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ABSTRACT

Students participating in community-based job exploration programs will complete forms in this booklet at various times throughout the experience. The programs allow students to observe and participate in the daily routine of selected jobs with selected community resource persons. These forms serve as a diary of experiences. Preliminary sections outline the steps students will follow throughout the program and require the students to write down why they chose a particular site and job and what their expectations are. Topics are suggested for the students' first interviews with their resource persons. Other sections call for students to identify physical and training requirements of the jobs, describe the sites and jobs, enter photos or drawings of the job activities, relate their own values to those required by the jobs, and attempt tasks in communications and mathematics relevant to the jobs. Included with this student form is a brief form for the resource person to complete. It identifies the job's physical requirements, safety conditions, tools and equipment, reading materials, special vocabulary, and specific tasks in areas of communications and math. The students can use the resource person's completed form in deciding whether to go into greater depth in exploring specific jobs. (AV)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED153918

Student Record of Community Exploration.

Student _____

Site _____

Resource Person _____

Starting Date _____ Completion Date _____

Northwest Regional Educational Laboratory

SD 010 862

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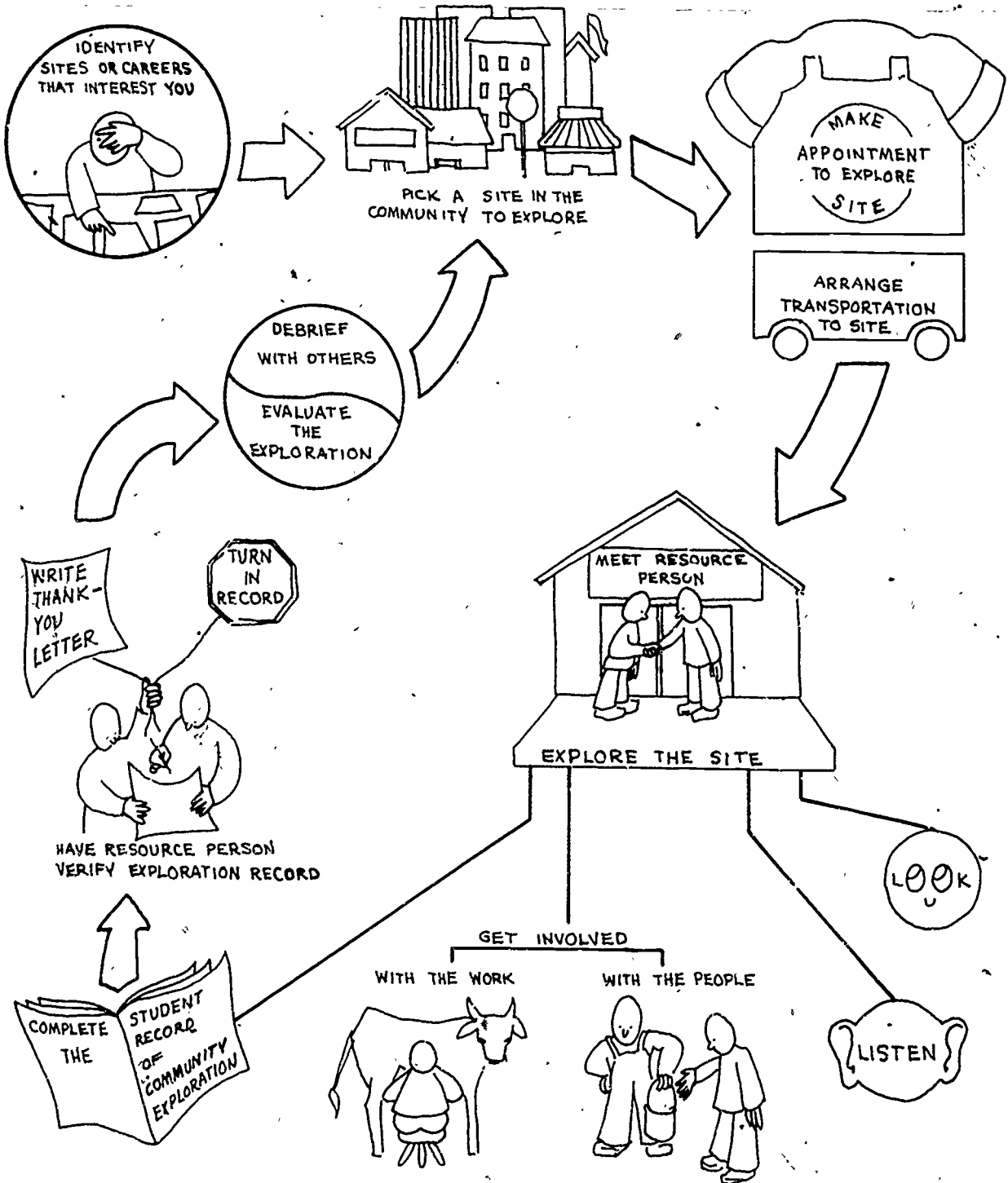
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Your Community Exploration Path

The illustration below shows the steps you follow during a community exploration. You can use this illustration to explain to your family and friends how you are learning in the community.



