

DOCUMENT RESUME

ED 145 262

08

CE 013 653

TITLE Careers in Public Service. Elementary Resource Units: Introduction.

INSTITUTION Gwinnett County Schools, Ga.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

PUB DATE [77]

GRANT OEG-0-71-4781

NOTE 102p.; For related documents see CE 013 652-672 and CE 013 805

EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.

DESCRIPTORS \*Career Awareness; Career Education; Curriculum Guides; Elementary Education; \*Elementary School Curriculum; Occupational Information; \*Public Service Occupations; \*Units of Study

IDENTIFIERS Applied Program of Public Service; Georgia

ABSTRACT

Part of a program to develop a comprehensive public service curriculum for Georgia public schools, these ten teacher resource units are designed to acquaint the elementary school teachers with basic information concerning public service occupations. Each unit addresses itself to a specific grade level and each includes an overall goal, specific objectives, list of student activities, list of needed resources, notes on evaluation, and suggested subject (e.g. language arts, social studies) with which the unit may be integrated. The ten unit topics and their respective grade level are as follows: (1) school: the people and their jobs (grade 1), (2) community service workers (grades 1 or 2), (3) school: functions and appreciation of its employees (grades 1 or 2), (4) court workers (grade 2), (5) law enforcement (grade 2), (6) my world: natural resources jobs (grade 2), (7) the fireman (grade 3), (8) post office (grades 3 or 4), (9) people working for people: social and economic service agencies (grades 4 or 5), and (10) our town: jobs in rural, urban, and community development (grades 5-6). (JT)

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# CAREERS IN PUBLIC SERVICE

## ELEMENTARY RESOURCE UNITS

# INTRODUCTION

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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A Unit in the Public Services Cluster  
Applied Program of Public Service  
Gwinnett County Schools  
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## FOREWORD

This "Public Service Awareness" book contains ten teacher resource units designed to acquaint elementary school teachers with basic information concerning public service. Each unit addresses itself to a specific grade level and the units conform to the requirements of most contemporary career education models.

These teacher resource units in Public Service are part of a program to develop a comprehensive public service curriculum for Georgia Public School Systems. Following these units there is a sequential, developmental program for the student in middle school and high school.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. Also, in order for these materials to be effective, specific curriculum must be prepared in advance by the teacher.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Program.

In the development of this book, special consideration should go to Mr. Michael Christian. The information contained in this material was developed while Mr. Christian worked as a consultant to this project.

Daniel L. Cowart  
Project Coordinator and Operations Director

## ACKNOWLEDGEMENTS

The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

Paul Scott Bettye Hirst Mary Harville	State Project Managers	Metropolitan Cooperative Educational Service Agency Ernest Bentley, Ex. Dir. Michael Christian Frederick S. Kopp	For their contribution in program conceptualization and curriculum writing.
J.W. Benefield	Superintendent, Gwinnett County Schools	Snowdell Jackson	Typing, layout, and design
Franklin Lewis	Principal, North Gwinnett High School	Denise McDaniel Anita Duncan Linda Harper	VOT Students, North Gwinnett High School
Charles Mantooth Marion Scott	Directors, Gwinnett County Vocational Education		
Charles Hill	Formative and Product Evaluation		
Patricia Brooks	Editing		

UNIT:

School

GRADE LEVEL:

GOAL:

To develop an awareness of the school, the people required to keep it going, and the jobs they do.

OBJECTIVES:

1. The student will be able to identify locations in the school and know what activities occur there.
2. The student will demonstrate an awareness of at least five (5) educational jobs.

GOAL

BEHAVIORAL  
OBJECTIVES

ACTIVITY

To develop an awareness of the school, the things that happen there, the people who keep it going, and the jobs they do.

The student will be able to identify locations in the school and know what activities occur there

Take a walking tour of the school (both inside and out). Students should be asked to be good detectives noting:

- who works in the school
- what they do
- where they work
- the tools they use

Discuss the places you visited on your tour, whom did you see, what were they doing, what was their room/office like, and what tools were they using?

The class should prepare a bulletin board depicting a floor plan of the school and the surrounding grounds.

Each student will tell about one worker he/she saw during the tour, in a class discussion.

Language Arts

Each student will complete a part of the display by coloring, painting or cutting.

Art/ Social Studies

## GOAL

BEHAVIORAL  
OBJECTIVE

## ACTIVITY

The student will demonstrate an awareness of at least five (5) educational jobs.

