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ABSTRACT

The third of a three-volume set, this career education instructional manual for grades 7-12 was developed primarily by teachers. The broad goals of the twenty-five teaching units presented are to provide each student with an awareness of the various career fields in the world of work and to instill in each individual the worthiness of work. Based on fifteen occupational clusters, these units are intended as guides or references and not as restricted entities. To aid the teacher in the manual's use, the following topics are discussed before the teaching units are presented: the teacher's function, the objectives, the unit method in presenting occupational information, suggested steps in developing a unit plan, evaluation, and correlation of subject areas. Each teaching unit first presents the instructional objectives and then the motivational and correlational techniques, descriptions of the activities, predicted outcomes and evaluation strategies, and resources for each unit activity. A compiled list of resources is found at the end of each unit. Other additional information, such as sample field trip permission forms and instructions for specific activities, are included in the last segment of the document. (BH)

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**MASON COUNTY
CAREER EDUCATION**

K - ADULT

Volume III

**TEACHER'S INSTRUCTIONAL MANUAL
FOR
SECONDARY EDUCATION
7-12**

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INTRODUCTION

The Mason County program, Career Education: K-Adult, is published in three volumes. Vol. I is designed for use in grades K-3, Vol. II is to be used in grades 4-6, and Vol. III is for grades 7-12. The program was developed by grants from Title III ESEA over a three-year project period. The materials were principally written by Mason County teachers under the direction of William A. Edwards and members of the staff of Marshall University. The units have been used in pilot schools and are now being used in all of the Mason County schools.

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INTRODUCTION

It was the planning committee's desire to create occupational unit plans that would enable every child in the Mason County school system to be as fully aware as possible of the various career fields and their effect upon him as an individual. These plans were then formed with the idea of serving all children of Mason County.

It is the purpose of this program to create within our children an awareness of the many available jobs in the world of work, and to instill within them the worthiness of work.

We base our curriculum design on the fifteen occupational clusters as defined by the United States Office of Education. A matrix for the units was developed to cover all fifteen occupational clusters by the end of the sixth grade. It also reinforced this by covering all the clusters again by the end of the twelfth grade. We felt that in doing this, students would at least see some aspects of all areas of occupational employment during their school career.

You may notice that there are differences in the design of some of the teaching units. This is due to two different factors: (1) the producer of each unit is an individual; and (2) we sophisticated our unit design during our year of developmental trial and error.

You will also notice that there are some repetitions of units. This is due to the many people involved in developing our curriculum. We would also like to explain that these are only samples of what can be done as far as teaching units. There are no strict guidelines on how you reach your students, after all that is up to you and your students. What will work for one group will not always work for another group. Therefore, use these units as a guide or reference but not as a restricted entity.

THE TEACHER'S FUNCTION IN SECONDARY CAREER EDUCATION

The teacher's function in career development is to help the student to grow sound and sturdy personalities and to develop a healthy attitude towards self and towards others.

The teacher must realize that problems of human relationships are as important as subject matter, information, and skills. The lasting effect may make it more important in the world of work; therefore, the teacher must guide and counsel youth with their problems.

This very subject is the reason for teaching the unit method in career education. The activity unit can be adapted to provide for individual differences.

The teacher must provide a variety of interesting and appropriate reading materials such as library and reference books, magazines, bulletins, folders, and simulation games. Students report information to committees or to the group.

The teacher must be resourceful by providing opportunities in audio-visual materials and various media.

She must create opportunities to motivate students through discussions, committee work and field trips.

She must seek ways to help students in making adjustments, in understanding the worth of an individual and his choices of work, and in appreciating the fact that through participation and cooperation much can be accomplished.

Every opportunity must be made to provide each student with experiences that will help him to achieve status with his peer group, to see that he experiences some degree of success, and that he receives praise. Through unit work the resourceful teacher will be aware of this and find ways to provide these experiences.

In choosing a unit for career education the teacher must first consider the academic and social values that can be derived from it and what appeal it will have to the student. Then she must create experiences that will introduce the students to areas of the world of work that are related to the unit.

She must provide a suitable and appropriate environment in the classroom that will help the student to be more aware of the world of work. This can be done by the use of charts, posters, displays, exhibits, and bulletin boards as well as providing a relaxed atmosphere in which children can move freely while doing their work.

The teacher must be skillful in guiding discussions, forming committees, and directing simulation activities. Through becoming familiar with all materials available, the teacher can lead to more techniques for discerning the conceptual elements in the students' seemingly insignificant experiences.

The teacher must be aware that she is attempting to acquaint the student with the real world of work.

OBJECTIVES

Observable behavior the learner must be able to demonstrate upon entering the seventh and upon completion of the twelfth grades, in the area of the world of work:

To know and appreciate persons whose work and skills contribute to the safety, health, comfort, and happiness of the society;

Become aware of the meaning of work and its importance to them and to society;

Have a realistic view of the world of work, and encourage him to consider his own abilities and limitations;

Realize the fact that every worker performs a useful function;

Become aware of various jobs within each of the occupational clusters;

Become aware of some of the tools of specific job occupation within and around the community and what they do in the wide world of work;

Help the student feel accepted and develop a desirable attitude toward the world of work and toward himself;

Develop in the student the ability to accept an appropriate work assignment and successfully complete it;

Help the student discover things he can do to contribute to order in his classroom;

Structure simulation activities and role play, so the student can become more familiar with occupations of his interest.

THE UNIT METHOD

OF TEACHING OCCUPATIONAL INFORMATION

The primary aim of education is to modify the behavior of the learner. Learning is a complicated process in which the learner responds physically, intellectually, and emotionally as a total organism to a whole situation. The learner must experience if he is to learn. The change which takes place in the individual as a result of experience is "learning."

To provide for effective learning teachers must organize learning situations which utilize those things we know about the learning process. The Unit Method of teaching has been a successful instrument for obtaining desirable learning.

All units in this manual will contain occupational subject matter, utilize activities and provide experiences. Both subject matter and activities are selected so as the child may experience in a learning environment the various occupations (Jobs) that affect his life and are available for him as an occupational choice for earning a living and contributing to society.

SUGGESTED STEPS IN DEVELOPING
A UNIT PLAN

I. Predicted Outcomes

(Knowledges and understandings, attitudes and ideals, thinking and problem solving, cooperation.)

II. Motivation Techniques

- a. The Introduction to Create Interest
(Arranging excursions, telling stories, showing motion pictures, etc.)
- b. The Planned Room Environment
(Centers of interest, maps, books, pictures, actual objects, simulation games.)

III. Student Experiences

- a. Students begin to ask questions and raise problems. (What we think we know; what we want or need to know.)
- b. Class and Teacher suggest ideas and activities, then decide which to undertake.
- c. Students help evaluate and organize questions and problems - Main Topics
Sub-topics
- d. Children plan committee work; choose committees on which to work- committee 1
" 2
" 3
- e. Questions arranged in sequence for study
- f. Class and teacher evaluate committee work.

IV. Culminating Activities

Exhibit, program, etc., presented to others:

V. Evaluation

- a. By Students
Learnings, accomplishments, improvements
- b. By Teacher
Have predicted outcomes been obtained?

EVALUATION

1. Perceive evaluation of Secondary and being conscious of how well the students have become aware of the World of Work.
2. Observing how well the students are being motivated to study the various career oriented units.
3. Observing the interest shown while participating in the different areas of work.
4. Being aware of the growth the student makes in formulating discussions into learning situations.
5. Noticing how well the student grows in his ability and effectiveness in using the library and resource materials.
6. Observing the changes and growth behavioral and social attitudes as the unit progresses.
7. Perceiving how well the students learn to work in groups and to follow up with individual activities.
8. Noticing how well the child develops an inquiring mind during the progress of the units concerning the World of Work.
9. Being aware of the students growing interest in people as resource people are invited and field trips are utilized.
10. Observing the extent to which students are developing good self concepts.
11. Noticing that students have learned the ability to compare the past with the present.
12. Noticing whether student are developing good wholesome attitude toward themselves, others and their world about them.
13. Observing how students are able to choose and decide upon their choice of work in the classroom and see that it is carried to completion.
14. Being aware of leadership qualities developing.

CORRELATION OF SUBJECTS

LANGUAGE ARTS (English, Reading, and Language)

- a. Encouraging the use of oral and silent reading for facts and information.
- b. Develop knowledge of looking for good informational material.
- c. Develop an awareness for reading about a field of careers the student may have had only a rare knowledge of.
- d. Creates an opportunity for functional library reading.
- e. Encourages the learning of new words and their meanings.
- f. Creates an appreciation for poetry and its style of rhythm and beat.
- h. Creates opportunities to spell new words.
- i. Makes students aware of correct spelling - a code to words.
- j. Encourage good oral expression.
- k. Develops organizational ability.
- l. Develop a knowledge of how to complete applications.

MATHEMATICS

- a. Develop a knowledge of the practical use of mathematical functions.
- b. Develop a knowledge of how math is related to the various occupations.

ART

- a. Develops opportunities for free expressions of meaningful ideas.
- b. Creates opportunity group projects such as exhibits and murals, etc.

SCIENCE

- a. Developing a knowledge of the scientific approach.
- b. Creating opportunities for conducting experiments and for learning science concepts.
- c. Gaining a knowledge of the occupations related to science.

MUSIC

- a. Learning of songs to express freely the ideas involved in a subject the students are interested in.
- b. To appreciate music as connected with other subjects.

SOCIAL STUDIES

- a. Develops a knowledge of how early people lived and worked.
- b. Develops comparison of past with present ways of living.
- c. Creates an appreciation of the interdependence of people for their livelihood.
- d. Develops a knowledge of industrial life.

AUDIOVISUAL

- a. Use of many multi-media techniques.
- b. Use of filmstrips, films, records, etc.

PREPARATION FOR JOB APPLICATION AND INTERVIEW

Area: Self-Awareness

Behavioral Objectives

1. The student will have a knowledge of how to prepare for a job application as measured by performance with at least seventy-five percent accuracy on a formal test.
2. The student will value behavior appropriate to securing a job as measured by his conforming to such behavior as observed by teacher.
3. The student will imitate the teacher in properly completing essential forms for job application as measured by the student's completing with ninety percent accuracy forms designated by teacher.

Motivational and Correlation	Student Experience	Predicted Outcome	Resources
Teacher prepares and discusses a list of occupational terms for students which correlates with vocabulary enrichment.	Student will prepare a bulletin board using new terms and accompanying pictures from magazines or individual's drawings.	Student will have a knowledge of important occupational terms as measured by performance of at least 75% success on a formal test prepared and graded by the teacher.	"Learning a Job Vocabulary," <u>Occupational Notebook Program</u> , Iva Dean Cook, Research Press, Champaign, Ill., 1972, pp. 4-5.
Teacher composes crossword puzzles using new words, correlating with spelling.	Students will work crossword puzzles composed of occupational terms studied in class.	Student will be able to apply his knowledge of occupational terms in conversation as measured by teacher observation during role play.	"Reading the Want Ads," <u>Jobs In Your Future</u> , Miriam Lee, Scholastic Book Service, New York, 1967, pp. 52-53.
Teacher discusses a writing assignment from students' Occupational Notebook, correlating word comprehension and writing skills.	Student will complete a writing assignment which involves the use of occupational terms.	The student will have a knowledge of how to find and read Want Ads in newspapers as measured acceptable by teacher observation and anecdotal records.	Local Newspaper.

Motivational and
Correlation

Student Experience

Predicted Outcomes

Resources

Teacher prepares simulation exercises for students to correlate with speaking skills and verbal use of occupational terms.

Students will perform simulation exercises through rôle-playing.

Student will respond to the value he places on being able to use the Want Ads section of a newspaper by changing his behavior by reading the Want Ads on his own as measured by teacher observation and discussion with students.

Local Newspaper.

Teacher prepares formal test of new terms which correlates with sight recognition and comprehension of occupational vocabulary.

Students will take a formal test.

The student will apply his knowledge of arranging interviews by phone as measured acceptable by teacher observation of role playing.

Your Communication Skills: Speaking,
Coronet Films.

Teacher leads discussion on arranging an interview which correlates with listening and note-taking skills. (Discussion-lecture comes from Jobs.)

Student will listen to lecture-discussion and take notes.

The student will initiate appropriate letter forms as measured acceptable by teacher observation of work samples.

"Spoken Communication"
Occupational Notebook,
p. 32.

Teacher will initiate pre- and post-film discussion on the communication skill of speaking.

Student will practice finding job opportunities in the "Want Ad" section of local newspaper.

The student will apply his knowledge of how to answer a Want Ad by letter by "first-hand-experience" in business letter writing as measured acceptable by teacher observation of work samples.

"When You Answer a Want Ad By Phone," Jobs,
pp. 54-55.

Motivational and Correlation	Student Experience	Predicted Outcomes	Resources
Teacher will make a reading and speaking assignment taken from students' <u>Occupational Notebooks</u> .	Students will watch film and contribute to class discussion.	The student will have a knowledge of how to answer Want Ads in person and prepare for the interview as measured by performing with at least 75% accuracy on a formal test constructed and graded by the teacher.	<u>Using The Telephone Correctly</u> , Avid Corporation.
Teacher will assign a reading-writing exercise on answering a "want ad" by phone, taken from <u>Jobs</u> .	Students will complete reading and speaking assignment.	The student will apply his knowledge of appropriate behavior and grooming for job interviews as demonstrated in role playing situations measured by teacher observation.	Teletrainer.
Teacher will introduce a filmstrip on properly using the telephone which correlates with oral reading skills and listening.	Students will complete reading-writing assignment.	The student will value the importance of proper grooming and behavior in securing a job as measured by teacher observation of student's improved appearance and by his attitudes as revealed during class discussion and activities.	<u>Your Communication Skills: Writing</u> , Coronet Films.
Teacher will provide instructions for use of the teletrainer and accompanying simulation exercises, which correlates with oral communication.	Student will use teletrainer to make interview appointments and to answer want ads in the simulation exercises provided.	The student will demonstrate precision in completing interview forms by performing with at least 90% accuracy as measured by teacher observation of work samples.	<u>The Letters You Write-Book</u> , Turner-Livingston Communication Series, Follett.

Motivational and Correlation	Student Experience	Predicted Outcomes	Resources
Teacher will introduce a film on the communication skill of writing.	Students will watch film.	The student will organize and establish his value of appropriate preparation and behavior for interviews high in his priorities as measured by the student's subjective responses in his oral report by teacher observation.	<u>Writing Different Kinds of Letters</u> , Coronet Films
Teacher will, using overhead projector and transparencies, lecture on and demonstrate various letter forms--which correlates with the skill of writing.	Students will listen and take notes on the demonstration-lecture.		"Answering a Want Ad by Letter," <u>Jobs</u> , pp. 58-59.
Teacher introduces film on various letter forms which correlates with writing skills.	Student will watch film and take notes.		"Job Information You Can Write for," <u>Jobs</u> , pp. 88-94.
Teacher will make reading assignment on written communication.	Student will complete reading assignment.		"Apply in-person," <u>Jobs</u> , pp. 56-57.
Teacher will assign a reading-writing exercise on how to answer a Want Ad by a letter which is correlated with letter writing skills.	Student will complete reading and writing assignment.		<u>The Job Interview</u> , Avid Corporation--filmstrip.

Motivational and Correlation	Student Experience	Predicted Outcomes	Resources
<p>Teacher introduces a list of places students can write for occupational information and assigns each student to use appropriate letter form for requested material--again, correlated with letter writing skills--both composition and form.</p>	<p>Student will write a letter requesting vocational information using appropriate letter form.</p>		<p>"Planning for the Interview," <u>Occupational Notebook</u>, pp. 42-43.</p>
<p>Teacher lectures, with the aid of cartoon transparencies, on "do's" and "don'ts" for a job interview, which correlates with note-taking and listening skills.</p>	<p>Student will listen to lecture and take notes.</p>		<p>"Grooming," <u>Occupational Notebook</u>, pp. 40-41.</p>
<p>Teacher introduces filmstrip on interviews which correlates with reading orally with expression and reading comprehension.</p>	<p>Student take turns reading filmstrip captions orally, and discuss main points.</p>		<p>"Starting Out to Look For A Job--You're in The Spotlight," <u>Jobs</u>, pp. 40-41.</p>
<p>Teacher assigns a reading and writing assignment on planning an interview, which correlates with reading comprehension and writing skills.</p>	<p>Students will complete assignment.</p>		<p>Felt board and scraps.</p>

Motivational and Correlation	Student Experience	Predicted Outcomes	Resources
<p>Teacher discusses with students good grooming and assigns a relevant reading exercise from Occupational Notebook, which is correlated with oral communication and reading comprehension.</p>	<p>Student will contribute to class discussion and complete reading assignment.</p>		
<p>Teacher will discuss "You're in the Spotlight" from <u>Jobs</u> with students, correlating with interpretation skills.</p>	<p>Student will make "occupational uglies" charts based on information they have learned to be in poor taste concerning job interviews</p>		
<p>Teacher will provide, with students' suggestions, simulation exercises involving the "do's and don'ts" of interviewing, which correlates with dramatization and oral communication skills.</p>	<p>Student will act out simulations, accompanied by videotape.</p>		Videotape equipment.
<p>Teacher will secure a guest speaker, rehabilitation counselor for Employment Security, which correlates with listening and questioning skills.</p>	<p>Student will listen critically to speaker and ask questions. Student will write a thank you letter to the guest speaker using proper form.</p>		Guest speaker.

Motivational and Correlation	Student Experience	Predicted Outcomes	Resources
<p>Teacher introduces a play concerning a student getting a job and assigns it as an oral reading assignment.</p>	<p>Student reads play on getting a job with expression orally.</p>		<p>"An Employment Service Interview," a short play in Jobs, p. 45.</p>
<p>Teacher prepares a formal test about proper grooming an behavior for an interview, which correlates with reading comprehension, retention, and writing.</p>	<p>Student will complete formal test.</p>		<p><u>The Job Application</u>, Avid Corporation. "Application Forms" Occupational Notebook, p.3.</p>
<p>Teacher will lecture on necessary working papers such as birth certificate, social security card, and list of references, which correlates with listening and note-taking skills.</p>	<p>Students will take notes and listen to lecture. Students will practice filling out various working forms--applications mostly. Students will apply for social security cards. Students will write letters requesting three people to serve as references when needed, using appropriate letter form. Students will make "personal data" cards to carry in wallets containing such information as past experience, schooling, references, etc.</p>		

Motivational and Correlation	Student Experience	Predicted Outcomes	Resources
Teacher assigns a reading writing exercise, "Working Papers" from <u>Notebook</u> , correlating with these skills.	Students complete assignment.		"Working Paper," <u>Occupational Notebook</u> , pp. 36-38.
Teacher assigns a reading oral report activity which correlates reading comprehension and oral communication skills.	Students read assigned stories from <u>The Job Ahead</u> and orally report on the characters' behaviors, criticizing and offering improvements in their use of vocabulary, preparations for interview, grooming and manners.		<u>The Job Ahead</u> , Herman Goldberg and Winifred Brumber, New Rochester Occupational Reading Series, Science Research Associates, 1963.

JOB SEARCH AND INTERVIEW

Office Occupations

1. The students will be able to recognize the various careers associated with office occupations as well as comprehend the requirements necessary to secure the job.
2. The students will display a positive value by researching the various methods of locating a job in the office occupations. They will respond positively by actively participating in a simulated job interview.

Part 1

Office Occupations and Requirements

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Present filmstrip that introduces students to careers by showing the values, characteristics and attitudes connected with various jobs.	Oral discussion following filmstrip.	Students will respond by expressing their opinions of what they think are office occupations as observed by the teacher.	Filmstrip projector. Filmstrip "What Is A Job." List III.
Direct students to make bulletin board collage of various office occupations.	Fill board with pictures of all types of office occupations.	Students will be able to evaluate the distinction between office occupations and other careers.	Old periodicals.
Give students directions for starting projects and what is expected of them at the end of the unit.	Take notes and ask questions.	Students will comprehend that they are to do research on a career as shown in their notes and discussion with the teacher.	
Class discussion of office careers.	Students will suggest various office careers.	Each student will respond positively with the selection of a career of his own choice to investigate as his project.	Blackboard, chair and books - List I.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Resource person will talk to class about training, education, opportunities and other qualifications necessary for professional office career.	Listen, take notes, ask questions.	Students will respond with a positive attitude by actively participating in the discussion. They will understand the requirements needed to enter a professional office career.	Local Person.
Field trip to bank.	Talk to employees and ask questions.	Students will be able to analyze and identify the many different occupations associated with one particular institution.	Local Bank.
Arrange for class to use school library to do research on careers.	Select materials such as books, audio-visual and vertical file to gather information.	Students will analyze the materials available and will respond positively by working independently on their projects.	School library. Lists I, II, III, IV, and V.
Construct mobiles.	Make free-form mobiles depicting various office occupations.	Students will manipulate by cutting and constructing free form figures relating to office occupations. They will respond by demonstrating their ability to identify office occupations by their choice of figures and shapes.	Scissors, construction paper, string, wire, magic markers, and glue.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>Invite a panel consisting of high school vocational secretarial teacher, college secretarial teacher, and business college teacher to discuss training and opportunities in their fields.</p>	<p>Listen to discussion and ask questions.</p>	<p>The students will recognize the various skilled and semi-skilled office careers. They will gain a knowledge of the training and education needed to enter these fields. They will have a value of the earning potential as well as what it would cost them to get the education or training to enter these careers.</p>	<p>Handouts that the panel members bring such as catalogs, salary scales, and educational costs.</p>
<p>Divide class into groups to role play jobs.</p>	<p>Students will act out office jobs in institutions such as public library, law office, public utility, and bank.</p>	<p>They will gain a knowledge of the many jobs associated with one institution. They will respond positively by listing as many office career that they recognize.</p>	<p>Tables, chairs, poster board and other makeshift props in the classroom.</p>
<p>Check students' projects.</p>	<p>Students will show how far along they are in their career research.</p>	<p>The students will apply the facts that they have gathered and begin organizing them into one relevant topic as observed by the teacher.</p>	
<p>Review for test that will cover professional, semi-professional, technical, semi-skilled, and unskilled office occupations and requirements and opportunities.</p>	<p>Participate in review.</p>	<p>The students will be able to analyze the various careers and match the requirements and opportunities associated with them with reasonable accuracy as observed by the teacher.</p>	<p>Blackboard and Chalk.</p>

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Objective test on the various office careers.	Take Test.	Students will demonstrate a comprehension of office careers, training, educational requirements, and opportunities with 90% accuracy.	Teacher made test.
Part II			
<u>How to Find a Job and The Job Interview</u>			
Show transparency.	Look at transparency.	Students will have a knowledge of where to begin to look for a job.	Transparency - "Guide To Finding a Job" - Overhead Projector.
Homework assignment to list job resources.	Bring in as many places as they can on where to look for a job.	Students will respond by contributing to class discussion on what they found on locating a job.	Periodicals.
Manager of local employment firm talk on locating jobs.	Listen and take notes. Ask questions.	Students will show an understanding by analyzing how an agency matches prospective employees with the job.	Local Person.
Assign students to write	Write an ad for a newspaper.	Students will comprehend what is involved in writing good copy, including accuracy, grammar, and brevity. They will organize the qualifications for the careers they are researching as observed by the teacher.	Newspapers, paper, typewriters and erasers.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Movie on job interview.	Watch movie.	Student will demonstrate that they understand how to prepare, dress, and act for an interview through application of writing what they observed from the movie.	Movie - "Jobs and Interviews" - List II.
Resource personnel director to talk on the job interview.	Ask questions and take notes.	Students will respond to the employers viewpoint as demonstrated by their active participation in the discussion.	Local Person.
Divide class into pairs. One is the employer, the other the prospective employee. Prepare questions.	Tape record the interviews.	They will analyze between good and poor questions. They will respond with an honest evaluation of themselves as to how they sounded on the tape. They will have a positive attitude in actual interviews in the future.	Tape recorder and blank tapes.
Class project of collage demonstrating do's and don'ts of the interview.	Fill bulletin board with pictures or right and wrong way to dress, act, telephone, etc.	Students will demonstrate a positive attitude of the right and wrong way to conduct an interview as observed by their choice of pictures in the collage.	Old newspapers, magazines, scissors, paste, construction paper and thumbtacks.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Assign students to get information for a resume.	Bring in vital statistics, facts, photographs and write resume.	Students will apply the pertinent facts of their lives and previous experience that they feel valuable in writing a resume. They will develop a level of neatness and accuracy.	Paper, typewriters, erasers, glue and scissors.
Bring in sample job applications from local businesses.	Students will fill in applications.	Students will demonstrate a positive value for the importance of being honest, brief, accurate, and neat when filling out applications. They will gain a knowledge of the types of questions on applications. They will have a positive value of keeping accurate records for filling in future applications.	Blank applications; typewriters and Ball point pens.
Review for test on job search, interview, and application.	Participate in review.	Students demonstrate an ability to identify various methods of job search and discuss the interview and application as observed by the teacher.	
Objective test on job search, interview, and application.	Take test.	Students will be able to analyze and distinguish between the right and wrong interview, where to find a job, and how to fill out an application with 90% accuracy.	Teacher made test.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Schedule student reports.	Students will present the careers they have researched. They may use any method of their choice such as role play, notebook, report, and display.	The students will respond positively by organizing the information they have gathered and presenting a comprehensive report on the careers of their choice. They will gain an appreciation for other careers by listening attentively to the presentations of their classmates.	Student reports.
Assign students to get information for a resume.	Bring in vital statistics, facts, photographs and write resume.	Students will apply the pertinent facts of their lives and previous experience that they feel valuable in writing a resume. They will develop a level of neatness and accuracy.	Paper, typewriters, erasers, glue and scissors.
Bring in sample job applications from local businesses.	Students will fill in applications.	Students will demonstrate a positive value for the importance of being honest, brief, accurate, and neat when filling out applications. They will gain a knowledge of the types of questions on applications. They will have a positive value of keeping accurate records for filling in future applications.	Blank applications, typewriters and Ball point pens.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Review for test on job search, interview, and application.	Participate in review.	Students demonstrate an ability to identify various methods of job search and discuss the interview and application as observed by the teacher.	
Objective test on job search/ interview, and application.	Take test.	Students will be able to analyze and distinguish between the right and wrong interview, where to find a job, and how to fill out an application with 90% accuracy.	Teacher made test.
Schedule student reports.	Students will present the careers they have researched. They may use any method of their choice such as role play, notebook, report and display.	The students will respond positively by organizing the information they have gathered and presenting a comprehensive report on the careers of their choice. They will gain an appreciation for other careers by listening attentively to the presentations of their classmates.	Student reports.