Student Checklist for Community Explorations

Follow these steps to complete the activities outlined in this Exploration Record.

- Go to the community site and meet your resource person.
- Arrange your exploration schedule with the resource person.
- Give your community resource person the Site Information form included in this record book. The resource person should complete this form and return it to you.
- Interview the resource person and record your interview in writing or on tape.
- Gather information about the job you're exploring; keep printed materials in a notebook or folder for reference.
- Answer questions in this record book.
- Take photographs or draw sketches and write descriptions of site scenes.
- Draw a floor plan of your resource person's work area.
- Record job skills required and note whether you can do them.
- When your resource person returns the completed Site Information form, check it with your staff adviser and, on pages 12 and 13 of this record, write in basic skills from the form.
- Complete the basic skills tasks.
- Write a summary of how you feel about this exploration on the Comment Page.
- Check one of the three boxes on page 15.
- Turn this guide over to your community resource person to evaluate and sign if it is satisfactory.
- Write a thank-you letter to the resource person and give a copy of this letter to your staff adviser.
- Turn in the Exploration Record to school staff for evaluation; if it is unsatisfactory or incomplete, continue working on it until it is accepted by staff as satisfactory.

Getting Started on Your Exploration

Community Site _____

Resource Person _____

Address _____ Telephone _____

What type of job are you about to explore? _____

Before you explore this site and job, describe what you expect, based on information from career tests you have taken or knowledge you already possess.

Why did you choose this job to explore? _____

What do you think this exploration will be like? _____

Fill in the dates and hours you have agreed to be at the job site.

<i>Week of</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

Interview Your Resource Person

Using topics and questions suggested below, interview your community resource person. You may record the interview in one of the following ways:

- use a tape recorder to capture the entire interview as it happens
- take notes as you conduct the interview and then summarize or report on it by talking into a tape recorder
- take notes as you conduct the interview and then write them up into a short paper

(Check the box in front of the option you choose.)

SUGGESTED INTERVIEW TOPICS

Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety

Products and services offered: what the job site produces, how its activities relate to community needs and to the consumer economy

Organizational structure: the company's management patterns, where and how decisions are made and communicated to employees, channels employees have to air their needs and criticisms

Specific job qualifications: legal (such as age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials

SUGGESTED INTERVIEW QUESTIONS

What do you do during a typical day?

What type of dress is acceptable — that is, slacks, jeans, shirt and tie?

How did you get started in this job?

What are the special training, schooling, experience requirements?

What are the opportunities for advancement?

What is the estimated salary range?

How long have you been on this job?

How long have you been with this company?

What previous jobs have you held?

What do you like and dislike about your job?

Submit your interview to school staff when you complete this Exploration Record.

Look At Job Site Requirements

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

Special height
Special weight
Adequate vision
Ability to distinguish colors
Physical strength
Ability to stoop long periods

Ability to sit long periods
Driving ability
Special voice qualities
Special appearance
Ability to stand long periods
Ability to lift weights over 50 pounds

Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not. (Remember, you may find ones not listed above.)

<i>Physical Requirement</i>	<i>I Have It</i>	<i>I Don't Have It</i>
-----------------------------	------------------	------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Training and Experience