Each student should select one place in the school that they visited, draw and color a picture of the location depicting the school employee and his/her worker environment. Students should label their pictures with the employee's job title.

Every student should then place his picture on the bulletin board in the location where that employee commonly works.

Lead a discussion of what the students learned about their school, the people who work there, and the jobs they do. Ask students to describe which jobs they would like and which jobs they would not like and explain why. They may also consider jobs which they could do now and those which would require more training.



RESOURCES

paper, crayon,  
paint

EVALUATION  
(Observe.)

The student will demonstrate a knowledge of at least one school employee and the work he/she does by completing a picture of that employee in their work environment.

(Observation)

The students should begin to watch their own likes, abilities, and preferences with jobs they learned about.

SUBJECT  
(Interlock)

Art, Language Arts, and  
Social Studies

Social Studies

Language Arts, Social Studies

UNIT: Community Service Workers

LEVEL: 1 or 2

GOAL: To expand the students' awareness of the number and types of services provided in their community and to develop and appreciation of the worker and his/her role.

- OBJECTIVES:
1. The student will demonstrate an awareness of service workers by responding to an interview situation about a service worker's job.
  2. The student will show his/her appreciation of the service worker and the work he does by replying positively to "who would help you if..." questions.

GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

RESOURCES

(Alternative)

Prepare a "Who's Who" directory of service workers in your neighborhood. The directory may consist of pictures from newspapers or magazines or be prepared by the students.

Paper, scissors, tape, paste, magazines, newspapers, etc.

EVALUATION

SUBJECT  
(Interlock)

Each child shall participate  
and the visual representations  
should reflect positive attitudes  
toward service workers.

Art - Language Arts -  
Social Studies

**GOAL****BEHAVIORAL  
OBJECTIVE****ACTIVITY**

To expand students' awareness of the number and types of services provided in their community, and to develop an appreciation of the worker and his/her role.

The student will demonstrate an awareness of service workers by responding to an interview situation about a service worker's job.

Prepare a map of your neighborhood (or of a typical neighborhood). Be sure the map is large enough to allow each student to contribute to it. Attention should be given to locating the school, streets, homes, and businesses.

After the map is prepared, the class should:

- take a walk through the neighborhood
- take a ride through the neighborhood, or
- be asked to observe the neighborhood while going to and from school

Through a group discussion, prepare a list of people in your neighborhood who provide services (do things for others). The following are a few jobs which may be considered:

mailman	paper boy	cab driver
garbage collector	bus driver	cook
telephone worker	minister	barber/beautician
policeman	doctor	pilot
fireman	nurse	mortician
teacher	street cleaner	crossing guard

RESOURCES

EVALUATION

SUBJECT  
(Interlock)

Paper, pencils,  
crayons, paint,  
scissors, tape,  
paste

Observe that each student  
participates in the identi-  
fication and preparation  
of parts of the map.

Art - Social Studies

Chalkboard and  
chalk

Observe everyone partici-  
pating in the discussion

Language Arts  
Social Studies

Ask the students to choose one of the workers discussed, and to make a puppet or picture of that worker. The puppet may be attached to a small stick, ruler, or tongue depressor..

Students should be encouraged to talk to their parents, relatives, neighbors, or others about what their worker does. (Note: you may want to help provide each student with such information.)

After completing the puppets, each student will show his/her puppet to the class, telling about that worker, what he does, and showing where he works by placing his/her puppet on the map. Questions should be encouraged.

Paper, scissors, paste, tape, pencils, crayons, etc., art supplies

EVALUATION

SUBJECT  
(Interlock)

Each student will complete  
a puppet or picture.

Art

Language Arts

Each student will demonstrate  
some awareness of service workers  
through their presentations.

Language Arts -  
Social Studies



GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

(Alternative)

Invite ~~some~~ service workers into your class to talk with the boys and girls about their work. (Check M-CESA Career Reference Handbook)

The student will show his/her appreciation of the service worker and the work he does by replying positively to "who would help you if..." questions

Conduct a group discussion about "Who would help you if..."