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The Big Question, Choosing Your Career. Association Films, Inc., n.d. 28 min.

Job Interview: Whom Would You Hire? (Three Young Men.) Dimension Films, Churchill 1967. 17 min.

Job Interview: Whom Would You Hire? (Three Young Women.) Dimension Films, Churchill 1967. 19 min.

Job and Interviews: Getting Started. McGraw-Hill 1969. 15 min.

Jobs in the World of Work: A Good Place To Be. McGraw-Hill 1969. 12 min.

III. FILMSTRIPS

Careers In The World Of Computers. Sound-filmstrip. Educational Dimensions. 1969. (1 col. fs - 1 disc)

Clerical Work As A Career (and) Vocational Objectives. Sound-filmstrip. International Film Bureau, 1970. (2 col. fs - 2 discs)

Job Adaptability. Sound filmstrip. International Film Bureau, 1970. (1 col. fs - 1 disc)

My Dad - The Computer Programmer. Sound filmstrip. Jam Handy, 1970. (1 col. fs - 1 disc)

The Secretary As A Career. Sound filmstrip. Graphic Research/International Film Bureau, 1969. (1 col. fs - 1 disc)

The Secretary In A Changing Business World. Sound filmstrip. N. Y. Times, 1971. (4 col. fs - 4 discs)

What Is A Job? Caption filmstrip. Society for Visual Education, n.d. (1 col. fs) Part of set: Foundations for Occupational Planning.

What Will I Be? Sound filmstrip. Media Productions, n.d. (4 col. fs - 2 discs)

IV. TRANSPARENCIES

Career Explorations by Bill Harris. VMI 1971. 12 col. tr.

Finding and Holding A Job. Creative Visuals 1968. 12 tr., 23 overlays. (b&w)

Guide To Finding A Job. Tecnifax 1965. 7 col. tr., 13 overlays.

V. TAPES

Reel to Reel

Interview . . . Accountant. Imperial Productions, n.d.
1 - 5" reel 20 - 30 min.

Interview . . . Librarian. Imperial Productions, n.d.
1 - 5" reel 20 - 30 min.

Interview . . . Programmer. Imperial Productions, n.d.
1 - 5" reel 20 - 30 min.

Interview . . . Secretary. Imperial Productions, n.d.
1 - 5" reel 20 - 30 min.

Interview . . . Switchboard Operator. Imperial Productions, n.d.
1 - 5" reel 20 - 30 min.

V. TAPES (contd.)

Cassette

Bank Clerk. Teller. Educational Sensory Programming. 15 min.

Clerical Occupations. Bookkeeping Workers. Educational Sensory Programming. 15 min.

CAREER EDUCATION

GOVERNMENT POSITIONS IN CLERICAL AND RELATED AREAS

Occupational Area: Office

1. The student will gain a knowledge of government office positions available in the State as measured by teacher observation of class discussion.
2. The student will respond to the different clerical positions in government and organize a chart indicating characteristics of the position which most nearly fits his needs.
3. The student will manipulate office equipment appropriate to performing achievement level required by government and measured by mock civil service exam.

Motivational Techniques	Student Experience	Predicted Outcomes and Measurement	Resources
Introduce unit with government career possibilities on bulletin board display.	Oral discussion of specific careers of interest to individual students.	Students will become motivated in becoming knowledgeable of government positions as measured by teacher observation and will be able to list three possibilities of government employment.	Pamphlets on clerical positions. (This list should be constantly revised.) (See resource list in Appendix.)
Present overhead transparency set, "Clerical Occupations and Responsibilities."	Oral discussion of varied occupations and responsibilities characteristic of each.	Students will become aware of the wide variety of clerical positions available in government as measured by teacher observation of class discussion.	Overhead Transparency Set, 3M Company. (See resource list in Appendix.)

Motivational Techniques	Student Experience	Predicted Outcomes and Measurement	Resources
Promote questions concerning what we know about specific government positions.	Participate in thinking process. Record positions of interest on chart along with training, experience and duties.	Students will learn to ask pertinent questions and demonstrate interest in government positions as measured by teacher observation of class discussion.	Chart. (See resource list in Appendix.)
Search library and guidance office for pamphlets related to government positions.	Classifying information and arranging a demonstration table with pamphlets and information located. Make sign for table.	Students will learn to work together with a particular purpose in mind and will learn how to locate good resource materials as measured by teacher observation of completed project placed on table.	Table and sign, student resource materials. (Teacher should check library and guidance supply and add additional materials as needed.)
Present background of the history of Civil Service Exams.	Students will listen to presentation of speaker.	Students will recognize significance of background and training on results of test and will visualize need for proper training in area of individual need for better performance on test as measured by teacher observation of student participation in group discussion.	Resource person.

Motivational Techniques	Student Experience	Predicted Outcomes and Measurement	Resources
Make plans for field trip to various local government offices.	Students will plan questions to be presented at different offices and thank you note after trip is completed.	Students will gain a more complete understanding of the necessity of government positions as measured by teacher observation of students' reaction to each other in discussion of positions observed.	Paper for writing thank you notes.
Administer a civil service pretest to determine areas of student weakness.	Take the test.	Students will become familiar with expectations of time pressured testing as measured by the results of the test.	Civil Service pretest. (See Appendix.)
Distribute worksheets to compensate for weak areas of pretest.	Complete worksheets to develop skill in individual weaknesses.	Students will be better prepared to perform on the mock and real civil service exam and will demonstrate 90% accuracy on completed worksheets.	Duplicated worksheets. <u>Intensive Clerical Civil Service Training</u> , South-Western Publishing Company.
Administer a mock civil service exam.	Take the test.	Students will be better informed of employee requirements of government positions as measured by results of the test.	Civil Service Assimilated test copies. (See Appendix.)
Have students complete application blanks for state and federal civil service exams.	Fill out application sample before actual typing of final application.	Student will become knowledgeable of completing application blanks as measured by teacher observation of completed forms.	Duplicated and real civil service application blanks.

Motivational Techniques	Student Experience	Predicted Outcomes and Measurement	Resources
Plan a field trip to a Federal Building.	Tour the offices and observe federal employees at work. (Any student interested in taking U.S. Civil Service exam will be given an opportunity during this trip.)	Students will gain an understanding of the need for government employees as measured by preparing a list of three activities performed in each department observed.	Transportation.
Have students compose in class a one-page manuscript on "My feelings about Government Employees."	Type rough draft and make necessary corrections and additions before typing final copy.	Students will organize thoughts concerning the unit and be better able to establish real feelings about the possibility of seeking government employment as measured by teacher observation of the completed manuscript.	Paper.
Administer Civil Service exam.	Take the test.	Students will perform at an employable level as measured by the outcomes of the test.	Civil Service exam.

RESOURCE LIST

PAMPHLETS

Career Information Kit for Guidance Counselors. Chronicle Guidance Publications, Inc., Maravia, New York 13118.

Career Information Kit for Guidance Counselors. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois.

Clerical Occupations for Women, Today and Tomorrow. (Women's Bureau Bulletin 289, 1964.) Superintendent of Documents, Washington, D. C. 20402. \$0.35.

Employment Opportunities for Women as Secretaries, Stenographers, Typists, and as Office-Machine Operators and Cashiers. United States Department of Labor, Women's Bureau Bulletin No. 263. 14th and Constitution Avenue, N.W. Washington, D. C. 20210.

Federal Office Assistant Examination: Stenographer, Typist, Clerk, and Office Machine Operator, 1969. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. \$0.60. (0600-0533)

Federal Careers for Women, No. 35, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. \$0.20.

Go Government, BRE-14, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. \$0.20.

Help Wanted--Stenographers, Secretaries, Typists. Women's Bureau Superintendent of Documents, Washington, D. C. 20402. Free.

Matching the Applicant to the Job. Small Business Administration 437 Federal Building, 219 S. Dearborn Street, Chicago, Illinois, 60604. Free.

Stenographic, Secretarial, and Related Occupations: A Suggested Curricula Guide, 1967, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. \$1.50. (1780-0439.)

Study of Employment of Women in the Federal Government, 1969, Superintendent of Documents, U. S. Printing Office, Washington D. C. 20402. \$1.75. (0600-0436)

Subject Filing, Records Management Handbook, 1966, Superintendent of Documents, U. S. Government Printing Office, Washington D. C. 20402. \$0.30. (2202-0011)

Working for the USA, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. \$0.20. (411-855)

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Clerical, Typing and Stenographic Tests, Arco, 219 Park Avenue South, New York, N.Y. 10003. 1971.

Fisher, Robert. Intensive Clerical and Civil-Service Training. Fourth Edition. South-Western Publishing Company, Cincinnati, OH 1968.

Office Machines Operator, Arco, 219 Park Avenue South, New York, N.Y. 10003. 1965.

Vocational Instructional Materials for Office Occupations, Northwest Regional Educational Laboratory, 500 S.W. Second Avenue, Portland, Oregon 97204. August, 1971.

TRANSPARENCIES

"Clerical Occupations and Responsibilities," Clerical Occupations, No. 1 Cat. No. 3701, 3M Company, St. Paul, Minnesota 55101.

JOB PREPARATION IN THE AREA OF MARKETING AND DISTRIBUTION

Occupational Cluster: Marketing & Distribution

Behavioral Objectives

1. Cognitive: The students will gain a knowledge of how to prepare for the various semi-skilled and unskilled occupational positions in the marketing and distribution occupational cluster during the unit study to be measured by written evaluation with 90% accuracy.
2. Affective: The students will value the various semi-skilled and unskilled occupational positions in marketing and distribution during the unit study by exhibiting behavior appropriate in preparing and securing a job by observation of such positive behavior as observed by the teacher to be measured with at least 80% accuracy.
3. Psychomotor: The students will develop a level of manipulation by constructing a booklet of the various positions studied, and the forms necessary for securing these positions to be measured by teacher evaluation of the completed booklets with 90% accuracy.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
Teacher prepares and discusses occupational terms related to the distribution and marketing area which correlates with vocabulary development.	From the teacher constructed list of terms, students construct bulletin board displays of the various positions. These can be from magazines or student constructed.	Students will gain a knowledge during the activity of the terms and their meaning as measured by success of performance on a formal test with at least 75% accuracy.	"What Could I Be" - SRA. (Book) "Learning A Job Vocabulary" - <u>Occupational Notebook Program</u> - Iva D. Cook, Research Press (Cham., Illinois pp. 4-5) "Getting A Job" - Fearon Publications.	Art Materials. Terms sheet.
Teacher will prepare a situation in which the students will demonstrate through role playing how to answer questions concerning the various occupational terms from Activity 1, thus correlating language development.	Students through role playing will act out or pantomime the various occupational positions in the cluster of marketing and distribution. Other students will participate by guessing the particular occupation of the role playing situation.	Students will imitate the occupational terms by role playing situations as measured by success of performance after role play has ended by a formal test with at least 80% accuracy.	Above listed sources "Finding Your Job" - Finney Company (6 complete units)	Role play signs. Adapted room setting.
Teacher prepares and demonstrates to the students the preliminary forms needed in applying for a job in marketing and distribution.	From the teacher constructed or original forms the students will practice and complete the information needed in the following forms: (a) social security card, (b) letter of application, and (c) formal application form. Students will then place these in an occupational notebook.	Students will develop a level of manipulation by completing the preliminary forms during the activity to be measured by teacher observation of the prepared forms with 100% accuracy.	"Social Security & You" P.V.S, Postal Department. "Handbook of Job Fact" SRA. "I Want A Job" - Frank Richards Publishing, Austin, Texas. "Teenagers Prepare For Work" - The Allen Co., Chicago, Illinois. "Everyday Occupations" - Myers, D.C. Heath & Co., New York - 1950.	Letter form (Business), Application forms, Social security card application, envelopes, stamps, and pens.

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
<p>Teacher will formulate filmstrips, selected readings and discussion of traits which help one to succeed and those traits which do not thus correlating verbal skills and oral communication.</p>	<p>The student will observe filmstrips, read, and discuss the traits which are acceptable and those not acceptable. From this a student list will be constructed of the acceptable traits and unacceptable traits. This will go into the occupational notebook. From this activity role playing situations could also take place.</p>	<p>Students will receive an understanding of the acceptable and unacceptable personality traits of the occupation during the activity to be measured by discussion and teacher observation of students' prepared traits list with 85% accuracy.</p>	<p>McGraw-Hill (Filmstrips) (a) How Can I Understand Others. (b) Personal Relationships. (c) Personal Appearance. (d) You're In Public - "Discovering Yourself" SRA.</p>	<p>Filmstrips, filmstrip projector, teacher selected readings.</p>
<p>The teacher will divide the group into sections for group work and buzz sessions concerning good traits and bad ones thus correlating social skills of oral expressive communication and skills in art.</p>	<p>Students will have buzz sessions concerning the good traits and the bad traits about workers of the occupational cluster. At conclusion of buzz sessions each group will construct a poster of good traits verses bad traits,</p>	<p>Students will develop a level of precision in conveying good verses bad job traits by constructing a poster at the conclusion of the activity to be measured by teacher evaluation with 95% student accuracy.</p>	<p>Above listed Resources "Social Skills For Living and Learning" - Margaret Neuber, State College of Pa., 1962.</p>	<p>Paper, pencils, pens, poster paper, colored markers, and rulers.</p>

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
<p>Teacher arranges a field trip to include several of the following areas: (a) cashier, (b) clerk, (c) routeman, (d) stock pricer, (e) stock personnel, (f) inventory, (g) shipping clerk, (h) delivery boy, and (i) packer. This technique correlates skills in expressive and receptive communication. Also skills in writing and observation.</p>	<p>The students will actively participate in a field trip of their occupational cluster. During the trip note taking is to be encouraged. (Notes to become part of occupational notebook.)</p>	<p>The students will respond to the field trip by preparing a written report on notes from the field trip to be measured by teacher evaluation of the student report with 90% accuracy</p>	<p>"Occupational Information" - Robert Hoppock - McGraw-Hill, New York, 1963. "A Man's Work" - Gordon Lish - McGraw-Hill, 1968. (Records)</p>	<p>Note pads, pens and pencils.</p>
<p>Teacher arranges individualized work sessions to promote needed occupational research in marketing and distribution. Correlated skill involved with this activity is numerous. Language, Math, Art, Social Studies, etc.</p>	<p>Students will continue to develop and organize to their own design an occupational notebook which will include all activities involved during the unit study.</p>	<p>The students will organize all activity of the unit into an occupational notebook and at the conclusion of the unit study evaluation will be measured by teacher observation and evaluation of the completed notebooks with 95% accuracy.</p>	<p>"Handbook of Job Facts" - 70 pages (Age 9-Adult) S.R.A. "Occupational Notebook Program" (Research Press.) Iva D. Cook, W. Va. College of Graduate Studies.</p>	<p>Notebooks.</p>
<p>Teacher arranges for discussion techniques concerning an interview correlating with communication (receptive and expressive) skills.</p>	<p>Students will listen to the teacher oriented discussion concerning an "interview."</p>	<p>The students are able to evaluate the accepted techniques concerning a job interview at the conclusion of the activity to be measured by written evaluation of 80% accuracy on the part of the student.</p>	<p>"Occupational Notebook" - Research Press. "How to Get A Job" - U.S. Government Printing</p>	<p>Note pads, paper, pens or pencils.</p>

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
<p>Teacher will introduce a film in the area of Marketing and Distribution. Correlates with listening and comprehension skills.</p>	<p>Students will observe the film.</p>	<p>The students will value the film at the conclusion of the activity by doing added research on the jobs concerned in the film as observed by the teacher with 75% accuracy.</p>	<p>"The Wonderful World of Work" Vocational Opportunities - Eye Gate House (Films).</p>	<p>Film, Film Projector and Note pads.</p>
<p>The teacher will arrange for a visit by several resource people concerned with the occupational cluster. Correlates with social skills, communication skills (oral, written, and listening) and note-taking.</p>	<p>Students will listen and take notes of the various resource personnel who present information concerning their occupational cluster.</p>	<p>The students will gain a knowledge of the different activities involved with the job positions of the resource personnel at the conclusion of the activity to be measured by student discussion and teacher observation with at least 85% accuracy.</p>	<p>Community Resource Personnel.</p>	<p>Paper, pencils, pens and notebook.</p>
<p>Teacher will assign each student with a job title such as delivery boy, stocker, etc. The teacher explains that the purpose is to construct a scene or physical environment that would be connected with the particular job. This correlates with communication skills, art and manipulative skills, and research skills.</p>	<p>Students will construct models using necessary props of displays, exhibits and drawings of the occupation which has been assigned.</p>	<p>The students will develop a level of precision by constructing models of the occupation assigned to be measured by teacher observation at the conclusion of the activity with 90% accuracy.</p>	<p>"Widening Occupational Roles Kit" S.R.A. Grade 6-9.</p>	<p>Job signs, art materials, commercial and teacher-student construct props and models.</p>

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
<p>Teacher prepares a formal test of at least five marketing and distributing occupation area jobs which correlates with sight recognition and comprehension.</p>	<p>Students will take the formal test.</p>	<p>The student will comprehend at least five areas of jobs in marketing and distribution at the conclusion of the test to be measured by written evaluation with at least 90% accuracy.</p>	<p>Formal test.</p>	<p>Formal test, pen or pencil.</p>
<p>Teacher prepares booklets composed of blank paper and gives one to each student for construction of an occupational dictionary in marketing and distribution. This correlates with skills in writing and communication.</p>	<p>Students will construct the occupational dictionary of terms and definitions.</p>	<p>The student will respond to the acquired booklets by constructing a dictionary at the conclusion of the activity to be measured by teacher observation with 95% accuracy.</p>	<p>Career Information Kit-S.R.A. "Choosing Your Career" - Coronet Learning Program. "Finding Your Job" - Finney Company. "Getting A Job" - Fearon Publications. "Handbook of Job Facts."</p>	<p>Selected resources, paper, and pencils or pens.</p>
<p>Teacher shows filmstrip and uses over-head projector and transparencies in lecture concerning personal hygiene and desirable appearance habits correlates with the skills of writing, listening, note-taking, and communication.</p>	<p>The students will observe and take notes on the lecture + discussion method of personal hygiene and desirable appearance habits necessary to be successful on the job.</p>	<p>The student gains a knowledge of the desirable habits in appearance at the conclusion of the activity to be measured by 90% accuracy on a formal teacher prepared test.</p>	<p>"You and Your Job" - McGraw-Hill. "Hygiene Habits" - Colgate Palmolive Co.</p>	

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
<p>After a filmstrip of "The Job Interview," the teacher prepares the room to resemble an interview setting for employment (preparation for role playing.) Correlates with social communication and writing skills.</p>	<p>The students will observe the film and then demonstrate through role playing how to answer questions and how to use good manners during an interview.</p>	<p>The students develop a level of imitation by successfully demonstrating good manners through role play by the conclusion of the unit to be measured by teacher observation and group evaluation with 85% accuracy.</p>	<p><u>Occupational Education</u> "The Job Interview" Eye Gate House.</p>	<p>Filmstrip, filmstrip projector, and necessary supplies for role playing.</p>
<p>Teacher arranges resource personnel as to the clothing, tools, supplies and materials needed for various jobs in the cluster. This activity correlates with skills in writing, communication and artistic.</p>	<p>Students observe resource personnel and develop models on paper illustrating the clothing, materials, and tools needed in certain areas of the job cluster. This would be added to the occupational notebook.</p>	<p>The students develop a level of response to the resource models by constructing models at the conclusion of the activity to be measured by teacher evaluation with 90% accuracy.</p>	<p>Various Resource Personnel.</p>	<p>Note pad, pencils and pens.</p>
<p>The teacher will provide readings for reports used in marketing and distributing occupations.</p>	<p>The students will obtain practice by reading materials for reports in marketing and distribution.</p>	<p>The students will apply the occupational readings by reporting on paper the various information at the conclusion of the activity to be measured by the reports submitted to the teacher with 90% accuracy.</p>	<p>Various teacher selected readings.</p>	<p>Paper, pens, pencils, teacher selected reading materials.</p>

Motivation Techniques and Subject Correlation	Student Activity	Predicted Outcome and Evaluation	Resources	Materials
<p>The teacher will give each student a newspaper to locate the want ads read and discuss them. Correlates with all Language Arts skills.</p>	<p>The students will locate the want ads in the newspaper, read them and discuss if the job falls into their job cluster.</p>	<p>The students will demonstrate a positive value toward the newspaper want ads at the conclusion of the activity by changed behavior as measured by teacher observation with 80% accuracy.</p>	<p>Newspapers.</p>	<p>Newspapers.</p>
<p>Teacher develops simple game techniques for use in occupational study. For example:</p> <ul style="list-style-type: none"> (a) Matching games: <ul style="list-style-type: none"> 1. Clothing to job. 2. Job title to requirements. 3. Tools and supplies to job. 4. Terms to specific job. (b) Dramatization or Pantomime Games. <p>This correlates with areas of Language Arts, Social Studies and Communication.</p>	<p>Students participate in large groups and small groups for the various teacher constructed games to be utilized.</p>	<p>The students will value the skill in preparing the occupational games by preparing their own games for class use at the conclusion of the activity as measured by teacher observation with 80% accuracy.</p>		<p>Art supplies and materials needed for construction of games.</p>

Motivation Techniques
and Subject Correlation

Student Activity

Predicted Outcome
and Evaluation

Resources

Materials

The teacher informalizes the classroom setting by permitting students to gather and organize all information obtained in the unit study of Job Preparation For Marketing and Distribution. Sufficient time must be allowed for this activity. This correlates with most academic areas of instruction.

Students will formulate and organize their occupational notebooks. Content will depend upon student activities conducted throughout the unit and student imagination.

The students will develop a level of organization by constructing completed notebooks in preparation for conclusion of the unit to be measured by teacher evaluation with 90% accuracy.

Notebook, pencils, pens and all related unit material.

BIBLIOGRAPHY

Intermediate Level:

1. "Prevocational Workbook and Instructor Guide."
Texas Education Agency, Dallas, Texas.
2. "Voices Of Man At Work."
(Book and Record) Stone Educational Publications.
3. "What Could I Be."
3-6, SRA.
4. "What I Like To Do."
4-7, SRA.
5. "Widening Occupational Roles Kit."
6-9, SRA.
6. "America At Work." (Film)
(Filmstrip), 4-8, Eye Gate House.

Junior High Level:

1. "Accent/Personality Series."
Follett Publishing Company.
 - (a) "Taking Stock"
 - (b) "You and Your Needs"
 - (c) "You and They"
 - (d) "You Are Heredity and Environment"
2. "Accent/The World Of Work."
Follett Publishing Company.
 - (a) "Getting That Job"
 - (b) "Keeping That Job"
 - (c) "You and Your Occupation"
 - (d) "You and Your Pay"
3. "Career Information Kit."
4. "Choosing Your Career."
Coronet Learning Program.
5. "Discovering Yourself."
7-9, SRA.

CAREER EXPLORATION IN CONSUMER AND HOME MAKING

Occupational Cluster - Consumer and Homemaking

Behavioral Objectives

Affective: The students will respond to the value of the occupations involved in Consumer and Homemaking by their voluntary participation in role play situations.

Cognitive: The students will gain a knowledge of the various occupations available in Consumer and Homemaking through research, multi-media activities, field trips and speakers.

Psychomotor: The students will imitate and manipulate tools (i.e., sewing machines, cooking utensils, stove, etc.) used in occupations related to Consumer and Homemaking.

Method of Operation	Student Experience	Predicted Outcome	Resources
Class discussion directed by the teacher.	Pupils discuss their knowledge of occupations in Consumer and Homemaking.	The students will express their knowledge or lack of knowledge concerning the jobs available in Consumer and Homemaking.	
Show students filmstrip on food services.	Oral discussion on the occupations shown on the filmstrip and possible other occupations related.	The students will gain a wider outlook of the occupations available in only one area of Consumer and Homemaking.	Filmstrip and record, see resource list.
Prepare food.	Students will read directions, measure ingredients and prepare food as directed by recipe and teachers.	The students will gain a degree of accuracy in preparing a food for consumption.	Cooking utensils, ingredient for recipe, stove, etc.

