. prepare a written account of the interviews. b. prepare an oral presentation of the interviews. c. tape the interviews for a class presentation. d. activity based on discretion of instructor. 5. Read and investigate three sources for information	Books: Occupational Outlook Handbook Dictionary of Occupational Titles Careers in Marketing; James A. Bikke McGraw-Hill Book Co.; 1971 Careers and Opportunities in Retailing; Harriet Wilinsky; 1970 Films: "DE - Tell It Like It Is" Order information: DE Department, State Office Building "Careers in Business" Order information: AV Catalogue State Film Library, Department of Public Instruction Milady Pub. Corp., 3839 White Plains Rd., Bronx, NY 10467 Filmstrips: "Marketing Careers" Order information: AV Catalogue Graphic Research, Inc., P.O. Box 2238, Wichita, KS 67201 "Occupational Information for Classroom Teachers"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA Distributive Ed.

SUGGESTED GRADE LEVEL 9-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	6. Listen to career information records. 7. Prepare a career project based on the attached guidelines and: a. present the project in a written report form b. present the project in an oral presentation. c. present the project in both an oral and written report from. 8. View films and/or filmstrips.	Order information: AV Catalogue Guidance Program Aids 384 Ballston Rd. Scotia, NY 12302 Manuals: "DE Career Education Manual" Prepared in 1973 for the State Dept. by Mr. A.D. Burgess, DE Coordinator, Bismarck High School "Occupational Orientation, an introduction to the World of Work", 1971 Career Development Series 7000 Mississippi State University Microfiche: "FOCUS" Order information: State Board for Voc. Ed. Publication: "Careers in Retailing" - Free Published by: Ohio State Counsel of Retail Merchants 71 East State Street Columbus, OH 43215

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Records:
"Exploring the World of Work"
Order information: AV Catalogue

In the following charts T & I is broken down into six general areas with several sub-areas for each. This is by no means a complete breakdown of the complete job picture for T & I but serves to indicate broad areas of employment.

1.	Graphic Arts	Printing Drafting Architecture Photography Commercial Art	Manufacturing Sales Service	Engineering Design Technology
2.	Wood Construction	Rough Carpenter Finish Carpenter Cabinet Maker Millwright Shingler Furniture Maker	Manufacturing Sales Service Construction	
3.	Electrical	Residential Elect. Commercial Elect. Industrial Elect. Lineman Appliance Svc. Motor Repair Power Plant	Manufacturing Sales Service Construction	
4.	Combustion Engines	Auto Mechanic Diesel Mechanic Small Engine Mech. Numatic Tech. Hydrolic Tech. Aircraft Mech. Aeronautics Bus & Truck Driver Heavy Equip. Op.	Manufacturing Sales Service Construction	
5.	Metals	Machinist Foundry Worker Welding Sheet Metal Plumbing Pipefitter Heavy Construction	Manufacturing Sales Service Construction	
6.	Electronics	Industrial Communications Computor	Manufacturing Sales Service	Engineering Technology

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To create self-awareness of students' interests, abilities, and aptitudes

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. A battery of tests should be given as early as possible to help determine students' interest, intelligence, and aptitude.		
2. Good counseling should be available at this time to help create self-awareness in the student of his interests, abilities, and aptitudes. This is a very crucial time for the student and poor counceling would be worse than none. It is noted that the quality of the counceling leaves quite a bit to be desired, at present.		
3. Interest can be developed through the use of extensive field trips, talks given to groups of students by people from the field, making information available for the student on many different kinds of work for reference when the subject might come up in class work, and by student participation in skits dealing with work type situations. It is to be noted that this cannot be just		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T. & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
thrown at the students but must be carefully implemented into other class work to avoid the student getting the idea that he is being shoved into something.		
4. Exploratory or mini courses should be available in as many areas as possible. Economics and the lack of qualified teachers limits this important area.		
5. Cooperative work experience situations can be developed through the use of advisory committee's, Junior Chamber of Commerce, Service Clubs, and other organizations to give an interested student a good overview of any particular type of work or work area. This should be realistic and as comprehensive as possible to be of value. A student might take a complete day or even several days to observe a business operation or to work with a tradesman to really see the work from all viewpoints.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To expose students to a full range of occupational opportunities