(sample questions)

your pet was lost

you got sick

you needed to get to school

you wanted to learn something

you had a lot of garbage

you needed gas

you were lost

your telephone wasn't working

you had a fire

you wanted to send a letter

you needed to cross a busy street

your classroom was dirty

Each student should have a chance to respond to at least one question. If their answers do not reflect an appreciation for the worker, a follow-up question such as, "What if you didn't have a ..." should serve to elicit the desired response

Language Arts -  
Social Studies

UNIT: My School

LEVEL: 1 or 2

GOAL: To develop the child's awareness of school personnel, the functions of the employees, an appreciation of the workers, and basic interaction with various school workers.

- OBJECTIVES:
1. The Student will identify at least five (5) workers in his/her school
  2. The Student will be able to describe the chief function of the workers they meet in their school.

## GOAL

To develop the child's awareness of school personnel, the functions of those employees, an appreciation of the workers, and basic interaction with the various school workers.

## BEHAVIORAL OBJECTIVE

The student will identify at least five workers in his/her school.

## ACTIVITY

Have teachers and other school employees visit the class for about ten (10) minutes every other day for an introduction and interview. Each visitor should briefly describe their job.

Visit that employee's room or primary work setting on the day following the interview.

View the film:

Discuss the employee's work setting.

Draw a picture of the employee in his/her work environment

Write the employee's name on the picture

## RESOURCES

Resource people (school employees)

"Helpers at Our School"

11 min. Coronet

paper, crayons, paint, scissors, etc.

EVALUATION

Observation:

The student will demonstrate knowledge of each employee by addressing each by name on the playground, in the lunchroom, in the halls and while entering and leaving the building with 90% accuracy by the end of the first six (6) weeks of school.

SUBJECT  
(Interlock).

Language Arts

Social Studies

Art

Language Arts

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
	<p>The student will be able to describe the chief function of the school workers they met in the preceding activity.</p>	<p>The class will construct a bulletin board depicting the floor plan of the school.</p> <p>Each student will be responsible for being a good detective and discovering who works in each area, what they do, and what kinds of equipment is used. (The teacher may assign pairs or small groups to the same area if the school is small or if an area is large or complicated). (Most students will be able to recall the area from their visit with the workers in the previous activity. Some additional visits may be necessary.)</p> <p>Each student will place his/her picture on the bulletin board, briefly describing what they learned about that worker and his/her job.</p>	<p>Construction paper, crayons, paint, scissors</p>

Art/Social Studies

(Observation)

Each student will participate in the activity by visiting one area of the school, seeking the necessary information through observation and/or interviews, and properly placing his picture on the bulletin board and describing what he/she learned.

Language arts, Social Studies

UNIT: COURT WORKERS

LEVEL: 2

GOAL: To help the student develop an awareness of the courts and the people who work there.

- OBJECTIVES:
1. The student will demonstrate a knowledge of the different types of courts in the county.
  2. The student will be able to show his/her knowledge of job titles and people who work in the county court system.
  3. The student will demonstrate an understanding of the roles of workers in the county court system.



GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

To help the student develop an awareness of the courts and the people who work there.

The student will demonstrate a knowledge of the different types of courts in the county.

View filmstrip: "A Trip to a Court"  
Education Reading Service

Conduct a brief group discussion, pointing out the various courts.

Ask each student to draw and label a picture of each court.

The student will be able to show his/her knowledge of job titles and people who work in the county court system.

Look at pictures of county court employees. Discuss the pictures, the workers, and what they do.

Prepare a bulletin board using the pictures with job titles and names.

Keep pictures separate from job titles and names.

Filmstrip, projector  
paper, pencil, crayons,  
etc.

Each student will complete a  
picture of each court including  
proper labeling.

Art, Social Studies

(photography if published  
pictures are not available)

Construction paper, scissors,  
crayons, etc.

Yarn

Each child shall be able to identify  
a minimum of 4 county court workers  
by connecting the pictures and job  
titles with pieces of yarn.

Art, Language Arts,  
Social Studies

## GOAL

BEHAVIORAL  
OBJECTIVE

## ACTIVITY

## RESOURCES

The student will demonstrate an understanding of the roles of workers in the county court system.

Over a period of several days give the students an opportunity to role-play a variety of court roles by having a series of simulated mini-trials.

Role cards

Examples of roles:

sheriff  
defendant  
defense attorney  
prosecutor  
judge

witness(s)  
jury (10-12)  
court reporter  
baliff

Sample trials:

theft  
traffic  
murder

civil suits,  
etc.

Each student will demonstrate an awareness of the role of at least 4 court workers by performing in a role playing situation.