Method of Operation	Student Experience	Predicted Outcome	Resources
Prepare students for field trip.	Students prepare for field trip to local dress factory to observe jobs on first hand basis. They discuss questions they plan to ask and correct form of interview.	Students will respond to their knowledge in interview techniques and develop relevant questions to ask.	
Field trip:	Students will observe job roles in action.	Students will receive through observation a first hand knowledge of occupations involved in a dress factory.	
Sewing activity:	Students will sew a straight stitch after instruction by the teacher.	Students will be able to sew with precision a straight stitch.	Sewing machines, thread, and cloth.
Resource person - representative from a community child care service.	Students listen to resource person and ask questions.	Students will display listening and questioning skills and gain a better insight into the opportunities for child care service.	Resource person.
Class discussion and role play.	Students discuss the procedure in proper child care in a baby sitting situation and role play various situations.	Students will imitate the steps they prepared for a child care situation to gain simulated first hand experience.	

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Method of Operation	Student Activity	Predicted Outcome	Resources
Simulation activity.	Students cut pictures of furniture from magazines, devise complete home set-up on poster paper and figure approximate cost.	Students will demonstrate their taste in home furnishings and ability to approximate costs.	Magazines, poster paper, scissors, and glue.
Tape.	Students listen to tape by interior decorator.	Students will display good listening habits. They will also gain a knowledge of the requirements to become an interior decorator and the job description.	Tape, see resource list.
Bulletin Board.	Students divide into committees and prepare a bulletin board of the various occupation in Consumer and Homemaking.	Students demonstrate the knowledge they gained during their study of occupations in Consumer and Homemaking.	Magazines, paper, scissors, paint, etc.

RESOURCE LIST

Films:

Balance Your Diet For Health - Material Center
Four Food Groups - Material Center
Nutritional Needs Of Our Bodies - Material Center

Filmstrips:

Cotton Clothing From Field To You - Set of 6 - ESEA Title III
How We Get Our Clothing - Set of 4 - ESEA Title III
Our Dependence On Clothing Workers - Material Center
Social Service and the Social Worker - ESEA Title III

Soundstrips:

Day Care Worker - ESEA Title III
Food, Clothing, Shelter - Material Center
Laundry/Dry Cleaner - ESEA Title III
Occupations in Food Services - ESEA Title III
Social Service Interest - ESEA Title III

Tapes:

Consumer Occupations - Set of 10 - ESEA Title III
Home Economist - ESEA Title III
Interior Decorator - ESEA Title III
Social Worker - ESEA Title III

MARINE SCIENCE OCCUPATIONS

Cluster: Marine Science Occupation

Behavioral Objectives

1. To increase the knowledge of the students with the practical facts about marine science environment and the relationship of these facts to his everyday contacts and activities during the unit of study as measured by classroom discussion with 95% accuracy as judged by the teacher.
2. To encourage understanding of the value of the contributions marine scientist are making to contemporary society and to develop an appreciation of the effort involved in a search for truth during the unit of study as measured by teacher observation.
3. To develop manipulative skills in the use of marine science materials and equipment during the unit of study as measured by teacher observation and practical application of skills with 95% accuracy.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Teacher introduction of unit including and overview of the jobs involved in Marine Science.	Class discussion and construction of a collage of Marine Science Occupation.	Students will be able to recognize and use a vocabulary of terms relating to Marine Science Occupation.	Sound Strips. (See List II.)
Review the various professional, semi-professional, technical, skilled, semi-skilled and unskilled Marine Science Occupation.	Students visit school library and browse the science section of books. They begin a notebook with a listing and description of the different Marine Science Occupations.	Students will gain a general understanding of the different Marine Science Occupations as judged by their ability to report on the contents of their notebook.	Books. (See List I.) Tapes. (See List III.)

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Present students with a mimeographed listing of Marine Science Occupations which correlates with Physical Science knowledge and skills.	Class will discuss the duties, education and training, special qualification, ways to enter field, chance of advancement, earnings and supply the demand for Marine Science Occupation.	Students will have an understanding of the opportunities in Marine Science as measured by their response to class discussion and teacher made test.	Books. (See List I.)
Prepare class for a field trip to a Marine Science Industry.	Class preparation of jobs to observe in and preparation of question to ask Marine Science workers.	Class will develop an understanding of the workings of a boat repair facility, ship-building facility, and dredging facility as judged by their association of classwork with a real visit.	Teacher Prepared materials on Marine Science Industries.
Arrange a field trip.	The class will tour facilities.	The class will develop an understanding of the Marine Science Industries as judged by their association of previous classwork and reporting on their job.	Books. (See List I.)
Develop a follow up class project integrating physical science skills with Marine Science Occupation.	Students develop a project relating job skills to student needs.	Students will have a knowledge of jobs attainable according to their physical and mental ability according to the performance of the level of development of the class project.	Books. (See List I.)

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RESOURCE LIST

BOOKS - LIST I

1. Boyd, Waldo T. Your Career In Oceanology. Julian Messener, N.Y., 1958.
2. Clark, Arthur C. The Challenge Of The Sea. Holt, Rinehart and Winston, N. Y., 1950.
3. Long, John E. Ocean Science. U. S. Naval Institute, Annapolis, Maryland, 1964.
4. Munzer, Martha. Unusual Careers. Alfred Koopf, Inc., 1962.
5. Murphy, James M. Handbook Of Job Facts. Science Research Association, Chicago, Illinois, 1963.
6. Pardis, Adrian. You And The Next Decade. David McKay Co., Inc., N. Y., 1965.

SOUNDSTRIPS - LIST II

1. People Who Work In Science. Ocean Life Scientist.
2. Science For The Future An Oceanographic Institute.
3. Water Plant Operator.
4. The Work Ships Do.
5. Ships Large & Small.
6. Going To Sea.
7. A Line In Port.
8. Where Do We Get Our Seafood.

TAPES - LIST III

Career Education A Man's Work.
Commercial Fishery
Machinist
Stillman
Derrick Operator

American Occupation "Series"
International Teaching Tapes

CAREER EDUCATION

INSTRUCTIONAL RESOURCE UNIT

THE SERVICE STATION ATTENDANT JOB ROLE

Behavioral Objectives

Transportation Occupations:
Auto Mechanics

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Teacher guided class discussion and answer period about the service station attendant.	Students will discuss the various phases and duties of the station attendant.	Students will gain a knowledge of the job role of a service station attendant.	Chart 1. (See resource list in appendix.)
Usage of the tire pressure gauge and how to inflate or deflate tires.	Student will respond by using the tire gauge himself in the proper manner to inflate or deflate tires by bleeding out air or adding air with properly fitted air nozzle.	The student will demonstrate with precision the use of the tire gauge, and the air hose nozzle.	Chart 1 and 2. (See resource list in appendix.)
What is a Dip Stick? How to use it to properly check the engine oil level.	Student will respond by looking where the dip stick is placed in the engine.	Student will learn the scale marks on the stick. Student will check the engine oil correctly because of instruction and actual manipulation of the dip stick.	Chart 1. (See resource list in appendix.)

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>Change Engine oil and filter. How to use rack to raise car. How to use drain tub. How to remove and replace filters.</p>	<p>Student will place car on rack and raise off the floor for access to the drain plug and oil filter. Student will place oil drain tub under oil pan, raise funnel, remove oil plug, and drain oil into waste oil tub. Replace oil pan plug and tighten to proper torque reading given in repair manual. Place drain tub under filter, to be removed, by twisting it counter-clockwise, to remove it from engine block. Discard it. Wipe surplus oil from filter seat on block. Replace new filter by twisting (or threading) clockwise into motor block. Tighten fully by hand until seated. Remove drain tub from under car. Lower rack until car rests on floor; do not change car to rack contact as car will be raised again for oil leak inspection at pan plug and filter seat to block.</p>	<p>Student will receive a working knowledge of the Hoist Rack. Student will learn of the elevated funnel of the drain tub, Student receives knowledge of where oil pan is located, and where the engine oil filter is on the engine block. Through hands-on manipulation of the tools and shop equipment the student will respond with precision on making an oil and filter change. Student will learn value of checking for oil leaks. Student will not stop with just changing oil and filter only. Student will be alert not to run engine if no oil pressure is indicated.</p>	<p>Chart 4. Chart 1-2-5. Chart 5. Chart 2. Chart 1-3. Chart 2-4.</p>

Motivation Techniques

Student Activity

Predicted Outcome

Resources

(continued)

Remove filter cap for oil. Check manual for number of quarts used in an oil and filter change for the engine being serviced. Pour in oil, using oil funnel to puncture can, fill to level needed. Start engine. Run approximately one minute, after seeing oil gauge is showing pressure or oil light goes out. (on dash)

Have the work area well ventilated while running engine.

Stop engine. Pull dip stick, wipe clean, replace in engine tube, pull again and read oil level on dip stick. Raise car again and check for oil leaks at drain plug, and oil filter seat.

Any other oil leaks should be reported to service station owner or operator, so owner of the car can be informed of leakage. (This courtesy will reflect back to the student as a qualified and alert attendant.) Lower car and clear rack for next car.

Clean up work area. Clean up and replace tools in proper place.

Student will value the problem carbon monoxide poisoning. Student will make a self evaluation of the quality of the job he has done. Student will help prove his alertness for the customers welfare. Student will reflect pride in work, and, his work area. Value of tools will be shown.

Chart 1-2-3-4.

Chart 1.

Chart 2.

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Motivation Technique	Student Activity	Predicted Outcome	Resources
<p>Chassis Lubrication (Grease job.)</p> <p>What are alemites? What are grease fittings? What is their purpose? Where are they found? Why is it so important they are all found and serviced by attendant?</p>	<p>Student will raise car on hoist to the height where safety lock makes rack safe for attendant to walk under.</p> <p>Student will be given a grease fitting for his hands on, visual inspection, before making a chassis lube job.</p> <p>Student will use a blunt pin to move the spring loaded call bearing off its seat in the alemite.</p> <p>Student will view a chart and check off sheet, for all chassis lubrication points on this car.</p> <p>Student couples air hose to grease tub.</p> <p>Student will locate on car the first alemite fitting shown on chart.</p> <p>The student will force grease gun on the fitting and slowly compress handle to discharge grease into the unit being serviced.</p> <p>Student observes old grease coming out of seal around the unit being serviced and checks it off his check sheet.</p>	<p>Student will be alerted to personal safety, above all.</p> <p>Student will gain a better knowledge of the fitting he will be using.</p> <p>Student will learn the terms alemite, grease fittings, and pressure fittings are the same just the terms are different.</p> <p>Student will know what is happening when the pressure gun is applied to the alemite.</p> <p>Student will soon learn where alemites are, and how important it is none be missed.</p> <p>Student will form the habit of taking his grease job as a system of <u>elimination</u>, and not just <u>at random</u>.</p> <p>Alemites won't be missed, he will show precision in doing a grease job.</p> <p>Student will know when unit is filled and ready to be checked off sheet.</p> <p>Guess work will be eliminated and costly repairs will not be the result of dry fittings that are missed by student attendant. Pride in job well done.</p>	<p>Chart 1-2-3-4.</p> <p>Chart 4.</p> <p>Chart 1.</p>

Motivation Techniques

Student Activity

Predicted Outcome

Resources

(continued)

Student completes chart, and
a good lube job is done.
He wipes all surplus grease
from units he has serviced.
Cleans and puts away all
tools.

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Motivation Techniques	Student Activity	Predicted Outcome	Resources
Servicing The Battery:			
A. Where is it located?	A. Student raises hood and locates battery.	Student will learn where hood release is located.	Chart 1.
B. Filling the cells.	B. Student will remove caps after instructor has warned student of the dangerous liquid acid in the battery.	Student will value the danger of acid in battery. Student will see actual cells and will learn not to overfill them.	Chart 5.
C. Recharging the battery.	Distilled water will be funneled into each cell, where needed, to fill to water line in battery. Not overfilled.		
D. Cleaning the terminal.	C. Student will remove ground cable from battery post. Student will clamp charger cables to battery posts <u>after</u> locating positive post on battery and placing positive cable from charger on that post. The student will make certain the charger is not operating before clamping on the negative cable. Student will now turn on charger and set time and charging rate desired. Student will turn charger off, before removing charger cables from posts.	Student will gain knowledge that a <u>spark</u> can make a fatal bomb out of a battery. Student will learn that by removing ground cable first, no spark will occur. Student will learn charger cables must be dead before connecting them to the battery posts. Student will be alerted to the fact that an active charger will spark onto the post and could explode the battery if removed while active.	Chart 1-5. Chart 5.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
(Continued)	<p>D. Determine how cables are held to posts and remove battery, using a post jack furnished by the instructor if stuck too tight.</p> <p>Using cable, and post wire brush furnished by instructor, he will clean exterior of posts to a bright finish as well as the interior of the cable clamp.</p> <p>Student will replace cables, positive first, then negative, to prevent spark. Secure cables to posts as method indicates. Student will clean top of battery of moisture as well as of corrosion, as either will cause the battery to drain itself between cells.</p> <p>Student will clean tools, and wash hands to prevent injury from the battery acid on the hands.</p> <p>Now close hood.</p>	<p>Student will analyze job to be done, before acting.</p> <p>Student will gain knowledge that battery can be ruined by forcing cable off battery with wrong method.</p> <p>He will learn of tool used to brighten posts and cables, before installation.</p> <p>Student will prevent injury to himself or ruining battery by knowing how to prevent a spark over the battery.</p> <p>Student will learn a battery can be drained of current by moisture of terminal corrosion being left between cells on top of battery. This will be learned by testing with OHM meter.</p>	<p>Chart 5.</p> <p>Chart 5.</p> <p>Chart 1-5.</p> <p>Chart 1-5.</p>

CHART INDEX FOR UNIT RESOURCES

1. Instructors Role Playing As A Service Station Owner.
2. Tools, Equipment, and Materials Furnished by Instructor.
3. Car In Shop Instruction Area.
4. Motors Manual Latest Edition.
5. Text Book "Automotive Fundamentals" by Venk - Billet.

JOBS IN FORESTRY AND RELATED INDUSTRIES

- SENIOR HIGH SCHOOL

Behavioral Objectives

1. The student will gain a knowledge of the various jobs available in forestry and the related job clusters during the teaching of the unit as measured by the teacher's informal test.
2. The student will respond to the information gained from the unit by composing a 1500 word unit paper on the occupation of his or her choice to be measured for accuracy of information, research, observation and knowledge gained by a 70% accuracy check by the teacher.
3. The student will imitate the process of planting trees for profit, pleasure and conservation after the unit is completed as measured by the teacher's observation and discussion.

Motivation Technique	Student Activity	Predicted Outcome	Resburces
The teacher will prepare a list of terminology to be used in the forthcoming study of forestry.	The student will use the dictionary to define and familiarize him or herself with the terms.	The student will gain a knowledge of the terms to be used as measured by a 70% accuracy check by the teacher.	The teacher will prepare the vocabulary list and any available dictionaries may be used.
The teacher will begin and lead a discussion on forestry and conservation job clusters.	The student will listen to the discussion and also participate.	The student will gain a knowledge of the various job clusters in this field as measured by the teachers observation.	Available pamphlets on the various job clusters are to be distributed to the student.
The teacher will first present a lecture on the history of forestry to be followed by a discussion.	The student will listen to the lecture and later participate in the discussion.	The student will comprehend the history of forestry as measured by the teachers observation.	Material for the lecture may be found in <u>The American Nation</u> .

Motivation Technique	Student Activity	Predicted Outcome	Resources
The teacher will discuss the first national parks and pioneer conservationists.	The student will listen and participate in the discussion.	The student will display the knowledge gained by answering with 70% accuracy in an informal discussion.	Material may be found in <u>The American Nation</u> and <u>The People Make A Nation</u> .
The teacher will discuss the types of forest as related to climate and assign a world map to designate the types of forests and climates.	The student will listen and complete the assignment.	The student will apply the knowledge of the relationship of climate to the types of forests to the map assignment. It will be checked for 90% accuracy by the teacher.	Information can be obtained from available forestry charts, weather charts, world maps and <u>United States History</u> .
The teacher will discuss jobs in chart making, meteorology, forest mapping and related areas.	The student will listen and participate in the discussion.	The student will apply a knowledge of jobs in this area in promoting interest in preparing for jobs as observed by teacher.	Information can be obtained from the forestry and weather bureaus and <u>The Human Achievement</u> .
The teacher will discuss the the forest of yesteryear as compared with the forests of today and assign charts showing forests of 1620 to present.	The student will listen and prepare the chart assignment.	The student will analyze the need for conservation as shown by charts checked by the teacher for 70% accuracy.	Information can be obtained from <u>Economic</u> and <u>Social Geography</u> and any available encyclopedia.
The teacher will obtain a conservation speaker to talk to the class about various jobs in this area.	The student will listen to the speaker and make note of the important information.	The student will gain knowledge of jobs available in this area as measured by the teachers observation.	A guest speaker can be obtained from the local conservation department

Motivation Technique	Student Activity	Predicted Outcome	Resources
<p>The teacher will give a written formal test on the material thus covered.</p>	<p>The student will take the test.</p>	<p>The student will apply the knowledge he or she has so far gained in scoring at least 70% accuracy on the test graded by the teacher.</p>	<p>The test will be prepared by the teacher.</p>
<p>The teacher will lead a discussion on wood products and items formerly made of wood that are now made of plastic. Assign a listing of such products.</p>	<p>The student will participate in the discussion and complete the listing of products.</p>	<p>The student will respond by compiling the listing and thus increasing his or her knowledge of the importance of wood.</p>	<p>Information can be obtained from <u>Economic and Social Geography</u>, discussion and available encyclopedias.</p>
<p>The teacher will show the film "Timbering in the Northwest" and assign student to bring in samples of wood and label and list uses of each sample.</p>	<p>The student will observe the film, note the assignment and use the available references.</p>	<p>The student will analyze the types of wood and their uses as measured by the teachers 70% accuracy check.</p>	<p>The film to be shown is "Timbering in the Northwest" and the available reference books may be used.</p>
<p>The teacher will arrange a field trip to the local saw mill to observe the milling process.</p>	<p>The student will observe and listen to the discussion at the mill.</p>	<p>The student will gain an understanding of the types of work in this job cluster as measured by the teacher observation.</p>	
<p>The teacher will discuss the furniture industry and assign maps showing the areas of concentration of furniture and wood industries.</p>	<p>The student will listen and complete the map assignment.</p>	<p>The student will initiate the appropriate map forms and apply knowledge learned to the map. The map will be checked by a 70% accuracy check by the teacher.</p>	<p>Maps and information may be obtained from <u>Economic and Social Geography</u>.</p>

Motivation Technique	Student Activity	Predicted Outcome	Resources
The teacher will arrange a field trip to a furniture factory.	The student will observe and listen to the tour.	The student will gain an awareness of the many types of jobs and the kind of work performed in the furniture factory as measured by the teachers observation.	
The teacher will lecture on the types of soil and aid in the preparation of maps showing the various types of soil.	The student will listen to the lecture and complete the map assignment.	The student will organize the maps according to the soil types to be checked by the teacher for accuracy.	Materials can be obtained from <u>Economic and Social Geography, Physical Science</u> and any world maps.
The teacher will arrange for a soil conservationist to speak before the class.	The student will listen to the speaker.	The student will gain a knowledge of soil science and the jobs available in this area and may apply this knowledge to obtaining a job as measured by the teachers observation.	
The teacher will invite a county agent to speak on the types of soil in the county as related to forestry and the types of forest native to the country.	The student will listen to the speaker.	The student will gain a knowledge of the types of forest and soil native to the county and may apply this knowledge to obtain jobs in this area.	
The teacher will invite a nursery man to speak to the class and demonstrate tree planting.	The student will observe, listen and participate in the actual planting of the trees.	The student will imitate the tree planting process and will be measured by the teachers observation.	

Motivation Technique	Student Activity	Predicted Outcome	Resources
<p>The horticulture vocational teacher will be invited to speak to the class on preparation and jobs available in this area.</p>	<p>The student will listen, observe and note the importance of the speech.</p>	<p>The student will gain a knowledge of training and the jobs available in this area as measured by the teachers observation.</p>	<p>Material may be obtained from the Chamber of Commerce, local factories and the conservation department.</p>
<p>The teacher will lecture and discuss the wood industries and their relation to the county's economy.</p>	<p>The student will listen and participate in the discussion.</p>	<p>The student will comprehend the value of forestry and how they may participate as measured by the teachers observation.</p>	<p>The field trip may be arranged for the farm wood lot and the other tour at the pulp company.</p>
<p>The teacher will arrange a field trip to a farm wood lot and then on to a pulp mill</p>	<p>The student will observe and listen to the tour.</p>	<p>The student will comprehend the value of forestry economically and have a better knowledge of the jobs available at a pulp mill as measured by the teachers observation and discussion.</p>	<p>Material for research may be obtained from the local conservation department and <u>The People Make A Nation.</u></p>
<p>The teacher will discuss diseases, blights and insects and jobs available in this cluster.</p>	<p>The student will participate and listen to the lecture.</p>	<p>The student will gain an awareness of the jobs in this field such as micro-biologists, tree surgeons and botanists as measured by the teachers observation.</p>	<p>The trip may be arranged for a tree nursery.</p>
<p>The teacher will arrange a field trip to a tree nursery.</p>	<p>The student will observe and listen to the tour.</p>	<p>The student will learn of the type of jobs available in this job cluster such as seeding, planting, spraying, packing, tagging, delivering, soil analyzing and record keeping.</p>	<p>115</p>

Motivation Technique	Student Activity	Predicted Outcome	Resources
The teacher will lecture on fire--the forests greatest enemy--and show a film "Great Forest Fires in California."	The student will listen to the lecture and observe the film.	The student will see more clearly the destructiveness of fires and learn to be more careful as measured by the teachers observation.	The film "Great Forest Fires in California" may be obtained and material for a lecture may be secured from the local county agent.
The teacher will display charred wood and discuss the effects of fire on the forest and jobs in the area of forest fire control.	The student will listen and participate in the discussion.	The student will evaluate jobs in this area of forestry as measured by the teachers observation and discussion.	Materials that can be used are charred wood samples, job lists and <u>Economic and Social Geography</u> .
The teacher will arrange a trip to a Christmas tree farm.	The student will observe and participate in the actual planting of this type of trees.	The student will imitate the planting process shown by the owner as measured by the teachers observation.	The trip may be arranged for a Christmas tree farm.
The teacher will lead a discussion concerning cutting methods, needed legislation to protect our forests and the part each person can play in conservation.	The student will listen and participate in the discussion.	The student will respond by participating in the conversation movements and learn to become aware of the needed legislation by measured response to an informal test given orally by the teacher.	Material may be found in <u>Economic and Social Geography</u> and available encyclopedias and newspapers.

Motivation Technique	Student Activity	Predicted Outcome	Resources
The teacher will lecture and discuss forestry as related to recreation and other jobs in this area.	The student will listen and make a list of jobs in this area.	The student will gain a knowledge of various jobs such as guide, management of the forest recreation area, consultants and engineers as measured by the teachers observation.	Material may be found in <u>Human Achievement</u> and any encyclopedia.
The teacher will obtain a speaker from a wildlife station to talk on the value of forests and jobs available in this area.	The student will listen to the speaker.	The student will comprehend the jobs and the duties involved as measured by the teachers observation and discussion.	A speaker may be obtained from a wildlife station.
The teacher will invite a speaker from the local employment office to speak about Civil Service examinations. Later the teacher will administer a trial Civil Service test.	The student will listen to the speaker and observe. Next he or she will participate in the trial examination.	The student will comprehend the value of Civil Service and how to obtain a job in this area by a competitive test checked for accuracy.	A blank Civil Service test may be reproduced.
The teacher will lead a discussion in industry as related to forestry.	The student will listen and participate in the discussion and list industries of this type.	The student will gain an awareness of the jobs in the manufacturing and resale of these products as measured by the teachers in formal test.	Material may be found in any available encyclopedia.

Motivation Technique	Student Activity	Predicted Outcome	Resources
The teacher will assign a 1500 word paper on the occupational field of his or her choice.	The student will accept the assignment, begin the research work and complete the work.	The student will analyze the jobs available in the various clusters and make a decision as to the job he or she would like and organize their paper accordingly. The paper will act as a final test to be checked by the teacher for accuracy in research, observation and actual knowledge.	Student may obtain information from their notes, observations from field trips and books used in presentation of the unit.

HIGHWAY CONSTRUCTION CAREERS

Construction

Behavioral Objectives

1. The students will demonstrate a knowledge of occupations found in the highway construction industry by listing ten of them on a pencil and paper test with 100% accuracy.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
The teacher will compare highway construction 1820 - 1830 with todays construction by means of a class discussion.	Students will assist in preparing a list of occupations related to highway construction to be compiled on the chalk-board.	The students will be able to list ten occupations associated with highway construction on a pencil and paper test with 100% accuracy.	Ginn's <u>Rise of the American Nation.</u>

HIGHWAY CONSTRUCTION CAREERS

Ninth Grade

Construction

Behavioral Objectives

1. The students will gain a knowledge of the function of ten highway construction occupations which they have selected by writing a job description of each.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
<p>The teacher will present various tapes on the occupations selected.</p> <p>The teacher will explain and demonstrate each of the occupations selected.</p>	<p>The students will participate in a discussion of these occupations.</p>	<p>The students will be able to prepare suitable job descriptions.</p>	<p>Educational Sensory Programming:</p> <ol style="list-style-type: none"> 1. Diesel Mechanics 2. Engineering 3. Surveyors 4. Laborers

HIGHWAY CONSTRUCTION CAREERS.