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. A collection of cluster charts or comparable displays should be developed showing all the aspects and activities of the various occupations of most interest in the community. These should be posted for repeated study by the students and possibly put in handout form for the students' use.		
2. A collection of occupational data and information should be accumulated for student reference from several sources. This information is also available on film. It has been observed that this information varies in content, even for the same occupations, from different sources, making it desirable to have more than one description of a given occupation. One important point sometimes overlooked is a listing of desirable high school courses pertinent to the occupation.		
3. Cooperative work experience situations can be developed		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
through the use of advisory committees, Junior Chamber of Commerce, Service Clubs, and other organizations to give an interested student a good overview of any particular type of work or work area. This should be realistic and as comprehensive as possible to be of value. A student might take a complete day or even several days to observe a business operation or to work with a tradesman to really see the work from all viewpoints.		
4. Good use can be made of having people come in from the field to talk to the students about their particular business or trade. This should not be a speech making type of operation but more of a "rap session" with students that have indicated an interest.		
5. Students can be invited to put on skits to act out all the various operations or jobs involved in an occupation. The students in the skits have to do		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
research that is informative to them and the rest of the students are exposed to information that they might not collect on their own.		
6. In certain craft areas a craftsman can be brought in to give a physical demonstration of his craft. Costs that may be involved can be underwritten by labor unions, contractor associations, or perhaps by large business operations.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To investigate projected needs for various workers and the career patterns involved with these workers

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. The teacher should develop lecture and handout material in this area for the occupations of interest to the community. Information is available from the Employment Security Bureau, labor unions, state and national departments of labor, Chamber of Commerce, Industrial Development Commissions, local industry, and vocational-technical schools.		
2. Information should be made available concerning educational opportunities for the various types of jobs. This is available from the State Department of Vocational Education, and also from the schools themselves.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop basic problem-solving techniques. (This has been interpreted to mean decision-making.)

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. The teacher should develop material for lectures, handouts, and projects that would include the basic steps in decision making. a. The subject matter should be thoroughly researched, with all information and data studied. b. Information and recommendations should be obtained from experts in the subject area. c. All possible decisions should be carefully listed, along with all advantages and disadvantages, pro's and con's, or their effect on other operations or people. d. There should be consultation with people or organizations effected by the decision, if applicable. e. After all due consideration, the decision should be made and steps taken to implement it.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE:

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
f. If applicable, the results of the decision should be observed to see if they are up to expectations. Sufficient time should be allowed for results to occur, but there may be a possibility that results are not proper and another decision may be in order. g. The results of the decision may be analyzed for future reference.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with labor unions, apprenticeship programs, and journeyman programs

SPECIFIC BEHAVIORAL OBJECTIVE:

SUGGESTED SUBJECT AREA T & I

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. The teacher should develop material to acquaint the students with the various unions and their apprenticeship and journeyman requirements. This material would include information as to what part of the apprenticeship programs may be obtained through secondary or post-secondary schools. Information is available through the unions themselves and through state and national departments of labor. 2. Representatives from the various unions can be requested to talk to the student body. 3. Union members may be asked to talk to the students. This may contain information not released by union officials.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To explore careers in the field of textiles and clothing

SPECIFIC BEHAVIORAL OBJECTIVE: The students will evaluate their interests, needs, and capabilities by means of self-rating sheets. The students will acquaint themselves with career opportunities in the field of textiles and clothing by use of filmstrips, career pamphlets, and library resource material. Students will evaluate their growth by researching a textiles or clothing career using as a guide the form provided.

SUGGESTED SUBJECT AREA Home Ec

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	1. Each student will take the self-awareness pre-test. 2. Each student will complete one or more of the personality checklists. 3. Each student will view filmstrip and fill out questionaire. 4. Students will make a collage of careers related to textiles and clothing (small group activity) 5. Students will complete Textiles and Clothing career cluster sheet. 6. Students will explore related careers by 2 or more of the following methods: 1. view filmstrips 2. library material readings 3. listen to a textiles and clothing careers-related talk 4. Make "Did You Know..." posters giving information about the amount of post-secondary schooling required for various textiles and clothing careers (small group activity, posters to be placed around school) 5. Students charrade T and C careers	1. "Self-Awareness Pre-test", Parts I & II 2. "How do You Feel About It?" 3. "A Mini Guide to Who's You?" 4. Career Development: Education for Living, J.C. Penny Co. 5. "Jobs for You", State Supervisor Home Economics 6. "Careers in Retail Buying", 83731, J.C. Penny 7. "Careers in Fashion Design", Educational Dimensions Corp. (filmstrip/record) 8. Career tapes on Fashion Model, Buyer, Educational Progress Corp., 8538 E. 41st St., Tulsa, OK, 74145 9. Resource person 10. Occupational Outlook Handbook (current) 11. Modeling and Other Glamour Careers, Jones, Harper and Row, NY 12. Your Future in Fashion Design, Fashions Group, Inc., Richard Rosens Press, Inc., NY 10010 13. Dept. of Public Instruction Div. of Guidance Series, Your Future In... 24 Fashion Design 25 The Fashion World

*Using the "Locating Occupational Information" checklist may help students become aware of additional information sources. If library resources are scarce, additional time for research might be allowed to give students an opportunity to write for information.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Evaluation Process: Each student will choose a textiles and clothing-related career to research and will complete the "Study of a Career" evaluation form.