Language Arts, Social Studies

415

45A

UNIT: Law Enforcement

LEVEL: 2

GOALS:

1. To make the student aware of the need for rule enforcement in every day school experience and daily home life situations in order to insure the general welfare of a group working or living together; and its relationship to the need of law enforcement in his community and our world.

2. To make the student aware of the varied careers that surround law enforcement.

OBJECTIVES:

1. The student will be able to gain knowledge of the need for enforcing rules at school.

2. The student will be able to gain knowledge of the need to enforce rules at home.

3. The student will be able to gain knowledge of the importance of law enforcement in his community.

4. The student will be able to gain comprehension of the jobs involved in law enforcement.

GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

To make the student aware of the need for rule enforcement in everyday school experience and daily home life situations in order to insure the general welfare of a group working or living together and its relationship to the need of law enforcement in his community and our world.

The student will be able to gain knowledge of the need for enforcing rules at school.

Invite the principal, other teachers, or people responsible for rule enforcement in school to the class. Ask them to describe rules and why.

Make a list of rules for the bulletin board indicating who enforces them.

Leave list on bulletin board for several days, reminding students of the list.

Have students role playing situations in which they assume the role of the enforcer of the rule.

Show filmstrip  
(re-enforcement)

RESOURCES

EVALUATION

SUBJECT  
(Interlock)

Resource persons )

Chart paper, markers

Art, Language Arts,  
Social Studies

"Filmstrip:

"Cheating in School"  
Singer Society for Visual  
Educ., Inc.

Each student should have an opportunity  
to role play one situation in which he  
explains the need for some rule and its  
enforcement.

Language Arts,  
Social Studies

GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

To make the student aware of the varied careers that surround law enforcement.

The student will be able to gain knowledge of importance of law enforcement in his community.

Follow-up: Discuss reasons why school laws, family rules, and community rules and laws must be enforced, and cite anyone in the community who aids in rule and law enforcement.

Students will think of and relate to class examples and names of persons in television stories that enforce law. (The FBI stories each week involve many varied workers in the field of law, as well as supporting and relating workers) To be used as pleasurable home assignments. Point out that many stories on TV have some type of law enforcement in their plots.

The student will be able to gain comprehension of the jobs involved in law enforcement.

Over a period of 20 minutes a day--Monday through Thursday--teacher and students will discuss, spell, describe, and write names of these persons with emphasis on the duties of these persons.

View filmstrip  
Discuss



Each student should participate in  
the discussion

TV Guide

paper, pencil

Each student shall compile his/her  
own list, accurately spelling and  
describing the jobs discussed

Language Arts  
Social Studies

Filmstrip:  
"Policeman at Work"  
Curriculum Filmstrips

The student will be able to gain knowledge of the need for enforcing rules at home.

Each student should compile a list of rules enforced in his home. Compile a master list for the class discussing why each rule is necessary and emphasizing why some rules are more important than others.

Discuss question:

1. Do you receive different kinds and amounts of punishment for breaking less or more important rules at home? Why? Is this also true of school?
2. Can you think of any crimes that might deserve more punishment than others? (Discussion). (Students may involve families in the gathering and categorizing into greater and lesser crimes) Discuss each; make charts of clippings in order of importance; what types of law enforcement involved?

Show filmstrip:

(re-enforcement)

Paper, marker

The student will demonstrate knowledge of the need for rules at home by acting out and telling who would enforce punishment if the rule was broken and what might happen if there were no one to enforce these rules.

Social Studies

Newspapers, Scissors,  
Tape

Filmstrip:

"Breaking Family Rules"  
Singer Society for Visual  
Educ., Inc.

## ACTIVITY

Each student should select one of the jobs discussed and construct a sock puppet of that person.

Examples: judge, policeman, fingerprint expert, lawyer, prison wardens, jailers, detective, secret service agent, etc.

Allow each student to show their puppet and let the puppet tell what his job is and why it is needed.

### Additional Activity:

Hands-on activity: Make a jail house out of cardboard (large enough to move about inside). It is my wish that the teachers in the primary block in my school will participate somewhat by sending their misbehaviors to our jail for both fun and involvement. They will be interviewed by the student who is acting administrator for the day, and will be released by a jury of 12 voting students. Hopeful time period of this exercise is 2 weeks.

## RESOURCES

Socks, glue, needle, thread, scrap material, markers, etc.

60

60A

EVALUATION

SUBJECT  
(Interlock)

Each student will complete  
a puppet.