Construction

Behavioral Objectives

1. The students will demonstrate their knowledge of the occupations by producing and participating in a skit presenting the ten occupations selected.
2. The students will demonstrate a positive attitude toward the classwork by their willingness to participate in this role-playing.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
<p>The teacher will explain and co-ordinate the students activities.</p>	<p>The students will produce skits with various students writing, directing, acting, preparing costumes and props for the skits.</p>	<p>The students will demonstrate that they understand the functions of the ten selected occupations by presenting the skit in each class period.</p> <p>The students will demonstrate a positive attitude toward the classwork by their willingness to participate in the skits.</p>	<p>Educational Sensory Programming:</p> <ol style="list-style-type: none"> 1. Carpenter 2. Sheet Metal Worker 3. Stonemason 4. Structural Steel Worker

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HIGHWAY CONSTRUCTION CAREERS

Construction

Behavioral Objectives

1. The students will be able to demonstrate a knowledge of each of the occupations in the construction industry by being able to list (written) two responsibilities of each of the ten occupations with 80% accuracy.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
The teacher will present various media materials to the students concerning these occupations.	The students will discuss the media materials. They will discuss the dependency of these occupations upon the total work picture.	The students will be able to identify on a paper and pencil test two responsibilities of each occupation with 80% accuracy.	Films: "Careers in Construction"- Farm Film Foundation. "A Special Breed" - Jam Handy Organization. "Way to Go" - Pennsylvania Highway Department.

HIGHWAY CONSTRUCTION CAREERS

Construction

Behavioral Objectives

1. The students will be able to prepare a suitable questionnaire to be used to gain additional information concerning highway construction careers.

Motivation Techniques & Subject Correlation	Student Activity.	Predicted Outcome	Resources
<p>The teacher will discuss the value and use of the questionnaire.</p>	<p>The students will be able to construct and use a questionnaire which will help in their exploration of the occupations.</p>	<p>The students will be able to construct and use a questionnaire which will help in their exploration of the occupations.</p>	<p>Films: "Universe and Other Things" - Modern Talking Pictures. "Careers: Construction" - Doubleday.</p>

HIGHWAY CONSTRUCTION CAREER

Construction

Behavioral Objectives

1. The students will gain a clearer understanding and appreciation of these occupations by experiencing during a field trip to a local highway construction site.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
The teacher will arrange a field trip to a local highway construction site.	The students will make a field trip to a construction site to gain first hand experience.	The students will gain a clearer understanding by a first hand experience on a highway construction site.	Local Construction Union. Local Contractor.

HIGHWAY CONSTRUCTION CAREERS

Construction

Behavioral Objectives

1. The students will gain a knowledge of the duties, levels of training and expected salaries of each of the various occupations as demonstrated on a written examination with 80% accuracy.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
The teacher will arrange with various community people to present a panel discussion on the constructions to be followed up by a question and answer session.	The students will be involved in a question and answer session with the various panel members.	The students will have developed a clear understanding of the various construction occupations as shown by a 80% grade on a written examination.	Local resource people from construction sites and local labor unions.

CONSTRUCTION UNIT

Objectives

- Cognitive:** The students will gain a knowledge of the steel, and lumber industry and its importance in construction in the United States during the unit of study as measured by objective test.
- Affective:** The student will become aware of the many job opportunities found in steel and lumber industry in the surrounding area during the unit of study as measured by teacher observation.
- Psychomotor:** The students through role playing will demonstrate through imitation one or more tools used in construction during the unit of study as measured by teacher observation.

Motivational Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Class will discuss careers in general.	Future plans of the students will be discussed. Types of work they plan to pursue.	Through class discussion students will be aware of the many job opportunities.	Have school guidance counselor discuss job opportunities and requirements.
Class discussion.	Student will discuss the many types of industry in the area. Types of job opportunities in each industry.	Students will be made aware of the many job opportunities.	Parents, neighbors, friends, who work in local plants.
Students will take Interest Test.	Interest test for all students.	Students will have a better knowledge of the many job clusters available for them, and what the requirements for seeking employment in a specific job or field.	<ol style="list-style-type: none"> 1. Kuder General Interest Survey. 2. S. R. A. Career File. 3. Chronicle Occupational Brief Service. 4. Files available in Guidance Office.
Class discussion.	Class will discuss types of construction jobs.	Students will be aware of the many construction fields of work.	Talk to parents, neighbors, and friends.

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Motivation Techniques, & Subject Correlation	Student Activity	Predicted Outcome	Resources
Filmstrip.	Students will watch filmstrip and class discussion will follow.	Students will be more aware of the steel industry, and the valuable part it plays in construction in the United States.	<u>Raw Materials of Steel Making</u> - Library.
Filmstrip.	Same as above.	Same as above.	<u>Chemistry of Steel</u> - Library.
Filmstrip.	Same as above.	Same as above.	<u>Competition and Research in the Steel Industry</u> - Library.
Filmstrip.	Class discussion will follow each filmstrip.	Students will be aware of the steel industry, and the valuable part it plays in construction in the United States.	<u>Cradle of an American Industry</u> - Library.
Filmstrip.	Same as above.	Same as above.	<u>America Grows With Iron and Steel</u> - Library.
Class discussion.	Students will discuss the steel industry and its uses.	Students will gain a knowledge of the many jobs available in the steel industry.	

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Filmstrip and record.	Class discussion after each filmstrip.	Student will gain a more thorough knowledge of our forest, and the importance trees play in our lives.	<u>Where Do We Get Our Lumber?</u> Board Office.
Guest speaker.	Class will hear speaker on financing and buying a home.	Through questioning the speaker, the student will acquire knowledge of obtaining loans in financing a home loan, or ways to borrow money in the construction of a new home.	Local banker or Real Estate agent.
Filmstrip and record.	Class discussion after each filmstrip.	Students will be aware of how a house is constructed in the beginning to the finished home. They will also gain a better knowledge of the tools and jobs required in its construction.	<u>How We Build Houses.</u> Board Office.
Field trip.	Students will visit local building construction site.	Students will gain a knowledge of the many different types of lumber used in home construction.	Local building site.
Role playing	Students will be divided into groups by their own choosing.	Students will initiate and give demonstrations of the jobs used in construction.	Students imagination.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Class reports.	Demonstrations.	Each student will demonstrate some tool used in construction. Example: 1) Demonstrate how a pipe wrench would be used in plumbing. 2) Hammer used in carpentry.	Students imagination.
Class final activity.	Drawing of house floor plan.	Students will value the importance of planning the construction of a home, where each room should be located, and the importance of planning a home to their own liking and style.	Students own imagination and studying of other home styles throughout the area.

AUDIO VISUAL AIDS

American Iron and Steel Institute, America Grows With Iron and Steel.
(Filmstrip and record.)

American Iron and Steel Institute, Iron and Steel Unit II, The Chemistry
of Steel. (Filmstrip.)

American Iron and Steel Institute, Industry and Economics Unit II,
Competition and Research in Steel Industry. (Filmstrip.)

First Iron Works Association Inc. and American Iron and Steel Institute,
Cradle Of An American Industry. (Filmstrip.)

Eye Gate House, How We Build Things, How We Build Houses.

American Iron and Steel Institute, Raw Materials of Steel Making.
(Filmstrip.)

Imperial Film Company, Inc., From the Series - Where Does It Come From,
Where Do We Get Our Lumber? (Filmstrip and Record.)

SELECTED EUROPEAN MANUFACTURING OCCUPATIONS
 COMPARED TO THOSE OF THE UNITED STATES

Behavioral Objectives

Cognitive: The students will gain a knowledge of the various occupations available here in the United States by relating them to those of southwestern and northern Europe, when studying the various countries during the unit of study as measured by teacher prepared test with 65% accuracy.

Affective: The students will value the importance of the various occupations studied throughout the unit comparing United States opportunities to those of Europe as measured by teacher observation.

Psychomotor: The students will imitate the various jobs of Southern Europe through role play in the unit as observed by the teacher.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Show film.	Students will discuss the topography, geography, industrial make up, human resources, various occupational fields, and facts learned about Europe.	Students will comprehend the lifestyle of the people and how they relate to their particular environment.	"Yankee Sails Across Europe" - List 2.
Simulation activity.	Students will complete an activity sheet that correlates with text book which will help reinforce the physical and general make up of Europe.	Students will apply their knowledge of Europe in finding facts about internal and external characteristics.	Text book - List 1. Worksheet.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Students are divided into Mediterranean and Scandinavian groups.	Students choose countries of study.	Students will gain knowledge of a country's manufacturing by doing research to be used later in class.	World Book - List 1.
Film.	Class discussion of film.	Students will gain a knowledge of occupations in the Mediterranean area as judged by their class participation.	"Land of Mediterranean" - List 2.
Student reports. Filmstrips.	The students will compare the United States southwest coast manufacturing to that of the Mediterranean coast by discussing report and filmstrips.	The students will comprehend the similarities of the two regions through oral reports and filmstrips.	<u>High Timber Forestry As A Profession</u> - List 1. "Where Do We Get Our Lumber" - List 2.
Field trip.	The students will observe the process in manufacturing of paper.	The students will respond to the field trip as judged through an oral discussion of the various jobs performed and available.	Pulp and paper company - List 3.
Filmstrips. Records. Tape.	Class discussion of filmstrips.	Students will be made aware of the many job opportunities throughout the United States in the field of forestry in addition to the pulp and paper industry.	"The Conservation of Forests", "Foresters & Forestry Aids" - List 2.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Filmstrip:	The students will discuss the filmstrip.	Pupils will be made aware of the many job opportunities in the field of petroleum and why it is an important natural resource, by writing a short paragraph on the subject.	"Our Dependence On Oil Workers" - List 2.
Bacon Fry.	The students will fry and sample Danish bacon.	The students will respond by comparing the taste and quality of a Danish product to bacon from the United States by sampling.	Danish Bacon, DAK and Primrose brands - List 3.
Field trip.	Students will observe the various jobs related to a dairy.	The students will gain a value of the varied knowledge and skills of a dairy farmer in the production of the finish product, milk, as measured by the teachers observation in oral discussions.	Local dairy farm - List 3.
Filmstrip:	The students will make posters, charts and bulletin board displays of various dairy regions, jobs and products in the United States and in Europe.	The students will gain knowledge of the many and varied jobs in the field of dairying and where they are located.	"Dairy Farming" - "Where Do We Get Our Milk?" List 2.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Student reports. Film-strips.	Students will discuss the world of design in Paris and the United States.	Students will be made aware of the many occupations and fabrics used in the fashion world.	"Making Clothing" and "Where Do We Get Our Textiles" - List 2.
Fashion show.	The students will make bulletin boards and model fashions.	Pupils will imitate models of Paris and the United States by giving a fashion show, after studying fashions made in the United States and Paris.	Wearing apparel.
Field trip.	Students will observe the many jobs of the assembly line at the dress factory.	The students will gain knowledge in jobs available at the local factory and will list 10 of the jobs to be graded by the teacher with 65% accuracy.	Quality Manufacturing - List 3.
Film.	Class discussion of film.	The students will comprehend the many uses of iron ore and will apply this knowledge later in their studies of this topic.	"Where Do We Get Iron" - List 2.
Student reports. Tapes.	Students will report on iron ore occupations in the United States and Europe with the aid of tapes.	Students will gain knowledge on the various areas in the United States and Europe where occupations are located concerning the iron ore industry, by writing a short paragraph, which will be graded by the teacher with 65% accuracy.	"Structural Steel Workers" and "Iron Workers" - List 2.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Filmstrips.	Have a class discussion pertaining to the filmstrip.	Students will receive a general background of the vast and varied field of fishing.	'Where Do We Get Our Seafood' and 'Our Dependence On The Fishermen' - List 2.
Student reports.	Students will report in more detail the jobs related to fishing and where some ideal fishing grounds are located.	The students will gain knowledge of the work involved in becoming a fisherman, some of the risks, and the ideal locales in which to reside; accuracy of discussion will be observed by the teacher.	<u>The Book of Fishing.</u> <u>A Complete Guide To Fishing.</u>

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LIST 1

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- Hanaburgh, David H. Forestry As A Profession. Rosen Press, 1961.
- National Geographic Society. The Book Of Fishing. The Society, H. W. Wilson Co., 1961.
- Perry, John. Forestry And What They Do. F. Watts, H. W. Wilson Co., 1963.
- World Atlas. Rand McNally, 1968.
- World Book Encyclopedia, 1971.

LIST 2

AUDIO VISUAL

- "Yankee Sails Across Europe." Etna Life, Free Guide to Social Studies Material, Educator's Guide.
- "Land of Mediterranean." Cornet, Mason County Material Center.
- "Where Do We Get Our Lumber?" 684-1 Imperial Film Co., Career Education Dept.-Board Office.
- "The Conservation of Forests." Eyegate 99-F, Career Education Dept.-Board Office.
- "Foresters and Forestry Aids." 4506 Tape, ESP Inc., Career Education Dept.-Board Office.
- "Our Dependence On Oil Workers." 446 Curriculum, Mason County Material Center.
- "Dairy Farming." 54-F Eyegate, Career Education Dept.-Board Office.
- "Where Do We Get Our Milk." 684-2 Imperial Film Co., Career Education Dept.-Board Office.
- "Making Clothing." Eyegate X315-F, Career Education Dept.-Board Office.

LIST 2 (Continued)

- "Where Do We Get Our Textiles?" 685-1 Imperial Film Co., Career Education Dept.-Board Office.
- "Iron Workers," Group 4, Tape 7, International Teaching Tapes, Career Education Dept.-Board Office.
- "Structural Steel Workers," 4568 Tape ESP Inc., Career Education Dept.-Board Office.
- "Our Dependences On The Fishermen." 438 Curriculum, Mason County Material Center.

LIST 3

RESOURCES *

Worksheet.

Chillicothe Pulp and Paper Company, Chillicothe, Ohio.

Mr. C. C. Lewis, Jr., Route 62, Point Pleasant, West Virginia.

Quality Manufacturing Company, Point Pleasant, West Virginia.

*Resources should be selected for Area served.

SELECTED GOVERNMENT POSITIONS

Behavior Objectives

- Cognitive:** The student will gain knowledge of basic form and operations of world and local government as determined by an objective test.
- Affective:** The student will become aware of government responsibility, job roles, operational procedures, and general importance of elected positions as measured by teacher observation.
- Psychomotor:** The students will assume the roll play of an entire mock election, consisting of all aspects of total election procedure by teacher observation and student feedback.

Method of operation.	Student Experience	Predicted Outcome	Resources
Introduced names of government forms.	The students will define the forms of government.	The students will be able to describe various types of governments.	Dictionary and Index of classroom text.
Class Discussion.	The students will interpret their ideas on various government forms.	The students through class discussion will form an opinion on each government form.	
Introduce simulation game by reading tribal characteristics.	The student will give feedback of tribal groupings.	The students will realize tribal differences.	Information on Borka Unit.
Class Lottery.	The students selected from a hat their tribal affiliation to use in the simulation game.	The students have placed themselves in their tribes for simulation game.	Hat or container, containing names representing 4 tribes.
Tribal Grouping.	The students will study individual tribal characteristics.	The student identify with other tribal members and learn basic tribal characteristics.	Student reaction.

Method of Operation	Student Experience	Predicted Outcome	Resources
Present geographical map of country tribal boundaries.	The student will identify, label, locate a color map of country.	The students will be made aware of physical and geographical relationships.	Overhead projector, crayons, colored pencils.
Tribal Elections.	The students will elect by a form of their choice a chairman, secretary and a tribal representative.	The students will select a qualified person for the positions.	Students.
Provide list of questions.	The students will select the best form of government for their respective tribe for each question.	Each tribal secretary will record a list of tribal selections.	Student material, page 6.
Borka Constitutional Assembly.	Each tribe will send their tribal representative to Borka Constitutional Assembly.	The four members of Borka Constitutional Assembly will average the four lists to determine the most desired form of government for each question.	Same as above.
Borka Constitutional Assembly.	The student tribal representatives will discuss and select by popularity the the most desirable forms of government for Borka.	The Constitutional Assembly has selected a form of government for the country of Borka.	Student material, page 6.
Class Discussion	The student will discuss after dropping tribal roles if they will support the form of government selected.	The students will have agreed upon one government form.	

Method of Operation	Student Experience	Predicted Outcome	Resources
Resources-Person 1.	The students will listen and react to a speech by a resource person.	The students will build responsibility of citizens.	
Resources-Person 2.	The students will observe the Creative Arts Teacher demonstrate poster and slogan preparation and can then make a poster of their own.	The students will become aware that they can get involved and create things they never thought possible.	Creative Arts Teacher and supplies.
Student Involvement.	<p>The students not desiring to join other projects may assist building voting booths from refrigerator boxes.</p> <p>The other students not involved with any above may design and produce official ballot.</p> <p>Students not working in any other positions can be poll workers and vote counters.</p>		<p>Appliance cartons from local dealers.</p> <p>Old Election Ballots.</p> <p>Ask parents about polling procedures.</p>
Class activities.	The students will vote.	The students will exercise their voting privilege.	Adult experiences.

Method of Operation	Student Experience	Predicted Outcome	Resource
Class Discussions.	The winning students will assume the elected roles on the appointed day.	All students should be made aware of the honorable way of winning and losing.	
Students relating experiences.	The twenty elected students will give reports on each position on videotape recorder to the class on the job position.	All students involved will get to view office positions and responsibilities.	County offices and V.T.R. equipment.

BORKA

Borka is a land of variety. In the south the plentiful rainfall and rich soil ensure good harvests. In the north the dry, treeless lands support cattle and goat herds. In the northeast the flatlands give way to the rugged Sirik Mountains. The few people who live in the Siriks make their living by hunting. Their life is hard.

Four tribes live in Borka: The Duda, Lakali, Kan-Kan, and Woodzi. They have recently decided to unite and become one nation. The leaders of the tribes are meeting in the Lakali city of Synburg to choose a form of government for Borka. The question the leaders must answer is: What form of government will best suit the people of Borka - dictatorship, oligarchy, or representative democracy? The many differences between the four tribes make this question difficult to answer. Here is a brief description of each of the tribes.

THE DUDAS - The Duda tribe, with 800,000 people, makes up over half of the entire Borkan population. Most Dudas are farmers. Their land is rich, and they grow more than enough to feed their families. What they don't eat themselves they sell to Kan-Kan and Lakali. A typical Duda farmer builds his own house; clears, plants, and harvest his own crop, and makes his own tools from wood and stone. He greatly enjoys his independence, and is not used to taking orders from others. He values education which helps grow better crops.

THE LAKALIS - The Lakali region is laced with many rivers. Because of its rivers and fine harbor at Port Saz, Lakali is naturally suited for trade. The Lakalis are the merchants of Borka. They trade Borkan farm products and beef for products from Fasa, Wesa, and other countries. Trade has made the Lakalis rich, the 300,000 Lakalis control most of Borka's money. The Lakalis value education, and many of them have studied overseas. The

THE LAKALIS (Continued)

The fine university in Synburg is the only university in Borka. Wealth and education have made many Lakalis smug. Evidence of this feeling is a jump-rope rhyme often heard on the streets of Synburg:

"The Lakalis must cause the Woodzis won't
while the Kan-Kans can't and the Dudas don't."

THE KAN KANS - The 400,000 Kan-Kans live in the dry northern plains of Borka. Across their border is the warlike country of Madawa. The Kan-Kans seem shy and peaceful as they herd their goats and cattle. However, Madawa has never been able to defeat the stubborn Kan-Kan warriors. Constant warfare with Madawa has affected the Kan-Kans. They distrust everything and everyone foreign. They refuse modern medicine and education and up-to-date methods of doing things. Most Kan-Kans have adopted the practice of polygamy. This practice of having more than one wife at the same time arose because so many Kan-Kan warriors were killed in battle and the tribe was growing smaller. The Kan-Kans are interested in Borka unity only because the tribe needs financial help from Lakali and food from Duda.

THE WOODZIS - The Woodzis tribe is very small; it has less than 100,000 people. The Woodzis live in small bands which wander from valley to mountaintop in search of game. The herd life of an ordinary Woodzis makes him value hunting and tracking skills much more than city manners and fine dress. Whenever a young Woodzi boy comes down from the Sirik Mountain, he is laughed at. Because of his backward manners and rough clothing, the Dudas and Lakalis treat the Woodzi like an outsider. Usually the boy quickly returns to the only place he is accepted, the Sirik Mountain.

The evening before the assembly opened many visitors and residents gathered in Synburg's main square. Borka's most respected newspaper, the Syn-Times, put up this large poster in the square. It was a list of Borka's pressing problems. The paper wanted to encourage the assembly

THE WOODZIS - (continued)

to form the kind of government that could deal with these problems.

* BORKA NEEDS *

1. A Leader to Unite the People of Borka.
 2. More Schools and Hospitals.
 3. Better Roads and Railroads.
 4. A Strong Defense Against Madawa.
 5. A Plan for Economic Growth and Development.
 6. An end to Discrimination against the Woodzis.
-

The crowd hotly debated the issues on the poster. "It's true enough we need hospitals," said one man, "but I can't see wasting too much money on schools."

"Well, where are all the doctors for your hospitals gonna come from then?" someone called out.

"Awww, them wild Woodzi kids'll never go to school anyway. You can hardly get 'em inside a building--much less teach 'em."

A Kan-Kan man also doubted the need for schools, "A father teaches his sons, and a mother teaches her daughters. This is the eldest and best way to live."

A young man pointed to the poster and said, "I think we need these things all right, but where will the money come from? Railroads aren't exactly cheap you know!"

"Taxes!" cried several voices at once.

"Well, they'd better take it easy on us," said a plump woman. "What with the price of meat gone up the way it has, we're barely able to make do now."

"Don't worry," cackled an old man. "You look well enough off to me. It's the real poor who end up paying the taxes--the rich folk just pay off the tax collectors!"

"They better not try any of that funny business on us!"

"We'd show 'em a thing or two!"

Just then music was heard and the Daughters of Duda Marching Band entered the main square. They led a parade of the Dames of Duda, who were carrying banners with the slogans ONE FOR ALL AND ALL FOR ONE. This was not simply a demonstration in favor of unity, as the crowd learned when the women began to sing:

"All good ladies sing this song

Duda! Duda!

"Just one wife is never wrong

Oh, Duda Dames!"

Most of the Kan-Kan men pretended not to notice the words of the song, although several of their wives seemed interested.

The Wpodzis just laughed--they have no strict tribal rules about marriage. They believe that family arrangements should be left to the people involved.

However, the Dames were determined to get signatures on a petition to the assembly. They wanted a law forbidding any Borkan from practicing polygamy.

Many women and a few men signed the petition. Then people started to go to their homes or hotels since it was getting late. Finally a thunderstorm broke and everyone ran inside.

1. Today is the first day of the assembly. The question facing the tribal delegates at Synburg is: What form of government would be best for Borka? One of the Kan-Kan delegates, Jave T. Baken, known throughout Borka as the "Old One," just announced to the assembly that seven questions are being distributed to each tribal delegation.

Here are the questions.

- A. Borka needs a leader or group of leaders to unite the country. We need leadership that all Borkans will respect. Would a dictatorship, an oligarchy, or a representative democracy be most likely to provide the kind of leadership we need? Why?
- B. Borka needs hospitals, schools, and highways. The money for these projects will have to come from taxes. Which form of government—dictatorship, oligarchy, or representative democracy, could most quickly pass tax laws and collect money? Why?
- C. The people may rebel if they think their taxes are too high or are unfair (for instance, if poor people have to pay more taxes than rich people.) Which form of government would be most likely to establish tax laws that the people will support? Why?
- D. The people of Kan-Kan and Woodzi are afraid of unexpected attacks from Madawa. They want a government that will be able to help them on short notice. Which form of government could organize the quickest defense, yet still be accepted by Kan-Kans and Woodzis? Why?
- E. Borka needs to become more modern. An intelligent plan for developing trade, farming, and industry will speed up its progress. The planners should be well-educated Borkans with expert knowledge and experience. With what form of government will Borka get the best planners? Why?
- F. Which form of government can best end discrimination against the Woodzis? Why?
- G. If a representative democracy were chosen, would you support equal representation from each tribe or representation based on population? Why?

2. Which form of government do you think would be supported by the greatest number of Borkan people? The greatest number of Borkan tribes?

3. Which form of government do you think would be best for Borka? Why?

BEHAVIORAL OBJECTIVES

- Cognitive:** The student will gain a knowledge of all the areas for public service rendered by the library during the sessions of the class measured by various subject area examinations with 90 per cent accuracy.
- Affective:** The student will gain a sense of value and worth for books and the librarianship profession while working in the library by assisting other patrons to select the desired materials.
- Psychomotor:** The student will be able to demonstrate a naturalized ability toward the card catalog and other tools of the library while working in the library by being able to locate, shelve, or otherwise correctly handle and locate specific materials available with 100 per cent accuracy.