What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

Describe the Community Site You Are Exploring

Does it provide a service for customers or the public? Yes No

Does it manufacture a product? Yes No

Does it sell a product or products? Yes No

Describe the service or product: _____

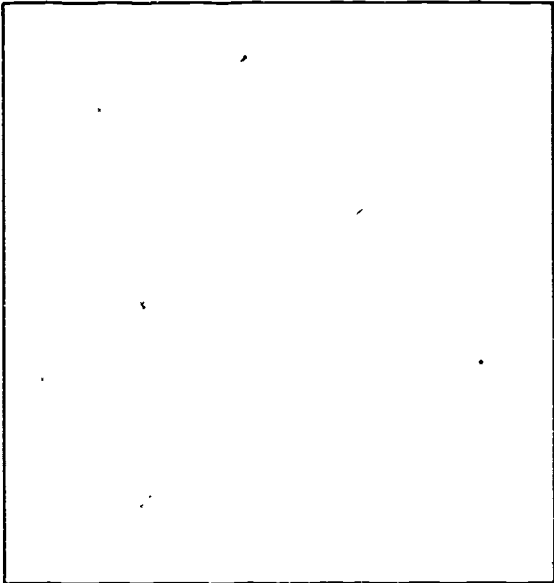
Describe the Job You Are Exploring

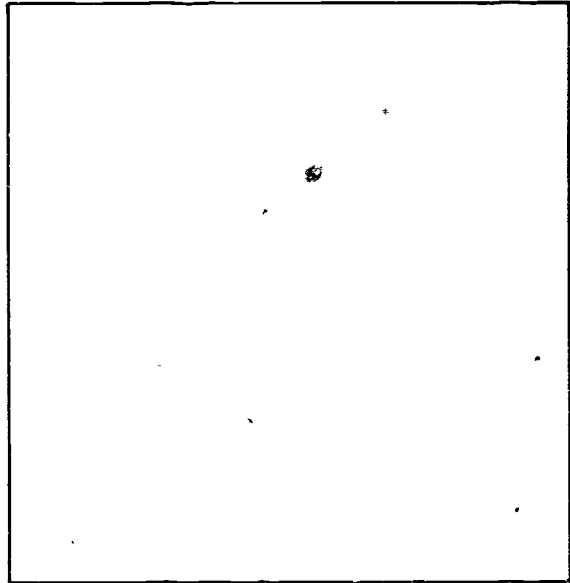
What kinds of equipment and tools
are used on this job?

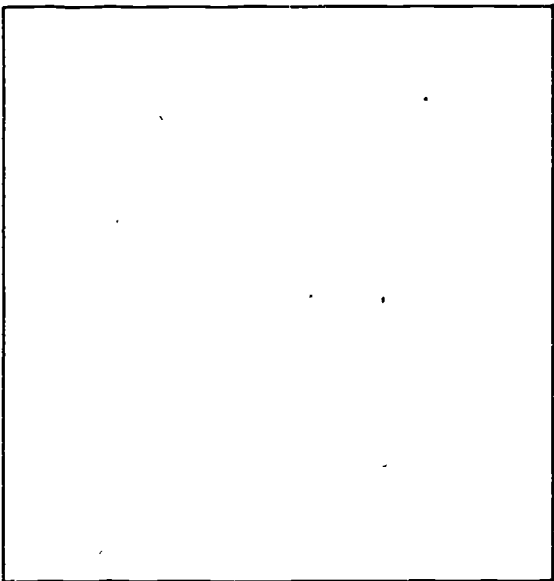
What are some activities and
work tasks typical of this job?

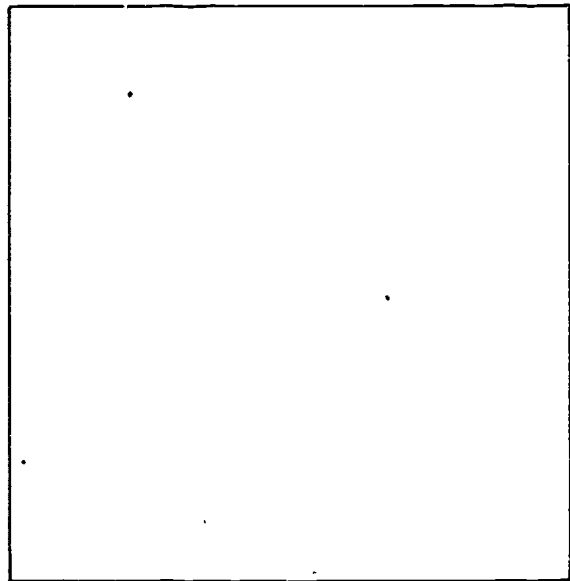
Describe the Site With Pictures and Words

Put photographs, drawings or cartoons in the boxes provided and below the pictures write descriptions of services, products, equipment or people that are in the pictures.









Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	<i>Give an example from the job site</i>	<i>Do you like to do this?</i>	<i>Can you do it?</i>
Working With Things			
Precision work	_____	_____	_____
Operating equipment	_____	_____	_____
Handling materials	_____	_____	_____
Working With Information			
Interpreting facts	_____	_____	_____
Organizing and using information	_____	_____	_____
Copying, sorting and putting things together	_____	_____	_____
Working with numbers or words	_____	_____	_____
Working With People			
Counseling	_____	_____	_____
Discussing and bargaining	_____	_____	_____
Supervising	_____	_____	_____
Selling	_____	_____	_____
Teaching	_____	_____	_____

What do you consider to be the skills and aptitudes most necessary to performance of this job?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

Skills

Ways You Could Learn Them

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What interests and aptitudes do you have that might not be exercised in performing this job?

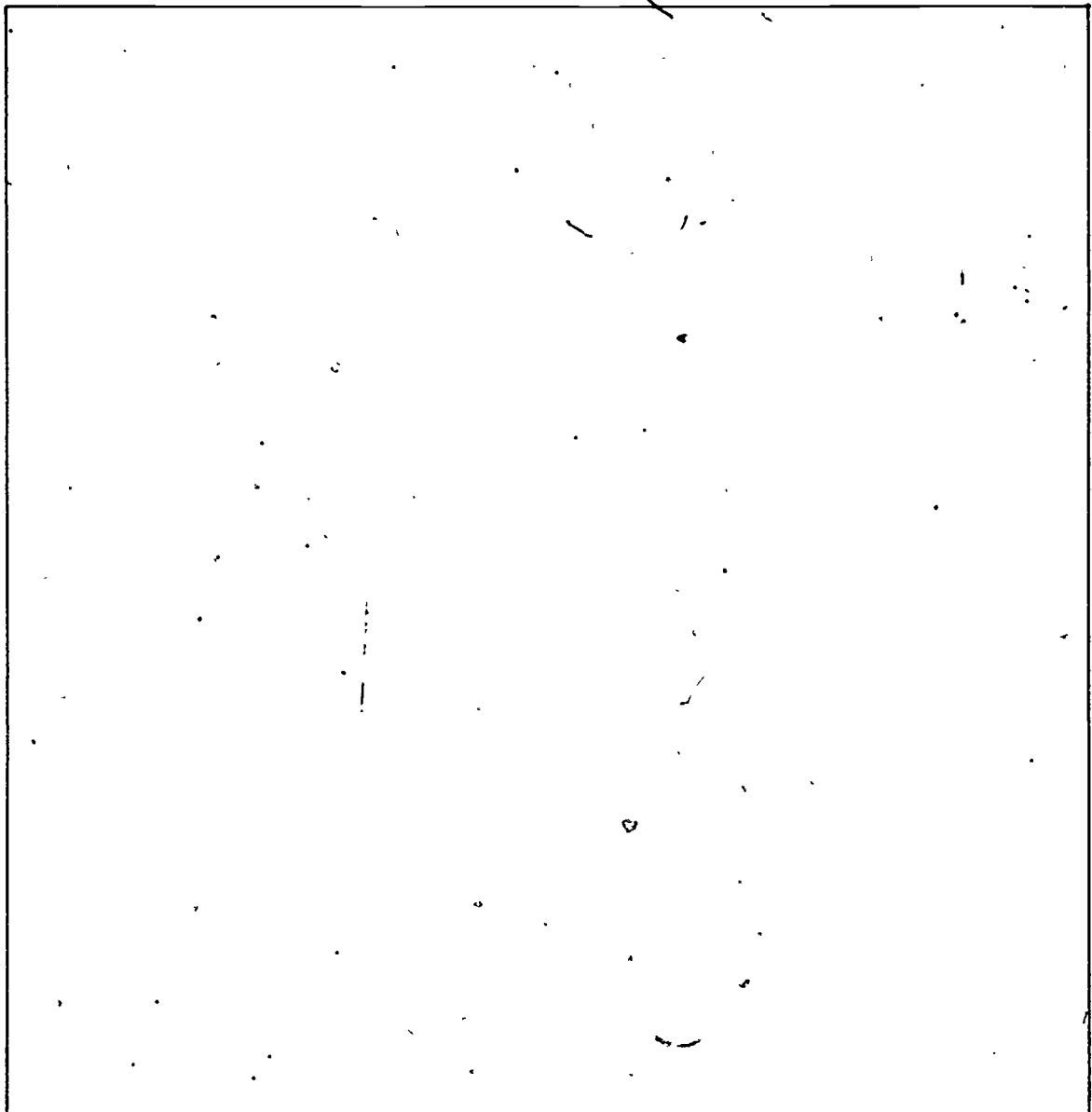
Do you think you could satisfy these things outside the job?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Map Out Your Work Environment

The actual physical environment where a person works can have very important effects on job satisfaction and general well-being. With this in mind, draw the floor plan of the job site you are exploring in the space below.