Art

Each student will let his puppet  
accurately describe the job of a  
particular law enforcement person.

Language Arts  
Social Studies

61

61 A

UNIT: MY WORLD

LEVEL: 2

GOAL: To provide an awareness of natural resources, their conservation, its relationship to man, and some jobs involved in that conservation.

OBJECTIVES:

1. The student will gain a comprehension of natural resources, conservation, and basic jobs in forestry.
2. The student will experience basic activities related to conservation.
3. The student will be able to gain a comprehension of the effects of waste on the environment.
4. The student will demonstrate an awareness of a variety of resource management jobs through role playing situations.

GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

To provide an awareness of natural resources, their conservation, its relationship to man, and some jobs involved in that conservation.

The student will gain a comprehension of natural resources, conservation, and basic job in forestry.

View film

Have a discussion of film:  
Suggested questions are:

- what are natural resources you saw in film?
- can you name other resources?
- what is conservation?
- what workers did you see in the film?

Show filmstrip, continue discussion

The students will experience basic activities related to conservation

Begin a long-term project in which each student will plant a tree, vegetable, flowers, etc.

Record the growth of the plants over a period of several weeks.

Discuss process of restocking and replenishing resources

RESOURCES

EVALUATION

SUBJECT  
(Interlock)

16 mm. film "Natural Resources"  
Counselor Films pur/rent

Each child should participate in the  
discussion

Language Arts  
Social Studies

Filmstrip  
"Workers for the Public Welfare"  
Eyegate

Manila folders, coffee cans, potting  
soil, seeds

Each student will plant seeds, observe  
and record plant growth

Language Arts,  
Science

"Plants and Seeds"  
Teaching Picture Set  
David S. Cook Publishing Co.

Each student should respond verbally to  
discussion of replenishing of resources  
and jobs involved

Social Studies



GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
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The student will be able to gain a comprehension of the effects of waste on the environment.

Place goldfish or minnows in two bowls. Over a period of time, contaminate one bowl with excessive food. Allow the students to observe and discuss the effect that waste materials has on animals and humans.

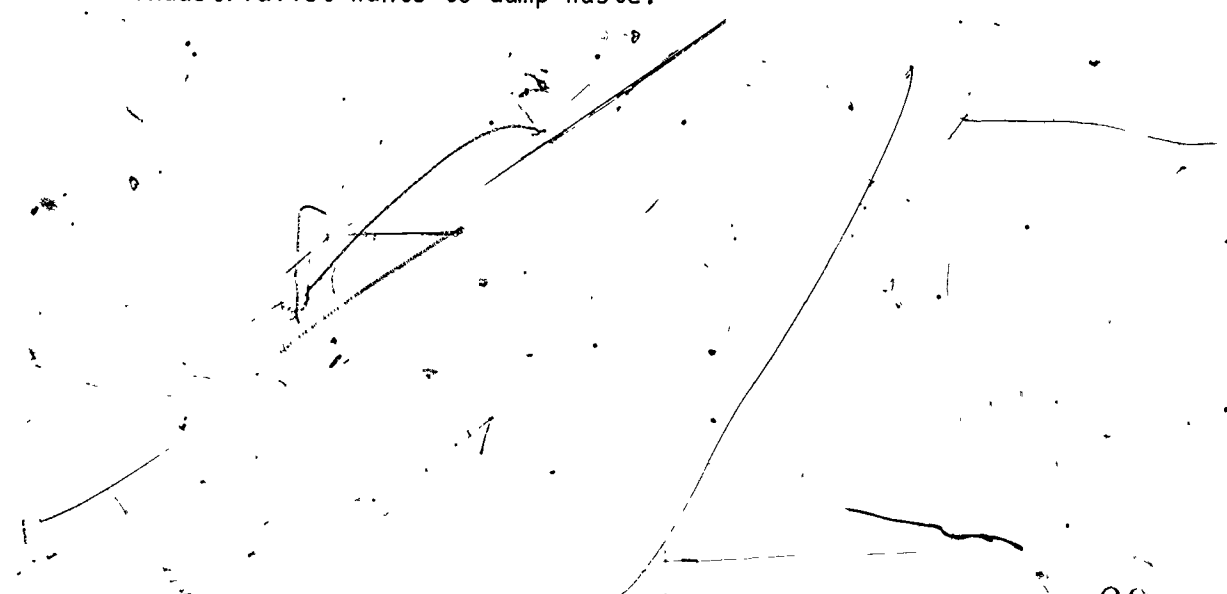
Discuss other kinds of resources that are affected by excess waste and contamination and the resulting effects on people.