SELF-AWARENESS

Pretest - Part I

1. What are your two favorite school subjects?
2. What is your favorite school activity? Why does it interest you?
3. What are your favorite hobbies or pastimes?
4. What do you like to do best outside of work and school hours?
5. What skills do you have?
6. Have you ever had any jobs? If yes, what?

Answer the following with "yes" or "No"

_____1. Do you like to work with people?

_____2. Are you interested in ideas? (writing, experiments)

_____3. Do you like to work with things? (cars, plants)

_____4. Do you prefer to work indoors?

_____5. Do you prefer to work outdoors?

_____6. Do you like to work out details and do routine work? (inventory, figures)

_____7. Do you prefer work that offers a variety of duties with fewer details?

_____8. Do you prefer physical activity?

_____9. Do you prefer mental activity?

_____10. Are you a natural leader?

_____11. Does someone have to tell you what to do?

SELF-AWARENESS

Pretest - Part II

My Job Success Traits

		GOOD	AVERAGE	POOR
1.	Initiative			
2.	Self-control			
3.	Awareness of proper dress and job behavior			
4.	Desire to learn			
5.	Willingness to accept supervision			
6.	Ability to work as well without supervision as with it			
7.	Ability to accept criticism			
8.	Stick-to-it-iveness			
9.	Promptness			
10.	Dependability			
11.	Ambition			
12.	Drive			
13.	Ability to make decisions			
14.	Curiosity			
15.	Leadership			
16.	Ability to subordinate immediate goals for more important future goals			

"HOW DO YOU FEEL ABOUT IT?"

Please check the answer which most nearly reflects your opinion on the following statements.

	AGREE	INDIF-FERENT	DIS-AGREE
1. It is important to learn about the jobs and careers available to us.			
2. All work has self-dignity.			
3. If we begin to explore career possibilities at an early age, we are more apt to find a career which we are happier in.			
4. A career choice is often related to the image we have of ourselves.			
5. Relating school subjects to career possibilities may enhance learning.			
6. A career consists of more than eight hours a day.			
7. Most jobs in our work force require additional training beyond high school.			
8. Only 20% of America's jobs require four years of college so it is a waste of time and money to go to college.			
9. Vocational & Technical schools contribute skilled personnel to our world of work also.			
10. Making money is more important than enjoying your work.			
11. A woman's place is in the home.			
12. Young people should find jobs and remain in their own communities.			

Write a short statement describing yourself in terms of each of the following headline statements from the CoEd article on Maturity.

Big Symbols _____

Trust _____

Reality _____

Identity _____

"How Do You Feel About It?" (cont.) Page 2

Being Straight _____

Generation Gap _____

I'm OK _____

Values _____

Peer Pressure _____

Poise _____

Dating Game _____

Authority _____

Big Decisions _____

Measuring Up _____

YOUR FUTURE!

What would you like to be in your 5th, 10th and 15th year out of high school?

Directions: Read all items carefully. Then place a check after the one which most nearly describes what you would like to be in 5, 10, and 15 years. Put only one check in each column, that is, one under the 5, one under the 10, and one under the 15. You will have only three checks on the chart.

	5 yrs.	10 yrs.	15 yrs.
1. A housewife with no children.			
2. A housewife with one or more children.			
3. An unmarried career woman.			
4. A married career woman without children.			
5. A married career woman with children.			
6. Married student in continuing education.			
7. Unmarried student in continuing education.			
8. Right now I am not certain.			
9. Other (specify)			

What are you doing now to help you to be able to accomplish these things?

Have you discussed your plans for the future with your parents? teacher? counselor?

Are you learning more about different jobs and training programs?

LOCATING

OCCUPATIONAL INFORMATION

HOW MANY SOURCES HAVE YOU CONSIDERED USING TO EXPLORE A CAREER IN WHICH YOU'RE INTERESTED?