On the floor plan, identify and show locations of equipment, stock, merchandise and so forth. Put an "X" to locate your resource person's primary work area. Also indicate locations of windows, other light sources and heating/cooling vents in relation to this primary work space. Emphasize details you especially like or dislike — such as a window view of a beautiful tree or a source of cold air on your neck.



Think About Values

Before exploring the job, look at the values listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal values

- independence
- surroundings
- loyalty
- self-satisfaction
- leadership
- appearance/grooming
- _____

Social values

- human rights
- group rights
- equal opportunities
- environment issues
- teamwork
- _____
- _____

Work values

- job security
- wages and benefits
- competition
- advancement
- status
- _____
- _____

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your community resource person work alone or with many people? _____

Is the work area comfortable, safe and well-lighted? _____

What are the special rules for appearance? _____

Describe opportunities to show independence and leadership _____

Social Values

Can workers of either sex work in this job? (If not, why not?) _____

If you can, give an example of this company or agency's concern for protecting the environment _____

Is there a procedure for workers to influence decision making? _____

Work Values

What wages are paid for a beginning worker in the job you are exploring? _____

Is there a union or bargaining group to represent workers? _____

Is there a group insurance plan here? _____

What are the opportunities for promotion? _____

Does this company provide inservice training for employees? _____

Communications Skills Required by This Job

See the Site Information form for this site. On page 6 of that form the resource person has described three actual job tasks requiring communication skills.

Copy those three tasks below and verify with your resource person that they are still necessary tasks for the job you are exploring. (If any of them are not, ask your resource person to write another task for you.)

Try to perform **all three** tasks. The purpose is for you to discover some of the real requirements of this job in the area of communications skills. You may be unable to perform one or more of the tasks, but trying them will give you a better idea of what this job requires.

Have your resource person sign the form. The resource person's signature certifies that you **tried** to perform the tasks and whether or not you had difficulties.

1. _____

Performed satisfactorily Performed with difficulty Can't do

2. _____

Performed satisfactorily Performed with difficulty Can't do

3. _____

Performed satisfactorily Performed with difficulty Can't do

Community resource person

Date

Mathematics Skills Required by This Job

See the Site Information form for this site: On page 7 of that form the resource person has described five actual job tasks requiring mathematics skills.

Copy those five tasks below and verify with your resource person that they are still necessary tasks for the job you are exploring. (If any of them are not, ask your resource person to write another task for you.)

Try to perform **all five** tasks. The purpose is for you to discover some of the real requirements of this job in the area of mathematics skills. You may be unable to perform one or more of the tasks, but trying them will give you a better idea of what this job requires.

Have your resource person sign the form. The resource person's signature certifies that you **tried to** perform the tasks and whether or not you had difficulties.

1.

Performed satisfactorily Performed with difficulty Can't do

2.

Performed satisfactorily Performed with difficulty Can't do

3.

Performed satisfactorily Performed with difficulty Can't do

4.

Performed satisfactorily Performed with difficulty Can't do

5.

Performed satisfactorily Performed with difficulty Can't do

Community resource person

Date

Comments and Evaluations

Student: Write one or two statements about this community exploration summing up your reaction to it, particularly how it matches up with your career expectations.

Signature

Date

Community Resource Person: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

_____ has completed this
Exploration Record to my satisfaction.

Signature

Date

School Staff: Write your evaluation of this exploration and how it has affected the student's self-awareness and career planning.

Signature

Date



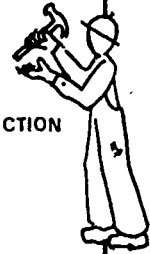
BUSINESS AND OFFICE



FINE ARTS AND HUMANITIES



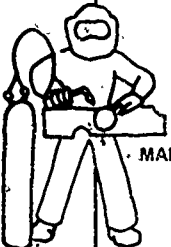
CONSUMER AND HOMEMAKING-RELATED



CONSTRUCTION



PERSONAL SERVICES



MANUFACTURING



MARKETING AND DISTRIBUTION



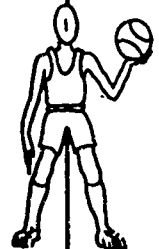
HEALTH



COMMUNICATIONS AND MEDIA



PUBLIC SERVICES



HOSPITALITY AND RECREATION

To the student: Based on the exploration you just completed, check one of the statements below that best fits how you feel.