The student will demonstrate an awareness of a variety of resource management jobs through role-playing situations.

Show film, "Environment". Discuss additional needs for resources management and jobs needed to conserve resources.

Ask students to assume various roles in situations such as:

- hunters wanting game; wardens want to conserve wildlife
- industrialist wants to dump waste.



RESOURCES

EVALUATION

SUBJECT  
(Interlock)

Fish, bowls, and food

Observe that each student participates in the activity and related discussions.

Science  
Social Studies

ACTIVITY

EVALUATION

SUBJECT  
(Interlock)

Environmentalists want to preserve nature.  
Discuss what must be done (jobs) in each  
situation

Observe each student in a role-playing  
situation and then allow each an opportunity  
to identify at least two jobs needed to pre-  
serve resources.

Language Arts  
Social Studies

UNIT: THE FIREMAN

LEVEL: 3

GOAL: TO PROVIDE THE STUDENT WITH INFORMATION ABOUT JOBS AND DUTIES OF FIRE DEPARTMENT EMPLOYEES.

OBJECTIVE: THE STUDENT WILL DEMONSTRATE AN AWARENESS OF THE JOBS AND BASIC DUTIES OF FIRE DEPARTMENT EMPLOYEES.

To provide the student with information about jobs and duties of fire department employees.

The students will demonstrate an understanding of the workers and duties of fire department employees.

View film:  
Discuss

Plan a field trip to the local fire station. Ask students to observe firemen at work, noticing what they do when they aren't putting out fires, see the equipment, wearing apparel, sleeping quarters, alarm system, etc.

Choose one of the following:

1. Have students write stories about the firemen. The stories should illustrate the students' knowledge of fire control methods, firemen's duties, and the work setting.
2. Build a model fire station. Each child can construct a fireman's hat. Equipment can be made from modeling clay or play dough.

## RESOURCES

## EVALUATION

SUBJECT  
(Interlock)

Films:  
"Fire-Cause for Alarm"  
Bell Telephone

Each student should participate

Science,  
Language Arts

"A Way with Fires"  
Bell Telephone

Field trip permission,  
transportation, etc.

paper and pencil

Content should show awareness  
of firemen's jobs, work setting,  
and basic fire control methods

Language Arts,  
Science

paper, crayons, paste, scissors,  
stapler, clay

Art, Social Studies,  
Science

## ACTIVITY

## RESOURCES

## EVALUATION

SUBJECT  
(Interlock)

Follow construction with role playing activities such as:

- acting out a fire drill
- putting out a fire
- having fire house inspection

All students should participate in building the model. Each should have an opportunity to demonstrate knowledge of fire department jobs through role playing.

## Additional Activities:

View filmstrip  
Listen to record

"Firemen at Work"  
Singer Society

Music

"The Little Fireman"  
BCA

UNIT: Post Office

LEVEL: 3 or 4

GOAL: To make the students aware of jobs available and the basic duties of workers in post office jobs.

OBJECTIVES:



GOAL

To make the students aware of jobs available and the basic duties of workers in post office jobs

BEHAVIORAL OBJECTIVE

The student will develop an awareness of post office services and jobs available.

The student will demonstrate his/her understanding of post office jobs and their duties by assuming the role of at least three jobs in a post office simulation.

ACTIVITY

Invite postal employee to class, and/or go on field trip to post office.

View film:

Read and discuss:

Let's Go To A Post Office, Naomi Buchheimer, Putnam, '64.

or

I Want To Be A Policeman, Children's Press, Clara Green

Make your own post office in your room. Using boxes, make a post office. Use classes work as mail. Sort papers by students location. Deliver to location, not to student. Assign and rotate duties! Papers not containing proper address information will go to a dead letter file. Students will have to claim them at the post office. Divide room into sections, giving each student an address. Mail will be sorted by section, then by address.

Wrap-up discussion.

Summarize findings and feelings.

Resource person

Field trip

"The Post Office and Postal Workers"  
Eyegate

Each student, over an extended period,  
should have an opportunity to assume  
a number of the jobs necessary to  
operate your post office.

Boxes, paper, crayons

Each student should verbally describe  
at least four jobs in the post office.