Check here:

_____ talking with persons actually doing the job now

_____ talking with the person(s) who hires these employees

_____ contacting the government bureau which licenses and regulates these jobs or professions for job-related information

_____ checking the vocational files of libraries

_____ looking up the projected job openings in Occupational Outlook Handbook (U. S. Department of Labor)

_____ scanning the following:
The Job Guide for Young Workers, U. S. Employment Services
Career Index, Chronicle Guidance Publication, Moravia, New York
What To Do This Summer, U. S. Bureau of Employment Security, Washington (summers are a great way to gain information and experience about a field of employment)

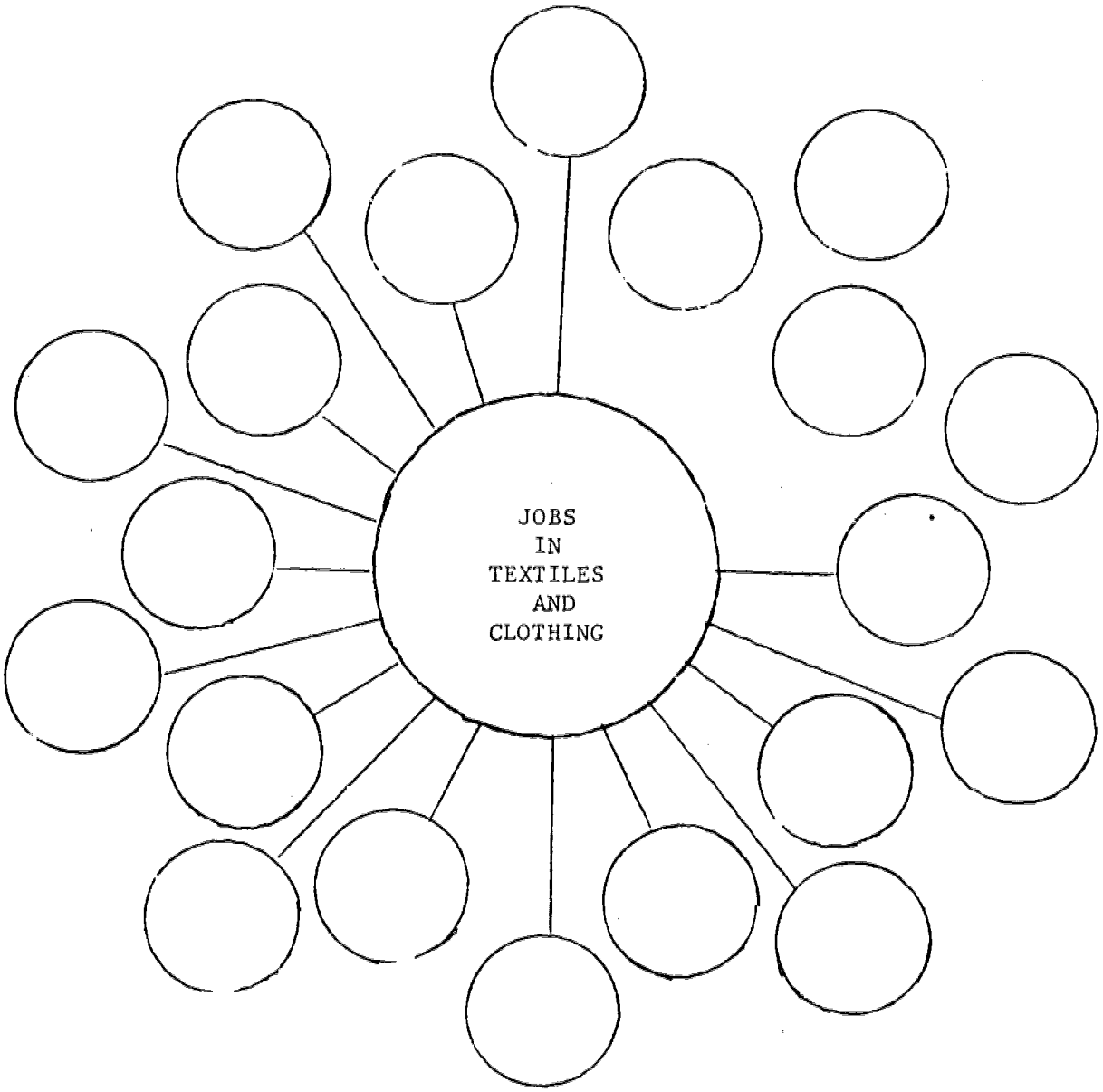
_____ writing to professional trade associations and labor unions which may provide information about job requirements and openings

_____ checking with educational and training institutions for information about course work required for certification in a particular field

_____ reading the want ads of periodicals and newspapers to see the qualifications required, starting salary, etc.

_____ discussing your interest with vocational counselors

Use right hand side of chart for recording kinds of jobs in this occupational area of which you are aware at this time.
Complete circle by using newspaper classified ad sections, magazine ads and other means to list all job possibilities.