Motivational Technique	Student Activity	Predicted Outcome	Resources
Guided tour through the beginnings of civilization as seen in the library by using posters and diagrams.	Participate in tour.	The student will be able to find each separate area of the library on his own.	Poster of the cave man and the reasoning behind the Dewey Decimal System. (Dewey Decimal Classification sheet and wheel by National Library Week program giving similar information.
Discussion of each of the ten subject divisions of the Dewey Decimal classification system and how it is arranged in the library.	Students will suggest various subjects to be included in each of the ten divisions. Locate various areas.	The student will gain a knowledge of the related subjects in each of the ten classifications. The student will be able to apply this information by locating each section in the library.	How to use the Library charts.
Show example of the British Battledore and rare books. Early substitutes for paper and ink.	Discussion of first libraries and books.	The student will gain knowledge concerning the history of libraries and books.	Sasse, Margo. "The Children's Librarian In America." <u>Library Journal</u> , 19, January 1973, p. 21-5. Sample of Battledore and rare books.
Discussion of the origins, history, and value today of the Library of Congress.	Write a short paper (1-2 pages) on some phase or different library within the Library of Congress.	The student will gain a knowledge of the Library of Congress--its purposes, uses and history.	Books on the Library of Congress.

Motivational Technique	Student Activity	Predicted Outcome	Resources
Discussion of various types of books and how they are to be shelved. Comparison of money to shelving rules.	Will shelve a given number of books, including fiction, non-fiction, biography, reference, short stories, foreign language books, and collective biographies.	Students will be able to imitate the process of shelving books properly.	TRANSPARENCY: How to Use a Library (Dewey Decimal System and Shelf Arrangement), 8 trans. 16 overlays.
Reviewing rules for shelving and learning of its importance to everyone.	Students will work on worksheets for reviewing shelving rules.	Students will be able to naturalize their abilities to shelve various kinds of books.	Worksheet of possible call numbers. (at end of unit.)
Incorporate numerical and alphabetical shelving rules for supplementary materials and equipment.	Learn of the various storage areas for various articles.	Students will be able to further naturalize their abilities toward shelving audio-visual materials, research periodicals, current periodicals, vertical file information and equipment.	Library shelves.
Review rules.	Reshelve all types of supplementary materials correctly.	Student will imitate shelving of all types of supplementary materials other than books.	Library shelves.
The need to secure materials on a limited basis will create a need for loaning library materials in an orderly fashion.	Correctly check materials out and in of the library.	The students will have a knowledge and manipulative technique for loaning library materials for books, audio-visual, periodicals, and vertical file material.	Charging desk.

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Motivational Technique	Student Activity	Predicted Outcome	Resources
Demonstration of the components of a catalog card, including call numbers, author, title, publisher, copyright, and pages.	He will be able to select the various components of a catalog card when called upon.	The student will gain a knowledge of the various parts of a catalog card.	TRANSPARENCY - How to Use a Library (Card Catalog) 9 trans. 16 overlays.
Comparison of the three main types of catalog card - subject, title, and author.	Arrange data for each of the three types of catalog cards on actual cards.	The student will be able to organize information into the correct manner for an author, title, and subject card.	Card catalog.
Learning how to find the exact book needed.	Will be given sample catalog cards and asked to locate those books in the library and reshelve it.	The student will be able to manipulate the information learned earlier when finding a specific book and reshelving it properly.	Card catalog.
By using the Reader's Guide booklets, we will discuss the purpose, use, and value of the Reader's Guide to Periodical Literature as an invaluable library tool.	Able to decipher the coded information in a Reader's Guide entry.	The student will gain a knowledge of the components of the coded information found in the Reader's Guide to Periodical Literature.	Reader's Guide booklets. Library: FILMSTRIP - Reader's Guide - ready reference, Library Filmstrip.
Learn where periodicals are stored and for how long.	Decipher an entry of interest and find the magazine article.	The student will be able to respond to the information in a Reader's Guide entry and locate that particular issue.	Reader's Guide to Periodical Literature.

Motivational Technique	Student Activity	Predicted Outcome	Resources
<p>Demonstrate how pamphlets and newspapers are stored in the vertical file and what types of information is to be included.</p>	<p>Select a topic of interest and find all pamphlet and newspaper information on the subject.</p>	<p>The student will be able to properly imitate the locating of pamphlets and newspaper clippings in the vertical file.</p>	<p>Vertical File Index.</p>
<p>Examine the students grasp of the material covered, in order to proceed to further library activities.</p>	<p>Examination consisting of a sample catalog card (author card) and asking specific facts about the card; where to look in the card catalog for titles of books, biographies, and titles beginning with numbers; a sample Reader's Guide entry to be decoded.</p>	<p>The students will be evaluated as to their knowledge gained toward the card catalog, Reader's Guide and vertical file to be given after completing the previous lessons and to be answered with 95 per cent accuracy.</p>	<p>Teacher-made test.</p>
<p>By this time, the students should be well versed in library procedure and organization. The librarian will construct a pre-test concerning library usage and give to all sophomores. The Librarian must score these tests and arrange the students into three rotating groups by periods.</p>	<p>Each student assistant will select one area of the library-card catalog, Reader's Guide, or vertical file in which he will become a para-expert in this area. He will then prepare a presentation to be given to a rotating group of sophomores during library orientation.</p>	<p>By teaching others, the students will demonstrate a naturalized ability toward various areas of the library.</p>	<p>Pre-test on Library usage.</p>

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Motivational Technique	Student Activity	Predicted Outcome	Resources
The Librarian will administer, or delegate the duty to English teachers, the same pre-test to be given as a post-test to all sophomores.	Score tests and collect and organize data for test results.	The students will value their teaching experience as well as gain knowledge. The evaluation of their teaching ability will be seen in the result of the post-test to be given to all sophomores after a formal library orientation on a near individual basis.	All or any of the resources used previously for library assistants.
The desire that students have to assist in selecting books for the library can be used in a productive as well as educational manner. Discussion of various review sources for library materials.	Each student will be given \$100 to be spent in one of the following areas: fiction. non-fiction (at least one book in ten areas). reference.	The students will gain a knowledge of the acquisition, criteria as well as a means of incorporating student participation in the selection of library materials, stressing that this is the job of the Acquisitions Librarian.	Publisher catalogs and professional selection aids.
Discussion of the advantages of a jobber and demonstration of the proper way to fill out an order blank.	Students will complete an order form from a jobber for their \$100 allotment.	The student will gain a knowledge of the jobber and how to order library materials.	Sample order blanks and catalogs from jobbers.
Demonstrate the purpose and use of <u>Sears List of Subject Headings</u> and <u>Dewey Decimal Classification System</u> and how to classify books by subject areas.	Give classification numbers and subject areas to several books.	The student will be able to catalog a given number of simplified books, thus observing the work of the Library Cataloguer.	Westby, Barbara, <u>Sears List of Subject Headings</u> , 10th ed., Wilson, 1972. Dewey, Melvil, <u>Decimal Classification and Relative Index</u> , 10th ed., Forest Press, 1971.

Motivational Technique	Student Activity	Predicted Outcome	Resources
Students will learn how each book gets its own set of cards and how each one is made.	Observe the correct typing procedures for a complete set of ordinary catalog cards.	The student will be able to analyze the rules for typing a set of catalog cards.	Blank catalog cards.
Instruction of proper filing rules.	Filing of catalog cards.	Students will be able to imitate filing rules. This is one job alone in the library.	ALA, Rules for Filing Catalog Cards, ALA, 1942.
In order for any book to be loaned out, it must have a borrower's card.	Observe the procedure for typing and pasting in and accessioning of several new books.	The student will gain a knowledge of the procedures involved in making book pockets, thus completing the cycle of their \$100 allotment.	Book pockets.
Students will learn to value and use the reference books available in the library.	Take down notes of the purpose and how to use several books (reference). Construct two questions using each book to find the answer.	The student will analyze and evaluate the purpose and content of various biographical dictionaries, encyclopedias, yearbooks, indexes, atlases, dictionaries, and other subject area reference books while learning about the Reference Librarian's job.	Filmstrip-Reference Collection Library Filmstrip, 1967.
By searching for possible research questions, students will learn how to use reference books.	Using selected questions written by the students, find the answers using any available reference book.	Students will be able to demonstrate a naturalized ability in finding answers to questions.	Library.

Motivational Technique	Student Activity	Predicted Outcome	Resources
The need to find information for any class or term paper can be used and enlarged upon by doing actual research.	Select a topic of interest and seek out all available information in the library on that topic and arrange it in a specified manner, giving full bibliographic information (thus eliminating the actual writing of the paper.)	Students will be able to demonstrate a naturalized ability for finding research material. The organization of such material will benefit the student as well as future library patron.	Library.
With actual on-the-job training in the library, students will want to learn how one becomes a librarian.	Look into the college programs in library science.	The student will respond to the educational requirements and benefits for the Library Science field in any of the following areas: School Librarian Public Librarian College Librarian Medical Librarian Business Librarian	FILM - <u>Librarian</u> , 1969, 16 min. CASSETTE - <u>Librarians/ Library Technicians</u> , D4539-CS1, 15 min.
Guest speaker - Public Librarian.	Students will become aware of the duties of the public librarian.	The students will value the Public Librarian as a service to the community.	Guest speaker.
Visit to the Public Library.	Tour of public library.	The students will be able to observe the various jobs of the library science field as a part of this tour.	Public library.

Motivational Technique	Student Activity	Predicted Outcome	Resources
Students will be given a survey course in lettering, mounting, bulletin boards, and other vital parts of the library.	<p>Practice with various lettering styles.</p> <p>Practice dry mounting and rubber mounting techniques.</p> <p>Devise and display an interesting bulletin board using the above techniques.</p>	The student will imitate the skills necessary for developing a bulletin board.	<p>Dry Mount Press, Rubber cement, various paper and materials for bulletin board.</p> <p>Coplan; Kate. <u>Guide to Better Bulletin Boards.</u> Oceana, 1970.</p> <p>Garvey, Mona. <u>Library Displays.</u> Wilson, 1969.</p>
On-the-job training.	Students will learn to operate audio visual equipment.	The students will become capable of operating audio-visual equipment efficiently. This is another area of employment in the field, that of Media specialist.	All audio-visual equipment.
Student and faculty periodical needs.	Allotment of \$200 to purchase periodicals for the school library.	Students will respond to the needs of students and faculty when selecting appropriate periodicals for the school library.	Agency brochures.
Observe the immense amount of mail received in the library each day and the record keeping of relevant material.	Observe the recording of the receipt of new periodicals and newspapers received daily.	The students will comprehend the method followed for keeping an organized record of periodicals and newspaper receipts.	File of periodical and newspapers received.

BIBLIOGRAPHY

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- Coplan, Kate. Guide to Better Bulletin Boards. Oceana, 1970.
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- Fargo, Lucile F. Activity Book for School Libraries. Volume 1 and 2, ALA, Chicago, 1930.
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- Gordon, Cyrus H. Forgotten Scripts. Basic Books, N.Y., 1968.
- Gurney, Gene. The Library of Congress. Crown, N.Y., 1966.
- Meyer, Edith Patterson. Meet the Future. Little, Brown, and Co., Boston, 1964.
- McMurtrie, Douglas C. The Book. (The Story of Printing and Bookmaking) Oxford University Press, N.Y., 1943.
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- Ogg, Oscar. The 26 Letters. Crowell, N.Y., 1961.
- Rogers, Frances. Painted Rock to Printed Page. Lippincott, Philadelphia, 1960.
- Rossoff, Martin. The Library in High School Teaching. 2nd ed., H. W. Wilson, N.Y., 1961.
- Santa Beaul and Hardy, Lois. How to Use the Library. Pacific, California, 1966.
- Sasse, Margo. "The Children's Librarian in America." Library Journal, 19, January, 1973, 21-25.
- Shores, Louis. Basic Reference Sources. ALA, Chicago, 1954.
- Westhy, Barbara. Sears List of Subject Headings. 10th ed., H. W. Wilson, N.Y.; 1972.

OBJECTIVES

The major objectives of this study of the military service as a career are as follows:

1. To provide information that will enable the student to decide more precisely on the branch of service that most suits his individual characteristics and desires.
2. To explain the educational advantages available during his tour of service.
3. To dispel myths and mysticisms connected with the military.
4. To provide information that will give the student a positive mental attitude and the assurance he needs to make a sound decision.
5. To provide information that will help the student decide on the duration of his tour--two years, four years, career, or part-time (National Guard).
6. To present a list of benefits and entitlements awarded to veterans.

THE MILITARY SERVICE AS A CAREER

The objective of a unit on the military as a career would be to provide information that will help individuals to make better decisions in regard to the military.

Motivation Techniques	Student Experience	Predicted Outcome	Resource
Discussion about post high school plans.	Record response.	Instill students with the importance of post high school plans.	
Students write of their hopes and plans for the future.	Students write about what they would like to do and how it can be accomplished.	Make student aware of the significance of his military obligation in his future.	
Ask students for alternate plans.	Make alternate plans including changes made by the draft.	Students should list alternatives and discuss with instructor why he chose these.	
Discuss the selective service system, its classifications, and ramifications.	Students list important points from lecture.	Name classifications and decisive factors with a reasonable degree of accuracy.	See resource list.
Discuss different branches of the service.	Select branches and form interaction groups and write why particular branches were chosen.	Role playing. Select top sergeant to direct activities.	See resource list.

Motivation Techniques	Student Experience	Predicted Outcome	Resource
Discuss preparation for resource persons visit to class.	Prepare bulletin board, get U.S. and WV flags, podium, and microphone. Place posters and information about classroom. Proclaim Army (or other) Day in the school. Arrange for refreshments. Prepare guideline questions to ask recruiter	Proficiency in organization and management.	
Army Day. Army recruiter visits classroom.	Prepare classroom and school. Respond to presentation with questions.	Answer relative questions prepared from presentation with 75 per cent accuracy.	See resource list.
Navy Day. Navy recruiter visits.	Same.	Same.	Same.
Air Force Day. Recruiter visits.	Same.	Same.	Same.
Marine Corps Day. Recruiter visits.	Same.	Same.	Same.
National Guard Day.	Same.	Same.	Same.
Field trip to local National Guard Armory.	Observe. Participate in permitted activities. Ride in jeeps, trucks and tanks.	Write summary of activities and describe the most interesting.	

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RESOURCE LIST

Lists:

Marine Corps Salary Schedule for 1972.

Veterans Administration Fact Sheet for 1972.

Newspaper:

"U.S. Air Force--25th Anniversary," The Herald-Advertiser.
Huntington, WV, Sunday, September 17, 1972; Page 13.

Pamphlets:

"Aliens," U.S. Government Printing Office: 1972 O-465-757.

"Before You Enter the Army," Headquarters Department of the Army:
January, 1972, DA Pam 608-32.

"Communications and Electronics," NAVMC: 7142e PCN.

"Conscientious Objectors," U.S. Government Printing Office:
1972 O-460-173.

"Draft, Past, Present, and Future," U.S. Government Printing
Office: 1972 O-460-174.

"Hardship Deferments," U.S. Government Printing Office: 1972
O-460-175.

"It's Your Choice," Department of Defense; Revised March, 1970.

"Lottery and Class I-H," U.S. Government Printing Office:
1972 O-460-171.

"Occupational Opportunities in the U.S. Marine Corps," NAVMC-6657
(Rev. 4-72).

"Perspective on the Draft," U.S. Government Printing Office:
1972 O-460-172.

"We've Got the Training You Want," U.S. Government Printing
Office: 1972 482-879/7.

People:

Recruiters and Representatives of the Army, Navy, Air Force,
Marine Corps, National Guard, and Bureau of Veterans Affairs.

EXPLORING HEALTH-ORIENTED CAREERS

Health Occupations

Behavioral Objectives

1. The learner shall respond to stimuli from activities and set values on the various health occupations.
2. The learner shall gain knowledge pertaining to a great variety of health occupations, gain comprehension of the inter-relationship of the occupations and the skills involved, and analyze and evaluate this knowledge and comprehension in terms of his individual interests and abilities.
3. The learner shall imitate and simulate motor activities involved in health occupations and manipulate scientific equipment with a certain degree of precision.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Filmstrip.	List occupations investigated via visual aids with duties involved for each.	The student shall become familiar with the wide variety of health-related occupations.	Filmstrip library available in county office, and Title I Resource Center. (See list of those available and location.)
Bulletin board display.	Contribute clippings from periodicals. Write paragraph for each of five current "health" problems.	The student shall recognize current and on-going values of health occupations to society.	Current newspapers and magazines. Pamphlets from federal agencies.

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Motivation Techniques	Student Activity	Predicted Outcome	Resources
Descriptive information discussions.	Study health occupations in terms of years spent in educational preparation, salaries, advancement opportunities, etc.	The student shall become aware of educational requirements, expected future salaries, and opportunities for advancement, and other details related to specific health occupations.	Teacher-prepared handouts. Descriptive material from national organizations of the more technical health careers and other sources.
Tour hospital facilities.	List in order of personal preference occupations observed on tour (or tours.)	The student shall respond to hospital stimuli and gain knowledge of the inter-relationship of "hospital" occupations.	Hospital facilities.
Microscope operation and other scientific instruments used in health occupations.	Demonstrate ability to focus microscope on one prepared slide. List occupations involved with each scientific instrument studied.	The student shall develop skills necessary to operate microscope and become aware of use of other scientific "tools."	Laboratory equipment. Textbook.
Arrange visits to class and interviews of those in health careers.	Interview those employed in health careers. Write brief summation of each personal contact, stressing facts acquired.	The student shall meet with those involved in health-oriented careers and continue to analyze and set values upon these occupations.	Personnel of Hospital. Personnel of County Health Dept.

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Role playing.	<p>Demonstrate concepts gained of the specific occupations portrayed.</p> <p>Write short essay on either the occupation portrayed or one that could not be integrated into the specific role playing situation.</p>	<p>The student shall synthesize and organize to the point of naturalization the role or roles portrayed.</p>	<p>Health-care equipment available in specialized teaching departments.</p> <p>Improvised props.</p>

VISUAL AIDS

Title I Materials Resource Center.

Eyegate Filmstrips 117
117H Nurses Aide

Mason County Board of Education Office

Eyegate Filmstrips H357: Hospital Job Opportunities
Inhalation Therapy Technician
X-Ray Technician
Nuclear Technician Trainee
Medical Assistant
Nurses Aide
Nurse
Hospital Food Service Workers
Diet Clerk and Fry Cook
Maintenance Mechanic and Electrician and Custodian
Hospital Administrative Jobs

Eyegate Filmstrips X335: Education for Occupations
Working in a Hospital

Acoustifone
401 Clerical Occupations
Medical Record Technician
414 Personal Service

International Teaching Tapes
Career Education: A Man's Work
Mortician
Ambulance Driver

"American Occupation" Series -
Personnel Workers
Rehabilitation Counselors
Physicians
Osteopathic Physicians
Dentists
Dental Hygienists
Dental Assistant
Dental Lab Technician
Registered Nurses
Licensed Practical Nurses
Optometrists
Pharmacists

ESR

Podiatrists
Chiropractors
Occupational Therapist
Physical Therapist
Speech Pathologist and Audiologist
Medical Laboratory Worker
Radiologic Technologists
Medical Record Librarian
Dieticians
Hospital Administrator
Sanitarians
Veterinarians

BOOKS

- Colman, Hila. A Career in Medical Research, World Publishing Co., 1968.
- Greenleaf, Walter James. Occupations and Careers, McGraw, 1955.
- Nourse, Alan E. So You Want to be a Scientist, Harper, 1960.

MAGAZINES

Time
Newsweek

Today's Health
U.S. News and World Report

PAMPHLETS

(Only a partial listing of source addresses given here. Any of the national professional organizations of health occupations are potential contributors of informative, instructional printed matter.)

Career Information Service
New York Life Insurance Co.
Box 51, Madison Square Station
New York, New York 10010

Health and Welfare Division
Metropolitan Life Insurance Co.
1 Madison Avenue
New York, New York 10010

American Association of Medical Record Librarians
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Society of Radiologic Technologists
537 S. Main Street
Fond du Lac, Wisconsin 54935

American Association of Inhalation Therapists
332 S. Michigan Avenue
Chicago, Illinois 60604

Division of Career Guidance
Council of Dental Education
American Dental Association
211 E. Chicago Avenue
Chicago, Illinois 60611

CAREER EDUCATION

OCCUPATIONS IN THE HEALTH FIELD

Cluster: Nursing Assistant

Behavioral Objectives

1. The student will be aware of and gain knowledge of some of the opportunities for further education in the health field during the unit of study as measured by teacher observation.
2. The student will value the different working units of the hospital as shown by her preference for working in a particular area during the unit of study as measured by teacher observation.
3. The student will imitate and manipulate equipment with accuracy necessary to obtain employment as a nursing assistant during the unit of study as measured by teacher observation during actual clinical experiences and teacher made manipulative test.

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
introduce course with teacher lecture and discussion.	Reading, oral class discussion, question and answer period.	Students will receive an introduction to the duties of a nursing assistant.	List 1 and 2.
Field trip to hospital.	Observe different areas of hospital including those not concerned with direct patient care.	Student will have knowledge of location of various working units of hospital.	List 3.
	Observe at work the different hospital personnel, including those not doing direct patient care.	Student will be able to find her way around in the hospital without becoming lost.	
		Student will gain some knowledge as to the different jobs available in the hospital.	



Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Field trip to mental hospital.	Observe the care of patients in a facility other than the general hospital.	Student will gain a minimum of knowledge about the care and type of patient in a mental hospital.	List 4.
	Oral discussion and question and answer period with hospital personnel.	Student will respond with empathy to patients with mental illnesses.	
	Observe at work many members of the hospital staff.	Student will gain some knowledge of the various jobs available in a mental hospital.	
Demonstration by members of the local fire department.	Observe use of small fire fighting equipment.	Student will gain knowledge of how to prevent fires and what to do in case of fire.	List 1 and 5
	Use equipment under direction of firemen.	Student will be able to imitate fireman in use of small fire fighting equipment	
	Discussion on fire prevention and control.		

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Lecture, demonstration and discussion on body systems using a replica of the human torso with removable parts.	Make drawings and pictures to display on the bulletin board.	Students will demonstrate knowledge of body systems by making drawings and identifying pictures. Student will develop a level of precision at drawing the body systems.	List 1, 2, 14 and 15.
Lecture, demonstration and discussion on basic human anatomy using a replica of the human skeleton.	Identify and label different bones on the skeleton.	Student will have knowledge of the appearance of a human skeleton. Gain knowledge of basic human anatomy. Apply this knowledge by correctly identifying and labeling the bones of the skeleton.	List 1, 2, 14 and 16.
Field trip to a college.	Tour college and visit the departments concerned with the health field. Take part in a round table discussion.	Student will gain knowledge of the training necessary and the opportunities available for registered nurses, laboratory technicians and dental assistants. Students responded by asking intelligent questions and participating in the discussion.	List 6.

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Lecture and filmstrip on hospital bedmaking; occupied and unoccupied.	Class discussion, question and answer.	Students will gain some knowledge of making the hospital bed.	List 1, 2, 7, 8 and 9.
Teacher demonstration on bedmaking with student playing the role of patient.	Return demonstration with student role-playing the patient.	<p>Student will apply the knowledge gained by properly imitating the teacher.</p> <p>Students will begin to value the patient as a human being thru characterization of the patient role.</p>	List 7, 1, 2, 8 and 9.
Lecture and filmstrip on bathing a patient.	Class discussion, question and answer.	<p>Student will gain some knowledge of how to bathe the patient.</p> <p>Student will understand the principals involved in patient bathing.</p>	List 7, 3, 10, 1, 2, 8 and 9.
Teacher demonstration on bathing, using a demonstration mannequin.	<p>Return demonstration using mannequin.</p> <p>Return demonstration with another student role-playing the patient.</p>	<p>Student can imitate teacher by bathing the patient.</p> <p>Student can begin to have some organization to her work as demonstrated by the order in which she bathes the patient.</p>	215

Motivational Subject
Correlation

Student Activity

Predicted Outcomes

Resources

Lecture and filmstrip
on taking the temperature
pulse and respiration.

Class discussion, question
and answer.

Student will respond to
the exercise needs of the
patient by putting her
through range-of-motion
exercises during the bath.

Student will comprehend
the hygienic needs of the
patient as demonstrated by
giving a thorough and com-
plete bath.

Student will gain a know-
ledge of the normal read-
ings of the TPR for both
adults and children.

List 11, 1, 2, 8 and 9.

Students will gain know-
ledge of the proper pro-
cedure for taking a temper-
ature, counting the pulse and
counting the respirations.

Students will gain know-
ledge of how to cleanse,
"shakedown" and store the
thermometer.

Teacher demonstration on
taking the TPR with a
student role-playing the
patient.

Return demonstration with
a student role-playing the
patient.

Students demonstrated
that they can manipulate
the wrist in the manner
needed to "shake-down"
the thermometer without
dropping it.