Language Arts, Art, Social Studies

UNIT: PEOPLE WORKING FOR PEOPLE

LEVEL: 4 or 5

GOAL: TO DEVELOP AN AWARENESS OF SOCIAL AND ECONOMIC SERVICE AGENCIES, THE KINDS OF SERVICES THEY PROVIDE, THE JOBS AVAILABLE IN THOSE AGENCIES, AND BASIC DUTIES OF WORKERS.

OBJECTIVES: See attached sheets

## GOAL

BEHAVIORAL  
OBJECTIVE

## ACTIVITIES

To develop an awareness of social and economic service agencies, the kinds of services they provide, the jobs available in those agencies, and basic duties of workers.

The student will gain comprehension of at least 4 services of social and economic service agencies.

Introduce unit with brief discussion of social and economic services.

Show film - "Social Services and the Social Worker."

Discuss film: Make a list on chalk board of as many services as class can name.

Divide class into small groups, 2 or 3 each, and ask them to go through the phone book and make a list of as many social and economic service agencies as they can.

Compile each group's list into a master list.

Film:  
"Workers for the Public Welfare -  
Social Services and the Social  
Worker"

Chalk board

Observe that every  
student participates  
in the discussion.

Social Studies

8-10 phone books  
paper and pencil

Each student should participate  
in small group.

Language Arts

Each group should contribute their list.

BEHAVIORAL  
OBJECTIVE

ACTIVITY

RESOURCES

With the help of the class, try to categorize agencies according to services: Try to get students to discover service categories. (Housing, employment, economic, personal)

Chalk board

The student will be able to describe at least 4 jobs in social/economic service agencies.

Divide into groups again (2 - 3)  
Each group should select one agency from each of 2 categories and write letters to the agency asking about jobs in the agency and worker duties.

Master list  
pencil, paper,  
envelopes, postage

After a period of about 2 weeks, those who received responses should report on what they learned about their agency. Those who do not get responses to their letters may be responsible for tabulating the results.

Discuss findings.

EVALUATION

SUBJECT  
(Interlock)

Solicit as much participation as possible.

Every student should be able to orally state at least 4 services rendered by those agencies.

Social Studies

If possible every student should prepare and mail a letter.

Language Arts  
Social Studies

Language Arts  
Social Studies

94A

94

UNIT: Our Town

LEVEL: 5 - 6

GOAL: To make students aware of the problems involved in rural, urban, and community development, and the jobs available in that sector of public services.

OBJECTIVES:  
1). see attached sheets  
2). see attached sheets



GOAL

BEHAVIORAL  
OBJECTIVE

ACTIVITY

To make students aware of the problems involved in rural, urban, and community development, and the jobs available in that sector of public services.

The student will demonstrate an awareness of the types of problems encountered in R.U. & C. Development.

Introduce the unit by giving students a chance to role play a variety of situations related to R., U., & C. Development.

e.g. - re-zoning questions  
single to multiple family  
residential to light industry  
retail to industrial  
condemnation (right of eminent domain)  
highway right of way  
public housing  
civic buildings  
planning location of parks, schools, etc.

Make a list of concerns which are expressed in each role playing situation.

Conduct a group discussion in which the students identify as many problems and the sides or interests of each problem, as they can.

BEHAVIORAL  
OBJECTIVE

The student will demonstrate an awareness of the jobs involved in rural, urban, and community development by participating in a model city project and describing job roles needed to complete development.

ACTIVITY

Listen to tape recording.

Divide your class into groups. One group will represent apartment or multiple family dwelling owners; one will represent retail business; another group will represent industry, and the last group will represent the city (or county) government.

Construct a model city. Each group can be responsible for building and locating their buildings, etc. Any disagreements over locations will have to be settled through the proper governmental agency. Keep a log of all activities, disputes, and settlements.

After the project is completed, have a thorough discussion of the entire project. Each student should be able to describe at least three jobs needed in local government to maintain harmonious development.

RESOURCES

EVALUATION

SUBJECT  
(Interlock)

Cassette:  
"Urban Planner"  
#4543 Media Marketing, Inc.

Observe that students present a variety of sides or issues in each role playing situation.

Social Studies

Students may choose or you may assign them to groups.

Art - Social Studies

Posterboard, cardboard, paste, tape, scissors, paint, crayons, and other art supplies.

Every student should participate in the construction of the model.

Language Arts -  
Art, Social Studies

101

102