JOB CLUSTERS IN TEXTILES AND CLOTHING

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the need for continuing education

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will demonstrate his awareness of the changing procedures and equipment in the health field by listing continuing education as a high priority on a prepared checklist.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Filmstrips 2. Presentation and demonstration of new products and equipment-including techniques and procedures NEEDS: New ideas and developments demand continuous education of health care personnel due to changing trends and use of modern equipment, some jobs may become obsolete.		1. In-service education director-workshops 2. Audio-visual aids

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Evaluation Process: Written evaluations by students stating effectiveness of programs, observation of job performance

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To expose students to a full range of occupational opportunities

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will be able to perform in an acceptable manner at least five tasks related to health occupations.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Field trips to various health care institutions 2. Work actively with explorer scouts 3. Make student aware of activities in different job levels 4. Demonstrations with satisfactory return demonstrations NEEDS: 1. Students do not know all the opportunities available in the health areas-job availabilities		1. Audio-visual aids, health care equipment, textbooks and wookbooks, and patients and students

Evaluation Process: written exams & job performances tests

[illegible] CORRELATION FOR THIS ACTIVITY:

BROAD OBJECTIVE: To relate that technology affects the number and types of careers and to illustrate the interdependency of workers

SPECIFIC BEHAVIORAL OBJECTIVE: The student will list ten careers under each department in a health care institution and their dependency upon each other.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Field trips to various areas of specialization 2. Clinical rotations through various departments in a health care institution: x-ray, purchasing, laboratory, dietary 3. Guest lectures - specialists or workers in specific areas NEEDS: 1. Society and cultures determine the need and number of areas of specialities in the health field.		1. Health care facility with respective equipment 2. Various reference books and audio-visual aids

Evaulation Process: Students to present role-playing sessions on health care with involvement of different areas of specialization demonstrating interdependency.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To create self-awareness of students' interests, abilities, and aptitudes

SPECIFIC BEHAVIORAL OBJECTIVE: The student shall demonstrate his ability to perform in a chosen field in an acceptable fashion.

SUGGESTED SUBJECT AREA Health

SUGGESTED GRADE LEVEL Secondary & Post-Secondary

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Career awareness programs 2. Role playing & "Visiting Sessions" 3. Student participation in varied health care procedures 4. Field trips & lectures from people in various fields NEEDS: 1. Aptitude tests-GATB and Cutler Preference 2. Parent-teacher conferences 3. Good Guidance Couseling		1. Students, parents, patients, J.C.'s and other civic groups 2. Reference material-manuals, textbooks, equipment 3. Audio-visual aids

CURRICULUM CORRELATION FOR THIS ACTIVITY:

Evaluation Process: MMPI test, follow-up conferences, acceptable return demonstration of procedures

Workshop Site Bismarck Jr. College

LVALUATION (OVERALL)

1. If you could add something to the workshop, what would you add?
   a. Participation by more resource people from the academic areas.
   b. More field trips.
   c. More general group discussions on sharing common problems or coordinating career education with the other groups.
   d. Request for more time in developing curriculum for each service area.

2. If you could delete any portion of the workshop, what would it be?
   The majority of the participants thought the workshop was organized, informative, and beneficial. It was also felt that the material presented was pertinent to career education, so they did not recommend deleting any part of the workshop. There were a couple of comments in regards to deleting a portion of the workshop:
   a. Some films took up time which could have been used for other things such as discussions, etc.
   b. Cut back on the number of speakers to allow for more group discussions.

3. As a result of your participation in this workshop, the first Career Education activity you will use in the fall will be:
   a. Incorporate more resource people into the career education part of the curriculum.
   b. Exercises in awareness -- developing the right attitudes and self-image concepts in the classroom towards careers and occupations.
   c. To develop a fairly detailed array of job clusters for the various occupations in certain job areas.
   d. Make more use of audio-visual materials that apply to career education.

4. Would you see value in a follow-up session sometime during this school year?

   The majority of the participants were in favor of a follow-up session sometime during this school year.

   Others thought it would be more effective to have a follow-up session after the school year. This way the teacher has had an opportunity to try out everything.

5. Please list your most immediate needs regarding career education in order of priority.
   a. Time to plan activities.
   b. Coordination between faculty members.
   c. Make students more aware of career opportunities in North Dakota and throughout the country.
   d. Obtain more resource material about careers available.
   e. Community involvement - resource people.

OTHER COMMENTS:

The majority of the participants felt the workshop was most useful and worthwhile. Others though the workshop was a success and an enjoyable one.