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
<p>Filmstrip on taking the blood pressure. Teacher lecture, display of equipment necessary for taking blood pressures.</p>	<p>Class discussion, question and answer.</p>	<p>Student can imitate the teacher by locating, with little difficulty the radial pulse and counting the pulse beats, and by properly counting the respirations.</p>	<p>List 12, 1, 2, 8, and 9.</p>
<p>Teacher demonstration on taking blood pressures with a student role-playing patient.</p>	<p>Identification of equipment from filmstrip and pictures in textbook.</p>	<p>Students demonstrated a natural ability by counting the pulse beats with 100% accuracy.</p>	
	<p>Identification of different parts of equipment and how they operate.</p>	<p>Students will know the names of the pieces of equipment used to take blood pressures.</p>	
	<p>Return demonstration with another student role-playing the patient.</p>	<p>Student will know how to cleanse the equipment.</p>	
		<p>Student will value the equipment as a very necessary instrument in the total care of the patient.</p>	
		<p>Student will understand the mechanics of the blood pressure apparatus.</p>	
		<p>Student can properly imitate the teacher in applying the blood pressure cuff on the patient's arm.</p>	
		<p>Student can imitate the teacher by locating the brachial pulse with little difficulty.</p>	

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Go to a hospital for clinical experience.	Perform duties of a nursing assistant such as bathing patients, making beds, taking temperatures, pulse, respirations and blood pressures.	Student will develop a level of precision to do blood pressure readings correctly and accurately. Student can proficiently apply theory to health skills. Student will respond with empathy to the needs of her patient. Student will value the patient as an individual and work toward maintaining that individuality. Student will show a natural ability in performing as a nursing assistant as demonstrated by being accurate in her work, organizing her work well, always careful in her care and use of supplies and equipment, being industrious, seldom tardy or absent, getting along well with her co-workers and always neat and clean in her personal appearance.	List 3 and 13.

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Go to a hospital.	<p>Spent at least one entire class period in nearly all the different units of the hospital.</p> <p>Observe at work and work with, whenever possible; employees in at least 25 different types of jobs.</p>	<p>Class will have a general understanding of the jobs performed in the hospital.</p> <p>Student will have knowledge of the training required for the various fields.</p> <p>Student will respond by being able to report on 15 jobs with 90% accuracy.</p> <p>Students will have knowledge of the jobs attainable to them according to their physical and mental ability as well as their interests and ambitions.</p>	List 3.

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RESOURCE LIST

1. Hospital Research and Educational Trust, Being a Nursing Aide-- Brady, 1969.
2. Mayes, Mary E., Abdallah's Nurse's Aide Study Manual -- Saunders, 1970.
3. Pleasant Valley Hospital Personnel.
4. Lakin State Hospital Personnel.
5. Pt. Pleasant Fire Department Personnel.
6. Personnel at Parkersburg Community College.
7. Occupied Bed Making, Trainex Corporation.
8. Cherescavich, Gertrude D., A Textbook for Nursing Assistants, -- Mosby, 1964.
9. Kozier and DuGas, Fundamentals of Nursing -- Saunders, 1967.
10. The Patients Bed Bath, Trainex Corporation.
11. The TPR, Trainex Corporation.
12. Blood Pressure, Trainex Corporation.
13. Patients at Pleasant Valley Hospital.
14. Frenay, Sister Agnes Clare, Understanding Medical Terminology, The Catholic Hospital Association, 1969.
15. Replica of Human Torso with removable organs.
16. Replica of Human Skeleton.

TITLE OF UNIT

INCREASED AWARENESS OF USE OF LATIN IN HEALTH OCCUPATIONS

Occupational Cluster-Health

Behavioral Objectives

- Cognitive:** The students will have gained a knowledge of the Health Occupations. They will know how the subject of Latin will aid them in analyzing health terms from Latin root words. They will synthesize this information for retention of their knowledge.
- Affective:** The students will have received information about jobs in the Health Occupations. They will respond to this information, organize it and place a value upon it which will enable them to plan on their future.
- Psychomotor:** The students will make posters, bulletin boards, and collages. They will engage in role playing using Latin health terms. They will use the "tools" of health occupations such as stethoscope and thermometer.

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Dentist. Film on correct way to care for teeth.	Discussion by students. Students will demonstrate correct brushing procedure.	Students will receive knowledge of dental hygiene, organize it and value it individually.	"Show & Tell" picture and record <u>How To Take Care of Teeth.</u>
Dental terms derived from the Latin will be given by teacher and researched by students.	Posters of tooth will be made with parts labeled with English derivatives. <u>dentine</u> <u>dentist-pulpa-cavum</u>	Students will have a knowledge of tooth structure, cause of cavities, and proper dental care. They will apply terms derived from the Latin.	Latin-Current Use - Eli E. Burriss, L. Casson and Prentice Hall. 226

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Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Lecture by dentist. Dental tools will be explained and passed around.	Students will "finger" instruments and manipulate the tools of dentistry.	Students will respond to the requirements of dentistry-education, physical and manual dexterity needed, and terminology. They will place a value on these.	Local Dentist.
Models of teeth with fillings will be passed around and explained by the dentist.	The students will label tooth surfaces such as mesial and distal on a chart. They will be precise in their location of these.	Students will gain a knowledge of the types of fillings as they compare the 5 surfaces after organizing their knowledge, they will place a value on it.	Local Dentist.
Dental Assistant - Lecture on duties of an assistant.	Question and answer period by students.	Students will respond to the necessity of record keeping. They will place a value as to its importance.	Local Dental Assistant.
Filmstrip.	Discussion of film by students.	Students will gain a knowledge of the educational requirements necessary. They will respond to the varied activities of an assistant.	<u>Medical Assistant</u> ESEA TITLE III H3579 Bd. of Education.
Appointment cards and dental records will be displayed.	Students will fill in dental records. They will shade the types of filling on dental records and label it. Ex: Distal Surface. Mesial Surface.	A knowledge of this important part of record keeping will be received. A value will be placed as to the necessity for records as identification.	Local Dentist Office.

Motivational Subject Correlation	Student Activity	Predicted Outcomes	Resources
Dental terminology will be given to class.	A collage will be made of all Latin terms used in dentistry.	Students will organize common dental terms from Latin and respond to the English counter part.	Dental terminology - Lovetta Individualized Programs, Lovett & Co., Clarksburg, W. Va.
Field trips to dentist's office.	Students will tape a dentist as he fills a tooth aided by his assistant.	A value will be placed on sounds that are much a part of dentistry. The students will respond to these.	Tape by students.
Need for sterilization will be stressed.	Students will sterilize in class. Dental assistant will demonstrate.	Students will place a value on this need for cleanliness and respond to it.	Sterilizer and cold sterilization.
Dietician.	Student will make bulletin board of proper nutritious diets.	Students will gain a knowledge of balanced diets in a hospital. They will respond to the activities seen on the field trip and place a value on the occupation.	Dietician, local hospital.
Film Cassette - Follow up to field trip to hospital.	Student will determine amount of food consumed in a day.	A knowledge of kitchen facilities will be gained. Types of trays and methods of cooking will be observed. The students will place a value on this job.	<u>Hospital Job Opportunities Series.</u> Diet Clerk and Fry Cook H357H Bd. of Education.
Film. 22:1	Students will discuss film. Posters will be made of different jobs involved in the kitchen alone.	Student will respond and place a value on jobs which are a part of hospital life such as dietician, fry, cook, and salad maker.	Hospital Food Service Workers H357G - Bd. of Education. 2/30

Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
Role Playing.	Students will simulate a scene preparing a dinner. Meals will be planned. Menus will be made for children and adults. Food will be ordered.	Students will synthesize expense of food. They will have a knowledge of well balanced meals, the cost, special diets, and as they respond, they will place a value on preparation of food as an occupation.	Student research - <u>Good Housekeeping Cookbook.</u>
Laboratory Technician Lecture.	Question and answer period will follow.	Students will know requirements of this health occupation. They will learn the need for accuracy. A value will be placed on this type of information received.	Lab Technician - Local Hospital.
Filmstrip.	Students will discuss film. The various types of laboratories will be listed on a bulletin board. The duties of each will be portrayed.	Students will comprehend the variety of jobs available to a laboratory technician. They will analyze these, organize them in order of preference and place a value on them.	<u>Laboratory Technician in Science - ESEA - Title III.</u>
Blood testing will be explained.	Blood will be typed in class.	Students will have a knowledge of the different types of blood. They will react to this experience. They will analyze their feelings and place a value on their responses.	Local Lab Technician.
Field trip to a hospital to observe technicians at work.	Students will observe Technologists and record types of testing seen.	Students will respond to aspects of the lab. They will also gain a knowledge of the need for accuracy and place a value on it.	Local hospital.

Motivation Subject Correlation	Student Activity	Predicted Outcome	Resources
Field trip to dental office laboratory.	Students will observe methods of taking impressions for partials and dentures. They will prepare a "tray" for an impression.	Students will gain a knowledge of preparing a mold. They will apply this information and respond by placing a value on it.	Dental Lab.
Psychologist. Film.	Students will watch film without sound and try to decide what characters are saying. They will then use sound track and compare their interpretation.	Students will evaluate problems in the film. They will respond to the situation. They will organize their responses and value them.	<u>By Jupiter</u> - the film reveals every day experiences of man.
Film.	Students will discuss aspects of film and behavior modification. They will have a question and answer period.	An awareness of young people's involvement in study of emotional health will be received. The students will respond to the situations explored in the film and value it.	<u>Emotional Health</u> - State Office Bldg. Mental Health Dept., Charleston, W. Va.
Latin terms given by teacher.	Terms will be put on bulletin board. Collages will be made by students. Example: Psychology - Study of mens' mind-mental.	Latin terms and English derivatives will be correlated and provide information for retention of knowledge.	<u>Medical Latin and Greek</u> Mignonette Spillman American Classical League, Oxford, Ohio.
Cassette on use of psychology in profession of mortician.	Students will discuss how psychology is used in this occupation identified with sorrow.	Students will gain a knowledge of elements of good mental health and positive thinking. They will respond to these and value them.	<u>A Man's Work</u> - International Teaching Tapes, Inc.

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Motivation Subject Correlation	Student Activity	Predicted Outcome	Resources
Role Playing.	Students will set up a group session.	Students will gain a knowledge of how this therapy can be utilized through imitation and response to stimulations within a group.	Students.
Physical Therapist. Film.	Discussion of film by students.	Students will analyze type of work involved, patience needed, and a typical day's activities. They will value these qualities for themselves as individuals.	<u>People Who Help Others.</u> Public Health Dept. Charleston, W. Va.
Physical Therapist will lecture.	Students will question therapist and discuss educational requirements, salary future outlook, and related occupations.	Students will analyze whether they have the strength and patience to repeat necessary exercises and not expect immediate results. They will organize their responses and place values on them.	
Therapist will discuss muscles and demonstrate exercises needed for rehabilitation.	Students will follow directions of therapist and will engage in an activity in which they will feel the pull of the muscles. They will "massage" the weakened muscles.	Students will gain a knowledge of exercise procedures that rehabilitate the body. They will be aware of patience necessary. They will evaluate these and will respond to them.	
Role Playing.	Student will use crutches and attempt to walk. They will use one arm and one leg.	Students will respond to the feeling of being handicapped. They will analyze their feelings about working with the handicapped. They will place a value on this response.	Students play scenes related by physical therapist.

Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
Latin derivatives will be given by teacher. These will be of muscles and bones.	Students will research these and put them in poster form. Example: Therapy means to heal. Heliotherapy. Hydrotherapy.	Students will have a knowledge of Latin and Greek derivatives in medical terminology, and will make application to their English.	<u>Medical Terminology - American Classical League Service Bureau</u> , Miami, University.
Nursing - Nurses Aide- Films.	Films will be discussed by students.	Students will know various duties of nurses and nurses aide.	(1) <u>Public Health Nurses</u> (2) <u>Public Health and The Retarded Child.</u> Public Health, Charleston, W. Va.
Filmstrip.	Students will see all phases of nursing and discuss advantages and disadvantages.	Feelings about the occupation will be internalized and a value placed on these.	<u>Nurse-ESEA Title III-H357F.</u> <u>Nurses Aide-ESEA - Title III.</u>
Latin terms for student to research as used in nursing will be given.	Posters of medical terms derived from Latin will be used.	Students will be made conscious of medical terms by associating them with a prefix, suffix or Latin root.	<u>Medical Latin and Greek</u> by Mignonette Spillman.
Public Health Nurse will lecture - "tools" of profession will be brought to be handled by students-- thermometer and stethoscope.	Students will have question and answer period. They will take temperatures. Blood pressures will be taken. Students will listen to each others heart beat. Bed pans, ice bags forceps, etc. will be passed around to students.	Students will know how to read a thermometer, record blood pressure and hear heart beats. They will understand temperature variation. A knowledge of some nursing equipment will be gained.	Public Health Nurse.

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Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
Filmstrip - Cassette.	Discussion of a typical doctor's day.	Students will gain a knowledge of the various activities and emergencies a doctor may encounter during a day.	Series: <u>Hospital Job Opportunities</u> . ESEA - Title III - Bd. of Education.
Terminology of various terms derived from the Latin will be given by the teacher and researched by the students.	Students will make a poster showing a list of Latin and Greek prefixes, affixes, and root words in medical terminology. This will be in the shape of a family tree: <u>anti</u> -means against: 1. <u>antitoxin</u> 2. <u>antiseptic</u> <u>itis</u> - inflammation of 1. <u>neuritis</u> 2. <u>tonsillitis</u>	This self created visual media will portray vividly medical terms in a manner conducive to the integration of knowledge and promotion of a better comprehension of the meaning of terms.	<u>Medical Dental Terminology</u> - Lovett & Co., Clarksburg, W. Va.
Latin names for parts of the human body will be given by the teacher. These will be researched by the students in dictionaries.	A skeleton will be drawn by the students. It will be labeled in Latin with the English equivalent, since Latin serves as the main key to the bones in the body.	The student will gain a knowledge of terms of anatomy. He will know that his Latin background is a key to over 200 bones in the body. This will aid his study of health occupations. Example: <u>Sternum--Clavicle</u> .	<u>Latin & Greek for Nurses and Doctors</u> . American Classical League, Miami University.

Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
Lecture by physician. Included will be educational requirements and cost. <u>Cassette on Physician and Osteopathic Physicians.</u>	Students will have question and answer period.	Understanding of the advantages and disadvantages of the profession of medicine will be gained. The student will know the years of preparation necessary for the career and place a value on these.	Educational Sensory Program - Bd. of Education.
Field trip.	Students will have a guided tour of a hospital.	This will add to students growing reserve of knowledge and will help him develop positive or negative feelings.	Local hospital.
Field trip.	Data sheets will be kept to record observations. Students will discuss conclusions in class.	The student will gain a knowledge of the hospital routine. The sights, smells, and sounds observed, will help him to search himself and draw conclusions concerning his feelings for this profession.	Local hospital.
Contemporary medical terms will be given by teacher.	Students will research these terms and determine whether they have been borrowed from the Greek and Latin and how they evolved.	The students will realize that the rapid development of science has brought about the invention of new terms, most of which have been adopted from the Latin	<u>Chief Sources of Our English Language</u> by Bertha C. Forther. American Classical League Service Bureau.

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Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
<u>X-ray Technician - Filmstrip.</u>	Students will discuss aspects of x-ray technicians as portrayed in filmstrip.	Students will gain a knowledge of this phase of hospital occupations.	X-ray Technician. <u>ESEA Title III - Hospital Job Opportunities H357B.</u>
Lecture by X-ray technician at the local hospital.	Students will have question and answer period.	Students will understand setting for x-rays in a hospital. They will know reasons for a lead apron. The dangers of carelessness from exposure will be internalized and valued.	X-ray Technician at local hospital.
Latin terms will be given by teacher.	Technical terms will be researched by students through word roots such as: (1) <u>scope</u> - to look at <u>otoscope</u> - <u>ophthalmoscope</u> . (2) <u>trans</u> - across <u>transfusion</u> <u>transudation</u> .	Use of Latin in technical terminology will be evident. Students will find the combining of forms and latin roots will facilitate the acquisition and retention of knowledge.	<u>Latin and Greek for Nurses and Doctors.</u> American Classical League Services. Miami University, Oxford, Ohio.

Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
<u>Maintenance</u>			
Follow up to field trip to a Hospital Film.	Students will discuss the jobs of hospital maintenance.	Students will know of what makes a hospital run smoothly.	Maintenance Mechanic, Electrician and Custodian <u>Hospital Job Opportunities</u> H357L
Teacher will present list of maintenance jobs.	Students will make bulletin board of all maintenance work they had observed while on the field trip.	Students will gain a knowledge of various job opportunities in custodial care of a hospital. They will place a value on these after they receive the information.	Students - Bulletin Board.

Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
<u>Inhalation Therapist - Lecture.</u>	Students will have question and answer period about job role, education, advantages, and disadvantages.	Students will gain a knowledge of new techniques in respiratory treatment.	
Film.	Students will make a poster of illnesses which require an inhalation therapist.	The students will analyze the duties, respond to them, and value them.	<u>Inhalation Therapist - Hospital Job Opportunities H357A, Bd. of Education.</u>
Teacher will give a list of respiratory ailments.	Students will research the Latin words from which they are derived.	The students will make application of Latin root words, prefixes, and suffixes in medical terminology to the occupation. They will organize the terms and respond to these.	<u>Medical Latin and Greek - American Classical League, Miami, Ohio.</u>
Field trip.	Students will visit office and oxygen supply room at a hospital.	Students will analyze the uses of oxygen. They will respond to the trip by placing a value on the information received.	Local Hospital.

Motivation Subject Correlation	Student Activity	Predicted Outcomes	Resources
Pharmacy - Cassette.	Students will discuss occupation. Tasks as related in cassette will be researched in preparation for talk by pharmacist.	A knowledge of requirements of pharmacy will be gained. The students will analyze these, evaluate and respond as individuals.	Pharmacy - Educational Sensory Programming, Bd. of Education.
Latin abbreviations used in pharmacy will be given by teacher and researched by students.	Bulletin boards of prescriptions written in Latin and translated into English will be made.	Students will have a knowledge of terminology of prescriptions commonly written in Latin abbreviations. They will make application of these to the English by organization of the terms.	Medical Abbreviations from Latin approved by Medical Record Committee of Strong Memorial Hospital.
Lecture by pharmacist.	Discussion and answer period will follow.	A knowledge of "behind the counter" tasks will be gained.	Pharmacist.
Methods of measuring will be explained. Pill bottles and medicine containers will be distributed.	Students will follow directions and fill prescriptions. Medicine will be measured and dispensed.	Students will comprehend necessity of accuracy in measurements. The students will respond to this and place a value on it.	Bottles and measuring apparatus provided by pharmacist.
Situation of related occupations will be given for research.	Students will form a corporation. They will buy hospital equipment such as beds, wheel chairs and crutches. They will rent these and see what profits could be realized.	Students will have a knowledge of the relationship between pharmacy and other sources of income. They will respond to this and place a value on it within themselves.	Students will investigate through magazines and interviews.

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Valentine, Charles W. Latin Through English. New York: St. Martin's Press, 1948.

Trotter, Spencer. "Terminology of Anatomy." The Classical Weekly. Feb. 25, 1918.

AUDIO VISUAL AIDS

By Jupiter - Film and Sound - Mental Health Series, State Office Bldg., Charleston, West Virginia.

Emotional Health - Film and Sound - Mental Health Series, State Office Bldg., Charleston, West Virginia.

Inhalation Therapy Technician - Hospital Job Opportunities H357A, Cassette, Bd. of Education.

Maintenance Mechanic, Electrician and Custodian, Hospital Job Opportunities H357L, Cassette and filmstrip, Bd. of Education.

Medical Assistant Series, Hospital Job Opportunities, H357D - Filmstrip - cassette.

Mortician - Cassette, "A Man's Work", Group International Teaching Tapes, Inc.

Nurse Series, Hospital Job Opportunities H357F, Cassette and Filmstrip.

Nurse's Aid Series, Hospital Job Opportunities H357F, Cassette and Filmstrip.

Pharmacist, Educational Sensory Programming, Cassette.

Physicians - Osteopathic Physicians, Educational Sensory Programming, Title III, Cassette.

People Who Help Others - Film and Sound - Public Health Dept., Charleston, West Virginia.

The Retarded Child - Film and Sound - Public Health Dept., Charleston, West Virginia.

THE PRODUCTION AND RELATED OCCUPATIONS
OF THE MUSICAL SHOW

Secondary Level

Fine Arts and Humanities

Behavioral Objectives

1. The Student will gain knowledge of what a musical show is and how best it can be used.
2. The Student will receive information on the different jobs connected with the presentation of a musical show.
3. The Student will actually manipulate the "tools-of-the-trade" in making scenery, arranging music, writing script or program, designing sets, etc.

Motivation Techniques & Subject Correlation	Student Activities	Predicted Outcome	Resources
Lecture & Film - "The Show Must Go On."	Observation of the film while teacher points out different techniques and skills.	The student will gain knowledge of what a Musical Show is.	<u>Perspectives in Music Education</u> , M.E.N.C. Publication.
Brief description and history of the Musical Comedy through Records.	The student will listen to examples and asked to give evaluation.	Student will be asked to evaluate and comprehend what they hear.	<u>Education Through The Cultural Arts</u> , from the American Musical Stage. Ex: "Show Best" Kern; R.C.A. LDP-1505. Ex. "Girl Crazy" Gershwin; Columbia OL-7650. Ex. "Kiss Me Kate" Porter; Capital TA-1267.
Assign Books for Reference. (Term Paper.)	The students will read books of their own choice related to the subject matter and make oral reports to the class.	Students will gain knowledge of subject by readings, listening, and evaluating.	<u>Musical Comedy in America</u> - New York Theatre Books. <u>The World of Musical Comedy</u> - Stanley Green contained in <u>Education Through the Cultural Arts</u> .

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Motivation Techniques
& Subject Correlation.

Student Activities

Predicted Outcome

Resources

Field Trip to Local
University.

Student will receive ideas
from observation.

Student will respond to
ideas he receives at the
viewing of a professional
show.

Field Experience.

Interviewing persons
that work in the field.

Students will interview
several persons that
are working within the
framework of a musical
show at the present.

Students will hopefully
form a characterization
of people they come in
contact with.

Field Experience which
would include visiting
with Community Concert
groups, professionals
visiting area college
of University campuses.

Writing a play or show.

Students will write an
original show, using
very simple fundamentals
or techniques.

Students will manipulate
very simple fundamentals
in putting together a
short presentation.

Music in General Educa-
tion. The Supervising
Teacher M.E.N.C. Publica-
tion.

Role players-several people
they have interviewed.

Students will play the
parts of everyday life
of characters they choose.

Students, through imitation,
will learn how it would feel
being a certain character.

Conn. Chord - Publica-
tion by C.G. Conn.
"Directing musical shows"
in public school.

Scrapbooks will be pre-
pared.

Students will prepare
scrapbooks in order to
gain insight into how
professionals operate.
They will cut from current
issues of newspapers ad-
vertising of performances
of professionals.

Students will learn a
current everyday view of
weekly happenings in the
musical field.

New York Times, current
issue.
Downbeat Magazine, view
of everyday happenings.

Motivation Techniques & Subject Correlation	Student Activities	Predicted Outcome	Resources
Viewing Television.	Students will be asked to watch certain specials to be televised.	Students will respond the following day to the specials, and will be asked to evaluate.	NBC, CBS Television Networks.
Role Playing Experience.	Students will be asked to play the part of a writer on a T.V. special or Musical Show.	The students will articulate the subject, and write a script from his own ideas.	<u>The Destiny Series</u> - <u>The American Musical Stage.</u>
Constructing Props.	Students will build scenery, painting and work with lighting.	Students will learn the occupation of carpenter, artist, and lighting engineer in relationship to the musical show.	<u>Conn. Chord</u> - Bringing the professional into the classroom series.
Hands-On-Experience.	Students will write and arrange music for the pit orchestra or band.	Students will learn to manipulate the "tools-of-the-trade" by using the score paper, pens and transposition charts.	<u>Music Educator's Journal, M.E.N.C.</u> Publication.
Contact by Letter.	Letters will be written to persons in charge of productions at the Radio City Music Hall in New York.	Students will gain knowledge from updated comments from professionals.	<u>Field Experiences</u> - Radio City Music Hall.
Dramatization or Role Playing.	Students will take part in a semester class project. They will produce and direct a Musical Show themselves.	Students will analyze and gain knowledge from the different facets of producing a real show.	<u>Notes A-Tempo, W. V. M. E. A.</u> Publication. <u>Perspectives in Music - Education.</u> <u>Making Music Your Own</u> - Silver Burdette

REFERENCES

Music Educators Journal, November 1971, page 57, March 1972, page 60, November 1972, page 66. Official Magazine of the Music Educators National Conference.

Downbeat Magazine, Jazz-Blues-Rock, page 4, May 1971, page 18, September 1970.

Conn Chord, C. G. Conn, LTD. Oak Brook, Illinois, page 21, November 1972.

Social Psychology of Music, Paul R. Farnsworth, Iowa State University Press, 1969. Chapter Ten: The Application of Music to Industry and Therapy.

Music In General Education, M.E.N.C. Publication, Copyright 1965, Ernest and Gary, Washington, D.C., page 92.

Perspectives In Music Education, Source Book III, Kowell, M.E.N.C. Publication.

Making Music Your Own, Silver Burdette Company, Eisman, Jones, and Malone, Chapter Six.

Education Through The Cultural Arts, Destiny Series - Music, Cooperative Extension Service, Appalachian Center - W.V.U. Article: The American Musical Stage.

Harvard Dictionary of Music, Willi Apel, Second Edition, Section On Great Composers.

Notes-A-Tempo, West Virginia Music Educators, Official Publication Articles on the Musical Show.

The New York Times, Current Issues, Section on appearing Broadway Musical in New York.

N.B.C., C.B.S. Television Stations, Current Specials featuring Musicals.

Radio City Music Hall, Inc., N.Y., New York Current Productions.

CREATIVE WRITING

Behavioral Objectives

1. Affective - Help student become aware and put values on writing as a career, as measured by pupil responses to class stimuli.
2. Cognitive - To show students how writing careers are involved with their every day lives as shown by the completed list of writing occupations developed.
3. Psychomotor - Allow students to work in a "hands-on" situation in a printing show or bindery to develop an adequate level of facility in basic printing skills.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
<p>Introductory class session, using induction and class participation to arouse awareness of writing occupations and their close relationship to our daily lives in school, at home, at work, at play, etc.</p> <p><u>Subject Correlation</u> - To be started at some convenient point in an on-going literature on poetry unit to be expanded and developed as time and interest allow. Should be summed up at the final point of investigation.</p>	<p>Class participation in this discussion.</p> <p>Response to <u>Probing Questions</u>. To provide food for expanding discussion.</p>	<p>To assemble the beginning of a list of jobs and careers that would be included in the writing cluster.</p> <p>To provide a variety of writing forms as pieces for aesthetic consideration then as generic to the career cluster. To build one step from the previous one the student's understanding to be measured by labelling the examples by type.</p>	<p>Textbooks, magazines, personal background and experience of students.</p> <p>Senior literature book anthologies of selected writings. School library, public library, and home library.</p>

**Motivation Techniques
& Subject Correlation**

Student Activity

Predicted Outcome

Resources

Set up action groups by student interest. Each group investigates the facts of a single writing job.

Team learning and research to examine a topic of mutual interest.

Motivation of most class members by allowing them to work in an area of particular interest, as shown by their active participation in a skill area.

Open to Group initiative.

Sponsor field trip to newspaper.

Observe and note as many jobs as possible during visit.

To expand list of satellite occupations related to the actual writing careers, as measured by expansion of cluster lists after visit.

Local Publisher.

Sponsor field trip to local advertising agency.

Observe and note various occupation and differences between ad agency and newspaper.

Broaden outlook and expand the cluster listings.

Local ad agency.

Class participation activity formulating complete list of writing careers and supportive professions.

Inputs into listing and defining job cluster.

Have students know and have some understanding of various careers in cluster, as measured by student made cluster charts with jobs arranged on it.

All previous exposure to cluster.

Manipulative activity allow students to select writing model to master copy, or imitate for class examination.

Present to class their respective attempts to portray a particular writing type.

Familiarize students with differences and similarities between kinds of writing and skills needed for each, as shown by writing assignments on each one.

Library, newspaper, magazines, texts, manuals, etc.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Organize Literary career club.	Discuss and review various works and types of writing both professional and local.	Promote continuing interests in the writing cluster as measured by membership, volume of local submissions, and club participation.	Local writing efforts, literary sources.
Set up career information day.	Student select various jobs taken from list assembled. Research opportunity, educational requirement, salary, and security.	Familiarize students with the facts relevant to careers in writing, as measured by sincere interest shown by some students who participate and follow up on their own.	U. S. Government Research-National Research Organizations. Various writing guilds.
"Hands on" activities - (To incorporate when and where possible.) Field trip to print shop.	Allow as many students as possible to do several steps in the printing process.	Allow students to get a better "feel" of the manual careers supplementary to writing occupations, as measured by their level of participation in the "hands-on" experience.	Local job printer.
Invite local journalist to class, let him guide students through a typical writing experience.	Have students imitate the steps of the journalist.	Object lesson (in personal writing style, procedures, etc, as measured by students) success on a follow-up writing assignment.	Local journalist.
Set up "poetic experience" sessions. Surround students with object that have traditionally inspired introspection and poetic thought. Use both individual and group response to the objects.	Have students try to look beyond the surface into the soul of flowers, trees, nature in general. Allow meditation periods on deep topics: death, love, etc.	Help students set up a kind of creative feeling or interaction between themselves and their environment, culture, etc.	Artifacts, objects of nature, works of art, etc.



Motivation Technique & Subject Correlation	Student Activity	Predicted Outcome	Resources
<p><u>Subject Correlation</u> - Having explored the broad cluster of creative writing and supportive careers, the students will move into direct involvement in producing a school newspaper.</p>	<p>Students become active in and receive instruction in all phases of producing a newspaper. Stress is on the completed product from start to finish.</p>	<p>Help students get experience in actually working at possible career choice. Allow for individual involvement, choice selection and commitment, as measured by their apparent attending functions towards the particular jobs of careers.</p>	<p>School Journalism workshop.</p>
<p>Emphasis here on all jobs. Some students will like creative functions, others manual. No distinction as to more or less important jobs. Strong emphasis on "hands on" activity to produce end result.</p>	<p>Allow for experimentation and selection of activities, helping students find their greatest area of interest.</p>	<p>Students will locate particular job type which they find most rewarding. Work from this point toward actual career investigation as a possible future choice.</p>	<p>School journalism class and workshop.</p>

CONSERVATION OF NATURAL RESOURCES -

TEDDY ROOSEVELT TO PRESENT

Environmental Occupations

1. Affective - To give the students a value of the importance of the conservation occupations during a unit study of American History as measured by teacher observation.
2. Cognitive - The student will gain a knowledge of the background of environmental occupations as compared to today during the unit of study as measured by an oral examination with 100% accuracy.
3. Pschomotor - The students will learn about the various occupations in conservation fields during the course of study as evaluated by the teacher.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resource
Initiate subject of conservation by studying Roosevelt's contributions toward preserving natural resources.	Students to read Part 3 of Chapter 8 of textbook.	Students will gain an understanding of early conservation efforts.	See List I.
Divide students into three groups for discussion purposes.	Group I - to discuss the Newlands Reclamations Act. Group II - To discuss the White House conference. Group III - To discuss the North American Conservation Conference.	Students will learn the historical beginnings of conservation.	See List I.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resource
Each group will be asked to relate their research findings.	Each group will have one individual report on the findings of the group.	The class will understand the relationship between the groups and evaluate the significance in regard to conservation.	
Show filmstrip of Roosevelt's conservation period.	Students will discuss the areas of conservation that Roosevelt enacted.	Students will gain a knowledge of the limited beginnings of conservation practices of the past.	See List 1.
Discuss limited job opportunities of the past.	Students will discuss the level of occupations emphasizing their skill level.	Students will gain a value of the importance of conservation practice of today as compared to the past.	
Divide class into three groups, using water, air, and land as topics to discuss conservation development.	Students will research the various occupational fields in these areas of study.	Students will gain a complete insight into the occupations in conservation of water, land, and air.	
Show filmstrip on water conservation.	Students will discuss the problems, remedies, and occupations involved.	Students will respond to the importance of the various occupations associated with water conservation.	See List 1.
Class presentations of water conservation occupations.	The students will give individual reports on occupations found in water conservation through the use of discussion, charts, and audio-visual aides.	Students will gain a knowledge of the various levels of specific occupations concerning water conservation.	See List 1.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resource
Bulletin Board.	Students will construct a bulletin board of occupations related to water conservation.	Students will display the materials they have constructed and obtained related to occupations concerning water conservation.	See List 1.
Show filmstrips on land conservation.	Class discussion on filmstrip and occupations related to it.	Students will analyze the importance of the occupations associated with land conservation.	See List 2.
Group presentation of land conservation occupations.	Individual reports on land conservation occupations. Audio-visual aids may be used.	Students will gain a knowledge of the various occupations associated with land conservation.	See List 2.
Bulletin Board.	Students will construct a bulletin board of related occupations in land conservation.	Students will have a visual display of the occupations relating to land conservation.	
Have speaker on land conservation.	Students will have question and answer period with speaker.	Students will gain a comprehension of occupations related to land conservation through a first-hand resource.	See List 2.
Show filmstrips on air conservation.	Class discussion on filmstrips and how it related to various occupations in air conservation.	Students will evaluate the various occupations related to air conservation.	See List 3.
Group presentation of air conservation.	Each student in the group will give a report on an occupation in the air conservation field. They may use audio-visual resources.	Students will gain a knowledge of the many occupations associated with air conservation.	See List 3.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Bulletin Board.	Students will construct a bulletin board of occupations found in air conservation.	Students will become more knowledgeable of the many occupations in air conservation through observation of bulletin board.	
Field trip to Electrical Plant.	Students will make a list of the different occupations that may relate to the control of air pollution.	Students will receive a first hand experience of the related occupations in air conservation.	
Role Play.	Each student will role play one occupation of his choice that relates to conservation of our natural resources.	Students will imitate the job description of occupations and consequently become more familiar with the task involved.	
Post Test - Oral test on knowledge of students on environmental occupations.	Each student will be required to answer one question of the occupations of each group presentation.	The students will apply the material they have seen and heard and relate this knowledge in answer form to the teacher.	

LIST 1

Textbook, Rise of the American Nation, Vol. II, Todd, Curti.
Soundstrip, "Water Plant Operator," Acoustifone Corp.
Filmstrip, "Water and Its Conservation," 990, Eye Gate.
Filmstrip, "Water Pollution," B350C, Eye Gate.
Soundstrip, "Water Plant Operator," Acoustifone Corp.

LIST 2

"Soil and Its Conservation," 99E, Eye Gate
"The Conservation Our Forests," 99F, Eye Gate.
"This Land of Ours," 99A, Eye Gate.
"Land Pollution," B350-B, Eye Gate.
"The Conservation of Wildlife," 99-G, Eye Gate.
"The Conservation of Minerals," 99-H, Eye Gate.
Soundstrip, "Forestry Technician," Acoustifone Corp.
Soundstrip, "Soil Conservation Technician," Acoustifone Corp.
County Wildlife Conservationist.
County Agriculture Agent.
County Soil Conservationist.
Tapes -
"Forresters," E.S.P., "American Occupations Series."
"Forrestery Aids," E.S.P., "American Occupations Series."

LIST 3

"Air Pollution," B350-A, Eye Gate.
"Fighting Pollution," B350-D, Eye Gate.

OCCUPATIONS IN THE FIELD OF COMMUNICATIONS
IN THE AREAS OF
NEWSPAPER, TELEPHONE, POST OFFICE

Cluster: Communications and
Media Occupations

Behavioral Objectives

1. Students will gain knowledge of the occupational opportunities involved in communications in the specific areas of the newspaper, telephone, and the post office.
2. Students will value the different jobs in communications as measured by the type of job he selects most fitting his own characteristics.
3. Students will imitate and manipulate equipment appropriate to the area of communication which he selected.

NEWSPAPER

Motivational Subject Correlation	Student Experience	Predicted Outcomes	Resources
Teacher introduction of unit including the meaning of the word, communication, and an overview of the jobs involved in communication.	Class discussion and construction of a collage of communication workers.	Students will be able to recognize and use a vocabulary of terms relating to the fields of work in communication according to their abilities as judged by the teacher.	Filmstrip (See List II.)
Review types of communication and present filmstrip.	Students observe filmstrip on communications and begin notebook with a listing of different areas of communication.	Students will gain a general understanding of the different areas of communication according to their abilities to report on one area observed in the filmstrip.	Filmstrip (See List II.)

Motivational Subject Correlation	Student Experience	Predicted Outcomes	Resources
Present class with a newspaper which correlates with Language Arts.	Class looks through the paper and discusses the format of a newspaper.	Students will have an understanding of the organization of the components of a newspaper measured by their response to class discussion of the parts of the paper.	Materials.
Assign specific articles to read.	Students read selected articles and describe the jobs required in the development of that article.	Students will have a knowledge of the steps involved in developing a news article according to their description of one.	Newspaper Transparency. (See List V.)
Prepare class for a field trip to the news-office	Class preparation of jobs to observe in a news office. Class prepares questions to ask news workers.	Class will develop an understanding of the workings of a news office as judged by their association of class work with a realistic visit to the news office.	Local News Office and Publishing Co.
Arrange a field trip.	The class will tour a newspaper printing office.	The class will develop an understanding of the workings of a paper company as judged by their association of previous class work and reporting on job involved in producing a paper.	Newspaper Printing Office.

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Motivational Subject Correlation	Student Experience	Predicted Outcomes	Resources
Discuss production of a class newspaper.	Each student selects a job which he is interested in and reports on the job.	Students will have a good understanding of newspaper workers according to their ability to name the jobs performed in a news office with 80% accuracy.	Book. (See List IV.)
Direct development of a class newspaper.	Development of a class newspaper with jobs relating to the students expressed needs.	Students will have a knowledge of jobs attainable according to their physical and mental ability according to the performance in the development of a class paper.	Newspaper as a guide.
Oversee sales of newspapers in which students collect money, make change and total sales. (This correlates with Math.)	Students sell newspaper and manage the collection of money with duties arranged by the class.	Students will have an understanding of the management and selling of newspapers judged by their performance and accuracy in handling money.	Class developed newspapers.
Introduce the telephone in the field of communication.	Class observes filmstrip and discusses the use of the telephone.	Students will understand the importance of the telephone in communication by their relation of the uses of the telephone.	Filmstrip (See List II.)
Enrich unit and provide repetition of previous concepts by showing a film.	Observe film and discuss possible jobs that must be performed in the development of a telephone system.	Class will have a general understanding of jobs performed in telephone operations judged by class participation.	Film (See List I.)

Motivational Subject Correlation	Student Experience	Predicted Outcomes	Resources
<p>Arrange to obtain the teletrainer kit for use with simulation activities in which the students use the telephone.</p>	<p>Students assume a variety of roles in making telephone calls regarding everyday, business, and emergency situations.</p>	<p>Class will be able to use the telephone correctly and courteously with 100% accuracy as displayed by actual performance.</p>	<p>Teletrainer Set.</p>
<p>Present filmstrips on occupations with the telephone company.</p>	<p>Class observes filmstrips and report on one area presented in the filmstrips. They also add a page of telephone workers to the communication notebooks.</p>	<p>Students will be able to report on one job of telephone workers with 75% accuracy according to their understanding and ability.</p>	<p>Filmstrips (See List II.)</p>
<p>Pass out newspapers for use with the telephone. This activity will correlate with Language Arts.</p>	<p>Class locates the Classified Ads and make calls for job interviews relating to occupations in fields of communication.</p>	<p>Students will be able to relate the telephone to their everyday activities according to their ability to express their needs over the telephone as judged by the teacher.</p>	<p>Newspaper.</p>
<p>Teacher prepared list of occupations centered around the telephone company.</p>	<p>Class discussion of jobs students will be able to perform followed by a quiz directing class to list workers for a telephone company.</p>	<p>Students will be able to list and describe (verbally) 10 out of 15 occupations studied in the area of communications.</p>	<p>List of Telephone Occupations.</p>
<p>Arrange a field trip to the telephone company.</p>	<p>Students tour telephone company and observe the people involved in making a telephone work.</p>	<p>Class will understand the occupational areas involved in sending messages by the telephone as indicated by class participation following the trip.</p>	<p>Field trip to the Telephone Company.</p>

POST OFFICE

Motivational Subject Correlation	Student Experience	Predicted Outcomes	Resources
Introduce unit with a film on the postal department.	Students observe film and discuss various jobs shown in the film.	Class will gain an overall knowledge of the occupations responsible for the efficient operation of the postal department judged by class participation.	Film (See Table I.)
Present vocabulary of terms associated with the delivery of mail. This improves language ability, enhances vocabulary, and gives practice using the dictionary.	Class locates meanings for the terms in a dictionary and adds the page to their Communication Notebook.	Students gain an understanding of terms referring to postal workers and occupations with 80% accuracy according to their ability to match terms with meanings on a test designed by the teacher.	Teacher prepared test.
Prepare visit to a post office.	Class visits a post office and observes workings of a postal department.	Students understand the jobs performed in the sending of mail through their observation of a post office and judged by questions asked to the postal officials.	Field trip to the post office.
Plan a class project. Establish a post office in which several jobs are presented. This lesson correlates with art.	Class constructs post office, makes costumes, and prepares occupations which they will perform.	Students understand the jobs performed 75% percent of the postal works as exhibited by their planning the post office and roles which they will assume.	Art materials.

Motivational Subject Correlation	Student Experience	Predicted Outcomes	Resources
Supervise and guide role playing.	Class performs functions of postal workers in the form of a play.	Class gains knowledge of the overall production of mail according to their performance and efficiency in a role playing situation.	Field trip to the post office.

RESOURCE LIST

I. Films

Adventures In Telezonia.
Some Neighborhood Helper. "The Neighborhood Newspaper."

II. Filmstrips

Communications and The Community.
How The Telephone Works.
How To Get Help In An Emergency.
How We Use The Telephone
Telephone Courtesy
The Alphabet Works For Us.

III. Pamphlets

We Learn About The Telephone.
A Story of Communications.
Shippen, Katherine B. Mr. Bell Invents The Telephone.
Chicago: E. M. Hale and Co., 1952.

IV. Books

Sootin, Laura. Let's Go To A Newspaper. Putnam, 1956, Gr. 1-3, \$2.75.
Buchheimer, Naomi. Let's Go To A Post Office. Putnam, 1964, Gr. 1-3
\$2.25.
Buchheimer, Naomi. Let's Go To The Telephone Co. Putnam, 1958,
Gr. 1-3, \$2.25.
Colonious L. and Schroeder, G. W. At The Post Office.
Melmont, 1953, Gr. 1-4, \$2.25.

V. Transparencies

People Who Help Our Community. "Our Post Office" and "How To Read A
Newspaper." Gr. 1-3, \$42.50.

TITLE OF UNIT: JOBS IN JOURNALISM

Behavioral Objectives

1. Affective: Students of the Journalism I class will value the importance of well written news stories as well as the various abilities and talents needed in newspaper production during the unit as measured by teacher observation.
2. Cognitive: Students of the Journalism I class will apply knowledge gained from the unit as well as become aware of various occupations in the newspaper world as measured by the production and accuracy of production of a class newspaper and other class assignments.
3. Psychomotor: Students of the Journalism I class will imitate the steps and some of the occupations necessary to produce a newspaper as measured by the paper produced.

Occupational Cluster - Communication and Media

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>Teacher will lead a lecture-discussion on the importance of a newspaper in today's society leading into what news is and how it gets from the news event into print. The teacher will channel discussion toward the various people involved in the production of a newspaper.</p>	<p>Students will discuss the lecture with the teacher while discovering some of the jobs available in the newspaper.</p>	<p>Students will respond to the lecture-discussion as measured by teacher observation of the students' eagerness to participate in the discussion.</p>	<p>World Book Encyclopedia articles entitled "Newspaper" and "Journalism"; <u>High School Journalism</u>; <u>Scholastic Journalism</u>.</p>
<p>Assign students to write a short essay on "If You Were Told To Start A Newspaper From Scratch, How Would You Begin?"</p>	<p>Students will write a theme of approximately 200 words on "If You Were Told To Start A Newspaper From Scratch, How Would You Begin?"</p>	<p>Students will analyze the question and respond by writing the required essay as measured by the teacher.</p>	<p><u>Scholastic Journalism</u>; <u>World Book Encyclopedia</u>; articles on "Newspaper" and "Journalism."</p>
<p>Teacher will lead a discussion of the previous assignment while paying particular attention to the jobs mentioned and the ability or education required</p>	<p>Students will make a list of jobs available in the newspaper field including the educational preparation and approximate salary for each job discussed.</p>	<p>Students will continue to analyze the question while applying knowledge gained thus far as measured by the completed lists according to the thoroughness of the lists.</p>	<p><u>Scholastic Journalism</u>; <u>World Book Encyclopedia</u>; articles on "Newspaper" and "Journalism."</p>

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>Teacher will distribute copies of a chart showing the various departments of a newspaper and discuss each department while noting the differences.</p>	<p>Students will discuss the chart.</p>	<p>Students will gain in the knowledge of the different areas of newspaper production and the relationship of each department to the others.</p>	<p>Teacher prepared charts reproduced so that each student has a copy. May be taken from <u>Scholastic Journalism</u> or made from the material furnished in the "Newspaper" article of <u>World Book Encyclopedia</u>.</p>
<p>Teacher will divide class into three groups for the purpose of making a bulletin board to be discussed as each board is created.</p>	<p>Each group of students will create a bulletin board dealing with one of the three major departments of the newspaper... Editorial-Business, Mechanical.</p>	<p>Students will apply knowledge gained thus far and call on creative abilities to create the boards as measured by the boards created.</p>	<p>Magazines, newspapers, colored paper, etc.</p>
<p>Teacher will show and discuss filmstrip.</p>	<p>Students will view the filmstrip, take notes and answer a short quiz.</p>	<p>Students will continue to gain in knowledge of the works of a newspaper and begin to gain in knowledge of the fundamentals of newspaper writing as measured by the quick quiz to be answered with 90% accuracy.</p>	<p>EVA Filmstrip "The Newspaper's Function."</p>

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>Teacher will lecture on the three main types of stories found in a newspaper...news, feature, editorial...noting differences and paying particular attention to where these stories fit in relation to the departments listed on the chart.</p>	<p>Students will take notes on the lecture.</p>	<p>Students will receive information to be applied in a later assignment.</p>	<p><u>Scholastic Journalism.</u></p>
<p>Teacher will continue to lecture, this time on the basic construction of a news story including a discussion of the inverted pyramid style of writing.</p>	<p>Students will take notes on the lecture.</p>	<p>Students will gain in the basic knowledge of news story construction.</p>	<p><u>World Book Encyclopedia</u> article on "Newspapers"; <u>Scholastic Journalism.</u></p>
<p>Teacher will play prepared tapes of realistic situations suitable for writing news stories, providing a role-playing situation.</p>	<p>Students will listen to the tapes, take notes and write a news story from the notes.</p>	<p>Students will apply knowledge from the filmstrip and teacher discussion as measured by the stories produced.</p>	<p>Teacher prepared tapes or EVA "Writing Assignment."</p>

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>--Alternate Assignment-- Teacher will divide class into groups of approximately five students each.</p>	<p>Students will create some sort of news event... robbery, car accident, etc....to act out before the class. Those not participating in the presentation will take notes on the event and write a news story from their notes and observation.</p>	<p>Students will apply knowledge gained thus far as measured by the quality of stories written. Students will also sharpen their powers of observation.</p>	<p>Stories written in previous assignment.</p>
<p>Teacher will project some of the stories written with the use of an opaque projector, going over the good and bad points of the story.</p>	<p>Students will discuss each story as to the good and bad points.</p>	<p>Students will begin to value the quality and necessity of a well written news story.</p>	
<p>Teacher will lecture on different types of feature stories, assign a feature story to be written thus giving the students an opportunity to play a different type of reporter.</p>	<p>Students will write two ideas for each type of feature story, choose one idea and write a feature story.</p>	<p>Students will begin to comprehend the general structure of stories found in a paper while increasing their proficiency in writing.</p>	<p><u>Scholastic Journalism.</u></p>

Motivation Techniques	Student Activity	Predicted Outcome	Resources
<p>Teacher will lead a lecture-discussion on the different types of editorials using the the daily newspapers for comparison.</p>	<p>Students will discuss the daily editorials, choose an idea for an editorial and write one.</p>	<p>Students will analyze a current situation in the school or community as measured by the editorials written. Again, the students are increasing the writing proficiency.</p>	<p><u>Scholastic Journalism.</u></p>
<p>Teacher will make arrangements for an advertising manager to speak on how ads are made-ready for printing and the people and jobs involved in the Business Department of the newspaper.</p>	<p>Students will choose a product, company or local store and develop a series of about three ads that could be used in the paper. They will present the ads to the class in the form of an ad campaign.</p>	<p>Students will become aware of the various jobs in the ad department of a newspaper while also becoming aware of ad jobs available outside the newspaper. Students will also be asked to call upon their creative ability to complete the assignment.</p>	
<p>Teacher will make arrangements for a field trip to a rather large newspaper.</p>	<p>Students will observe the various occupations they have studied. They will also, if such arrangements can be made, take part in some manner in the procedures of the mechanical department.</p>	<p>Students will gain in knowledge of the jobs they have learned about, see them in action while observing the complexity of newspaper production and the need for accuracy as well as the ability to work quickly and under pressure.</p>	<p>Huntington Publishing Company.</p>

Motivation Techniques	Student Activity	Predicted Outcome	Resources
Teacher will organize class into a new staff including an editor and other personnel needed.	Students will choose an editor, news staff and editorial staff, etc. and organize to produce a mimeographed paper.	Students participating in this hands on activity will use the knowledge gained throughout the unit while imitating the steps necessary to produce a paper.	Mimeographing equipment, and typewriters.
Teacher will organize a mini-career day inviting representatives from as many areas of newspaper production as possible.	Students will question and interview in-depth, people in the areas of journalism in which each individual is most interested, using the "outline for Study of an Occupation" as a basis.	Students will have one final exposure to the jobs in journalism and will be able to make a value judgment as to the suitability of a job in journalism as a future career.	Personnel from local papers. Occupational Handbook.
Teacher will assign a theme as a final wrap-up.	Students will write a theme of approximately 150 - 200 words on "If I Had To Choose A Career in Journalism, Which Occupation Would I Choose, Why and the Requirements I Feel Necessary for the Job"	Students will analyze the question and apply the knowledge and value judgments they have made in writing the theme as measured by the themes turned in.	

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Books - List I

Arnold, E. C. and Hillier Krieghbaum. The Student Journalism. New York: New York University Press, 1963.

Bond, F. Fraser. An Introduction to Journalism. 2nd ed. Macmillan Company, 1961.

English, Earl and Clarence Mach. Scholastic Journalism. 5th ed., Ames, Iowa: Iowa University Press, 1972.

Gemmill, Henry and Bernard Kilgore, eds. Do You Belong in Journalism? New York: Appleton-Century-Crofts, Inc. 1959.

Hoppock, Robert. Occupational Information. 3rd ed., New York: McGraw-Hill Book Co., 1967.

United States Department of Labor. Occupational Outlook Handbook. Washington, D.C.: U. S. Department of Labor, 1961.

World Book Encyclopedia, (50th ed.) 1965. Vol. 14 "Newspaper." Chicago: Field Enterprises Educational Corporation.

World Book Encyclopedia, (5th ed.) 1965. Vol. 11 "Journalism." Chicago: Field Enterprises Educational Corporation.

Filmstrips - List II

EVA Filmstrip - "The Newspaper's Function."

EVA Tape - "Writing Assignment."

Newspapers - List III

Local Newspapers.

ENJOYMENT AND REWARDS IN
INDIVIDUALIZED AND RELATED SPORTS OCCUPATIONS

Hospitality and Recreational Occupations

Behavioral Objectives

- Affective - To give to the students a value of the importance of sports occupations during a unit of study as measured by a written examination with 90% accuracy.
- Cognitive - The students will learn to comprehend the many facets of sports occupations and the effect they have upon their physical well-being as measured by written examination with 90% accuracy.
- Psychomotor - The students will manipulate the acquired skills according to their ability as related to the unit of study and measured by teacher observation.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Introduce the students to the subject of Bowling with a film.	Students will discuss various techniques in approach and follow-through.	Learn by observation the proper techniques in approach and follow-through.	See List 2 ***
Demonstration by a Bowling Pro.	Students will learn by first-hand information some techniques bowling and occupational opportunities.	Students will comprehend the importance of the steps in the approach and become aware of occupations in Bowling.	

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Divide students into groups of five to practice their approach and follow-through.	Students will practice by walking through the steps.	Students will develop a precision in timing, steps and follow-through.	
Teacher will supply duck pins and ball for actual first-hand experience.	Students will practice their acquired techniques through use of duck pin and ball.	Students will apply the acquired techniques to all actual situations. (Students imitate the teachers.)	Duck Pins and Ball.
Instructor will show filmstrip on scoring in bowling.	Students will be given a mock situation to keep score in bowling.	Students will gain a knowledge of scorekeeping through stimulation activities.	See List 2 ***
Discussion of possible occupations in the area of bowling.	Students will discuss the occupations from: 1) their own experience. 2) films. 3) Bowling Pro.	Students will gain insight in what makes up the bowling industry, i.e.,... 1) Bowling equipment and manufacture. 2) Salesman (distribution). 3) Bowling Alley Management and care. 4) Pro Bowler. 5) Sports Broadcaster. 6) Sports Writer.	
Prepare students for field trip and the implementation.	Students will participate in team groups in actual bowling situation.	Students will naturalize their abilities in bowling and gain general knowledge of the bowling facility.	

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Teacher will prepare and initiate subjective and objective type test.	Students will demonstrate his knowledge of the fundamentals of bowling and the many occupations involved.	Students will express the value of the bowling industry.	Teacher-prepared test.
Introduce the students to the subject of Golf. (History and background.)	Students will discuss various rules and fundamentals in Golf.	Students will gain knowledge of the game of golf, and the terminology.	See List 1***
Prepare students for field trip to a Golf Course.	Students will walk over the Golf Course with Golf Pro and ask questions about it.	Students will receive first-hand information on the lay-out of the course.	
Demonstration by a Golf Pro.	Students will learn different type shots, hand grips, and swings.	Students will learn by observation the proper shots and techniques.	
Students will be divided into groups of four to practice strokes and hitting the ball.	Students will practice by hitting the ball from the tee, will be putting, and hitting trap shots, etc.	Students will develop a precision in timing, hitting, and follow-through.	
Students will participate in a actual round of Golf in competition.	A) Boys will be matched for the competition. B) Girls will be matched.	Students will apply the acquired fundamentals in actual situation.	Golf Course.
Instructor will show film of the 1959 Buick Opens	Students will critique various techniques and styles of each individual golf pro after viewing film.	Students will respond to various techniques and styles of each player by expressing their own preference.	See List 2***

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
<p>Discuss possible occupations in the area of Golf.</p> <p>1) Oral reports:</p> <p>A. Duties.</p> <p>B. Qualifications.</p> <p>C. Salaries.</p> <p>2) Panel reports:</p> <p>A. Advantages.</p> <p>B. Disadvantages.</p>	<p>Students will discuss the occupations:</p> <p>1) From their own acquired knowledge.</p> <p>2) Films.</p> <p>3) Golf Pro.</p>	<p>Students will gain insight in what jobs are available to those interested in Golf, i.e.,.....</p> <p>1) Golf equipment and manufacture.</p> <p>2) Salesman.</p> <p>3) "Green-keeper."</p> <p>4) Golf professional.</p> <p>5) Clubhouse manager.</p> <p>6) Caddie.</p> <p>7) Golf officials.</p> <p>8) Sports Broadcaster.</p> <p>9) Coach.</p> <p>10) Public Relations Director.</p> <p>11) Program Director.</p> <p>12) Sports Writer.</p>	<p>Teacher - prepare test.</p>
<p>Teacher will give a subjective and objective type test.</p>	<p>Students will demonstrate his knowledge about the game of Golf with 75% accuracy on the test.</p>	<p>The students will respond to information learned throughout the unit.</p>	
<p>Class discussion.</p>	<p>Students discuss the importance of the two individual sports covered and their importance in our lives today.</p>	<p>Students will value the importance of bowling and golf for enjoyment and the occupational opportunities.</p>	

RESOURCE LIST

Books - List 1

Bowling

American Bowling Congress. History of Bowling. Milwaukee, Wisc. 1959.

Day, Ned. How To Bowl. New York: Halcyon House, 1948.

Miller, Donna Mae and Katherine Lay. Individual and Team Sports for Women. New York: Prentice-Hall, 1955.

Wilman, Joe. Better Bowling. New York: Ronald Press, 1953.

Golf

Nixon, John, and Jewett, Ann. An Introduction to Physical Education. B. Saunders Co., Philadelphia, Penn., 1969.

Moore, J. W. The Psychology of Athletic Coaching. Burgess Publishing Co., Minneapolis, Minn., 1970.

***Davis, Elwood, and Nance, Virginia. Golf. Wm. C. Brown Co., Dubuque, Iowa, 1966.

Films - List 2

***Bowling Fundamentals, Bowling

Proprietors Association: Washington, Park Ridge, Illinois.

***Beginning Bowling, AMF Pinspotters, 6500 N. Lincoln, Chicago, Illinois.

***1959 Buick Open, General Motors, Detroit, Mich.

CAREERS AND RECREATION IN PHYSICAL EDUCATION

Occupational Cluster: Recreation

Behavioral Objectives

- Affective - Student will value swimming as measured by their positive attitude toward looking for a career job, valuing recreational benefits, and the art of rescue in swimming.
- Cognitive - Student will gain a knowledge of various jobs, the recreational aspects, and rescue procedures in the field of swimming to be evaluated by teacher observation.
- Psychomotor - The student will gain a manipulative skill of the swimming strokes, utilization of scuba equipment, ability to rescue, and handling necessary equipment in construction as measured by student participation.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Field trip to swimming meet.	<ol style="list-style-type: none"> 1) Observe the proficiency of the team members. 2) Observe characteristics of swimming pool. 	<ol style="list-style-type: none"> 1) The student will gain a knowledge of the different strokes. 2) The student will comprehend the practice involved in competitive swimming as measured by class discussion. 	Team members.
View film on pool construction.	<ol style="list-style-type: none"> 1) View film. 2) Class discussion, 	Student will gain a knowledge of swimming pool construction as measured by teacher observation of class.	List A.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Field trip to construction site.	Student will observe construction workers to be discussed in class.	Student will observe the number of jobs at the construction site as evaluated by teacher observation of class discussion.	Swimming pool and construction site.
Occupational research.	Student will select a job he has observed, report in class and demonstrate equipment necessary to complete job.	1) Student will gain a knowledge of job selected as measured by teacher observation of report. 2) Student will show class one piece of equipment needed to complete the job-picture or real.	Library and equipment.
Manipulative activities.	Work at job site one weekend at his selected job.	Student will acquire first hand experience of the work he has selected in building a swimming pool as measured by the construction foremans' observation.	Job site.
Red Cross official demonstration.	Buzz session.	Student will value the Red Cross and the work it does as observed by teacher observation of class discussion.	
View film of Red Cross Lifesaving.	View film.	Student will value the lifesaving abilities gained from the Red Cross course.	List A.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome.	Resources
Provide field trip to swimming pool.	Attend and participate in Red Cross class of Senior Lifesaving.	Student will develop a manipulative skill in Lifesaving as measured by teacher observation.	1) Red Cross Handbook. 2) Charts.
Manipulative activities.	Student will participate in role playing as a lifeguard in a mock drowning.	Student will possess a manipulative skill in Red Cross life-saving as observed by grading the mock drowning and as a skill test.	Swimming pool.
Occupational Research.	Buzz session to number the jobs found in the Red Cross.	Student will demonstrate a positive attitude toward looking for a career job or a summer job as measured by teacher observation.	1) Red Cross Material. 2) Handbook.
Occupational Research.	Select one job to do research and discuss in class.	Student will value selected job as measured by teacher observation of report.	Library.
Hands-on-activities and role play.	Work with a lifeguard and Red Cross Administrators for one day.	Student will develop precision performing selected job as measured by teacher observation.	Job site.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Certified scuba diver explains equipment.	Buzz session with diver.	Student will discuss, ask questions and experiment with equipment to be measured by their willingness to respond in the buzz session.	<ol style="list-style-type: none"> 1) Certified scuba diver. 2) tank. 3) regulator. 4) mask. 5) fins. 6) weight belt. 7) knife.
Film of diver under water.	View film.	Student will gain a knowledge of the use of equipment under realistic conditions.	List A.
Teacher safety instructions.	Class discussion.	Student will gain a knowledge and value the safety procedures while diving as observed by teacher observation.	Scuba diving handbook.
Hands-on-activities.	Use equipment in swimming pool.	Student will imitate instructor seen in films and follow safety instructions to be evaluated by skill test with 85% accuracy.	
Film of scuba divers salvaging.	List jobs to be discussed in class.	Student will value scuba diving as a possible job as measured by class discussion.	List A.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Hands-on-activity.	Students scuba dive, as recreation.	1) Student will develop precision in diving. 2) Student will value safety teachings while diving. 3) Student will value scuba diving as a carry over sport.	Waters through- out the world.

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Behavior Objectives

- Affective - Student will value tennis as measured by a positive attitude toward looking for a career job and recreational benefits as measured by teacher observation.
- Cognitive - Student will gain a knowledge of the fundamentals of tennis and jobs stemming from tennis as evaluated by student participation.
- Psychomotor- Student will develop a manipulative skill of the game of tennis, also the job he may select in the field of tennis as measured by teacher observation.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Film explaining scoring in tennis.	Keep score at a tennis match. TV, film or live.	Student is able to apply score keeping as measured by a formal test of 75% accuracy.	1) List A. 2) Charts. 3) Live tennis match.
Stimulate students with a film showing correct techniques of tennis strokes.	Imitate strokes: 1) serving. 2) forehand. 3) backhand. 4) follow-through.	Student will possess a basic manipulative skill in tennis fundamentals as observed by teacher observation.	List A.
Manipulative activities.	Participate in tennis game.	The students will develop precision of the strokes to be measured by skill test with a minimum of 50% accuracy.	Tennis Court.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Provide a field trip to observe professional tennis.	Buzz session with professional tennis player.	Student becomes aware of the cash earnings of a professional tennis player and also of those employed by the club to be evaluated of teacher observation of the buzz session.	1) Tennis pro. 2) Country Club.
Provide field trip to Wilson Company.	1) Participate in field trip. 2) Make a list of jobs he has observed.	Student will become aware of the different jobs he has observed to be measured by teacher observation.	Wilson Company.
Occupational research.	Student will write a research paper on a job selected from the field trips at the country club and Wilson Company.	Student will gain a knowledge about the specific job he has selected. Student will become aware of what education he will need to succeed a selected job as measured by teacher evaluation of the research paper.	Information obtained from: 1) Workman. 2) Salesman. 3) Library.
Role Playing.	Students will open a sporting goods factory-a jobber-the sporting goods store the customer.	Students will value the experience gained with "on the job" training as evaluated by the attitude of the students performing their jobs.	Classroom.

CAREERS AND RECREATION IN PHYSICAL EDUCATION

Grade Level: 10-12

Occupational Cluster: Recreation

Behavioral Objectives

- Affective - Student will value the jobs available in Physical Education as measured by their positive attitude toward looking for a career job.
- Cognitive - Students will gain a knowledge of various jobs in the field of Physical Education as measured by teacher observation.
- Psychomotor - Student will gain a manipulative skill working as a Physical Education teacher or athletic director as measured by teacher observation.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Talk about PE field as a teacher.	Attend lecture and buzz session.	Student will gain a knowledge about benefits of teaching PE, disadvantages and education needed as measured by student participation in buzz session.	PE Instructor.
Supply student with college handbook.	Look through course curriculum of PE courses.	Student will become more aware of subject needed to graduate from college as a PE major as measured by teacher observation.	Undergraduate catalog.
Buzz session with an athletic director.	Buzz session.	Students will gain a knowledge of the work of an athletic director as observed by teacher observation of the buzz session.	

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Occupational Research,	Students will write research paper on PE teacher or athletic director.	Students will value job opportunities in the field of PE as a teacher or athletic director as measured by teacher observation.	Library.
Role Playing.	Students will make a lesson plan for PE class.	Student will gain a manipulative skill in developing a lesson plan as measured by teacher observation.	<u>A Manual of PE Activities</u> , 3rd ed. Felt/Shaw & Ley, N.B. Saunders Co., Philadelphia & London.
Role Playing.	Student will take over as PE teacher.	Student will become aware of the responsibilities of a PE teacher.	PE class.
Role Playing.	Student will take over as the Athletic Director for one day.	Student will gain knowledge and a manipulative skill working as an Athletic Director.	Athletic Director's office.

RESOURCE MATERIAL

List A - Films

- A. Swim & Stay Fit, Sun Life Assurance Company of Canada.
- B. Be Water Wise, American National Red Cross.
- C. Skilled Swimming, American National Red Cross.
- D. Scuba Diving, American National Red Cross.
- E. You Are The Lifeguard, Aetna Life Affiliated Co.
- F. Safety Under Water, Hartford, Conn., American National Red Cross.
- G. Freestyle, Coach George Haines, McGraw-Hill Film, 1966.
- H. The Lawn Tennis Championship, Wimbledon, Wilkinson Sword Inc., 1971.
- I. Scuba, Spear & Snorkel, McGraw-Hill Film, 1970.

List B - Books

- A. Red Cross Handbook. American National Red Cross.
- B. Instructor's Manual Survival Swimming. The American Red Cross, 1970.
- C. Red Cross Water Safety. American National Red Cross.
- D. Swimming & Water Safety Courses. Instructor's Manual. American National Red Cross, 1968.
- E. Life Saving & Water Safety. American National Red Cross.
- F. Undergraduate Catalog.
- G. Scuba Diving. American National Red Cross, 1970.

List C - Miscellaneous

- A. Swimming Pool.
- B. Team Members.
- C. Swimming Pool Construction Site.
- D. Library.
- E. Construction Equipment.
- F. Charts.
- G. Scuba Diving Equipment:
 1. Tank.
 2. Regulator.
 3. Mask.
 4. Fins.
 5. Weight Belt.
 6. Knife.
- H. Television.
- I. Waters Through the World.
- J. Live Tennis Match.
- K. Tennis Pro.
- L. PE Instructor.
- M. Athletic Director.
- N. PE Class.
- O. Athletic Directors Office.
- P. Sporting Good Store.
- Q. Wilson Company:
 1. Workman.
 2. Salesman.

CAREER EDUCATION

OCCUPATIONS IN THE FIELD OF PERSONAL SERVICES AND IN THE SPECIFIC AREA OF AIRLINE STEWARDESS CAREERS

Cluster: Personal Services

Behavioral Objectives

The student will gain a knowledge of occupations available in the personal services and specific knowledge of the career of Airline Stewardess.

Students will respond by valuing the occupations related to the personal services as measured by his selection of a job that will satisfy him.

The students will imitate and articulate the job role of an Airline Stewardess as she performs her duties.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Teacher introduction of unit with an overview of jobs involved in personal services on bulletin board display.	Class discussion of specific areas of interest to individual students.	Student will become motivated to gain knowledge of the occupations involved in the personal services as measured by teacher observation.	Book List 1 and 2.
Present Filmstrip and Record, "Personal Service Occupations."	Oral discussion of the wide variety of occupations available and the areas that they cover.	Student will gain a general knowledge of varied occupations available in personal services as measured by teacher observation of class discussion.	Filmstrip and Record - List 1.

Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Student Research Group.	Students will choose one occupation in personal services to research for an oral report to class.	Student will become more knowledgeable of the requirements and characteristics of each occupation researched and reported.	Books - List 1 and 2. Pamphlets - List 1, 6 and 7.
Oral Reports.	Students will present oral reports covering requirements and qualifications, preparation and training, earnings and benefits of their chosen occupation.	Students will gain a more complete understanding of the possible occupations. Student will gain experience in speaking before a group.	
Filmstrip and Record, "Job Opportunities Now."	Class discussion. Question and answers.	Student will learn of the opportunities in the jobs available now.	Filmstrip and Record - List 2.
Resource Person.	Students will listen to presentation of speaker. Questions asked regarding the occupation.	Students will display listening and questioning skills and hospitality for a guest as measured by teacher observation.	Beautician.
Prepare class for a field trip to Holiday Inn.	Class preparation of jobs to observe in the motel and plan questions to be presented at different areas of services.	Students will gain a more complete understanding of the necessity of the personal services as measured by teacher observation of student discussion.	

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Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
Field Trip.	Students will observe jobs and persons performing duties.	Students will gain a more complete understanding of the jobs involved in the operation of a motel as measured by teacher observation of student reaction in discussion of jobs observed.	Holiday Inn.
Class Discussion.	Students will review proper forms of letters and write thank you letters and write thank you letters for field trip and speaker.	Student will respond to the helpfulness shown them on field trip and resource person by expressing their appreciation through a thank you letter.	
Introduce the Airline Stewardess in the field of Personal Services Tape "Stewardess."	Oral discussion of specific areas of interest to individual student.	Students will become motivated in becoming knowledgeable of the career of Airline Stewardess as measured by teacher observation.	Tapes - List 1.
Research: 1. Scrapbook.	Students will prepare scrapbooks with detailed information concerning: How to Apply. Interview. Training School. Requirements. Earnings and Benefits. Advantages and Disadvantages. History. U. S. Airlines.	Students will gain knowledge of all the aspects concerning the career of Airline Stewardess as measured by the teacher observation of completed scrapbooks.	Books List 3, and 4. Pamphlets 2, 3, 4, and 5.



Motivation Techniques & Subject Correlation	Student Activity	Predicted Outcome	Resources
2. - Exhibit.	Class will make an exhibit showing the different uniforms of the Airlines.		
Field Trip.	Students will observe the wide variety of jobs as seen in the airport - inside and outside.	Students will develop an understanding of the jobs involved in air transportation and specifically the airline stewardess as measured by teacher observation of student discussion.	Airport.
Role Play.	Students will role play the job as observed during field trip and research.	Student will develop an understanding of the overall duties performed by an Airline Stewardess, as measured by teachers observation of the student in role playing.	Books - List 4.

RESOURCE LIST

Filmstrips and Records

Personal Service Occupations
Acoustifone
Set of four filmstrips, records

Job Opportunities Now
Group I A612SAR
Set of six filmstrips, three records

Food Service: "A Career To Consider"
Education Department
National Restaurant Association
Filmstrip, Record

Tapes

Stewardess
American Occupations Series
ESP #4588
Two Lesson Tapes

Books

Hopke, Wm. E. The Encyclopedia of Careers and Vocational Guidance.
Ferguson, Chicago, Ill., 1967.

Whitfield and Hoover. Guide To Careers Through Vocational Training.
Knopp, California, 1968.

Morton, Alexander C. The 1972-73 Airline Guide To Stewardess Careers.
Arco, New York, 1972.

Engeman, Jack. Airline Stewardess A Picture Story. Lothrop, Lee and
Shepard Co., 1960.

Pamphlet

Occupational Briefs on America's Major Job Fields.
Science Research Associates, Inc., Chicago, Ill., 1964.

Flight Attendant Information.
Department of Transportation
Federal Aviation Administration
HQ Form 1210-3 (9-72)

Pamphlets (continued)

Steps Into A Fascinating Career As An Eastern Steward, Stewardess.
Eastern... Where Challenge and Opportunity Meet.
Eastern Airlines, Miami International Airport, Miami, Florida, 33148.

Imagine...
American Airlines Flight Service College, Greater Southwest
International Airport, Fort Worth, Texas, 76125.

Domestic Steward and Stewardess.
United Air Lines, P. O. Box 66100, Chicago, Ill., 60666.

Careers For Youth In The Food Service Industries.
National Restaurant Association, Chicago, Ill. 60610.

Chronicle Occupational Briefs.
Chronicle Guidance Publications, Inc., Moravia, N.Y.

OTHER
INFORMATION

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SUGGESTED LETTER FOR PARENT PERMISSION FOR FIELD TRIP

Dear Parent:

Our class is taking a trip to _____
(place)

on _____ from _____ to _____
(date) (time)

We will go by _____
(conveyance)

_____ will accompany the group.

Please sign this consent form and return it by _____

(teacher)

My daughter/son _____ has my permission
(name)

to go on the field trip to _____

Date: _____
Parent signature

SUGGESTED LETTER FOR PARENT INVOLVEMENT

Dear _____
(Parent)

Children in our school are studying career education. We feel that it is important for them to be aware of their relationship with careers and the world of work.

We would like to have you as a parent involved as much as possible with your child's education in order for you to have a better understanding of what your child is learning. Also, we feel that our class has much to gain from the knowledge of the parents as we learn about their various occupations.

Below is a short questionnaire for you to complete that will give us information which will help us in our study.

1. Would you be willing to explain your occupation to our class? _____ If so, what time of day would be convenient? _____
2. If you cannot be present to explain your work, is there some aspect about your work that you feel would benefit our class? _____
Yes No

Explain: _____

3. Would it be possible for our class to arrange a visit to your place of work? _____
Yes No
4. In the event you would be needed would you be willing to serve as an aide or helper? _____
Yes No
5. Do you have knowledge of anyone who would be willing to contribute information in the way of discussions, talks, or explanations to his or her field of work? _____
Yes No

Name

Address

Phone

SAMPEE ROLE PLAY FORMAT

By: Oklahoma State Department of Education

1. Select the situation. For example: Bob being interviewed by Mr. Jones for a job as a gasoline station attendant.
2. Select the participants.
3. General and specific instructions to the participants:
 - a. Bob introduces himself to Mr. Jones, explaining why he is here; how he learned of the job opening; his interest in prospective employment, etc.
 - b. Mr. Jones explains what he expects of an employee and asks Bob what his qualifications are; what his work experience has been; who his personal references are.
 - c. Bob, after answering these questions, will in turn ask about working hours and conditions, hazards, regulations, whether uniforms are furnished by employer or workers, wages and other benefits.
4. Warm-up and explanations to relax the students and prepare them for observation.
5. Teacher and class discussion and review of the success of the role-playing disassociated from the personalities of the actors.
 - a. The participants discuss their feelings in the roles they played.
 - b. Class members offer comments and criticism.
 - c. Teacher directs discussion and helps to point out alternatives.
6. Teacher is responsible for personal evaluation by observing questions and comments made by students either at the time or at a later date.

SUGGESTED EXPERIMENTAL ACTIVITIES

By: Edwin L. Herr, Professor of Education
The Pennsylvania State University

1. On-th-job tryout: Part time, summer jobs, work-study programs.
2. Directed exploratory experiences: work samples, work evaluation tasks.
3. Direct observations: visits to work settings.
4. Synthetically created work environments: simulation of work settings and occupational roles.
5. Simulated situations: career games, role playing.
6. Interviews with experts: questioning representatives of occupations, career days.
7. Computer based systems: computer systems which store, retrieve, and process occupational data in response to individual requests.
8. Programmed instructional materials: books and workbooks.
9. Audio-visual aids: films, tapes, slides, etc.
10. Publications: books, monographs, charts, etc.