- I do not want to explore this kind of job further.
- I want to explore this kind of job further, but on another site.
- I do not want to explore this kind of job right now, but I may want another look in the future.



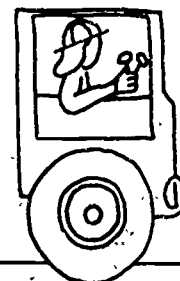
ENVIRONMENTAL CONTROL



MARINE SCIENCE



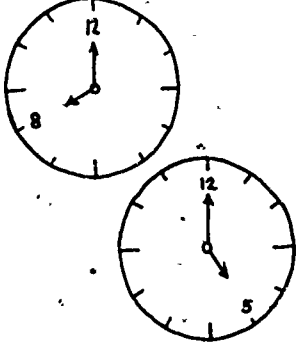
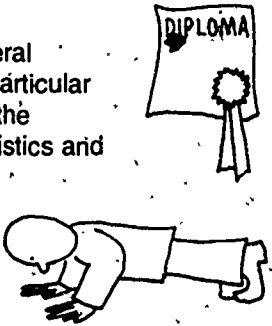

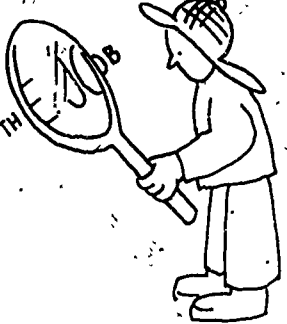
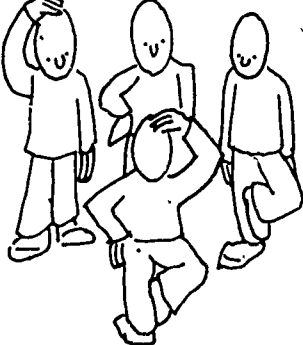

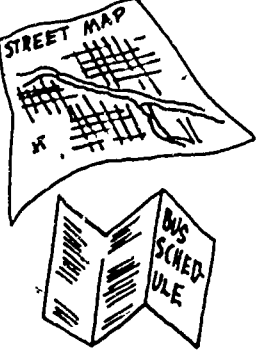
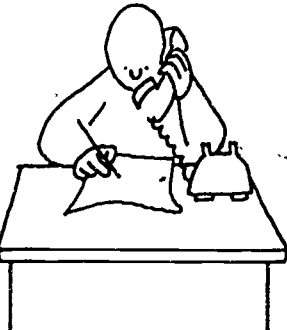
AGRI-BUSINESS AND NATURAL RESOURCES



TRANSPORTATION

Community Exploration Learning Objectives

Completing an exploration will help you organize your experiences at a community site so you will grow in the following ways.

<p>1 gain a more realistic sense of the typical workday in jobs of interest to you</p> 	<p>2 increase your general knowledge about particular jobs by identifying the personal characteristics and training required</p> 
 <p>3 improve your skills in choosing a career by comparing your personal characteristics and values with the job's characteristics</p>	<p>4 improve your critical thinking skills by making observations and drawing conclusions about your job site experiences</p> 
<p>5 learn to interact with many different adults in a variety of environments</p> 	<p>6 gain a better understanding of the relationship between learning and earning a living</p> 
 <p>7 learn to find your way around the community more easily</p>	 <p>8 acquire practical experience in writing; speaking, listening and mathematics as these skills relate to specific jobs</p>

Site Information for Student Community Exploration

To be completed by the community resource person in preparation for a student's exploration of that person's job and workplace.

Community Site

Job/Department

Address/Phone

Resource Person

School Staff Contact

Date

Supplementary Material for
Experience-Based Learning;
How to Make the Community Your Classroom



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SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to your work:

Heavy lifting _____

Carrying _____

Stooping _____

Standing long periods _____

Sitting long periods _____

Special voice qualities _____

Tolerance for noise _____

Special appearance _____

Tolerance for odors _____

Driving ability _____

Please list any other special physical requirements _____

Clothing, Equipment Requirements

Driver's license Hard hat Coveralls Rain, foul-weather gear

Uniform _____

Other _____

Safety Conditions

Please describe special safety restraints or conditions at your job site:

TOOLS, MATERIALS AND LEARNING RESOURCES
AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Precision instruments:

Work samples and materials:

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.)

Audiovisual materials (films, tapes, slides, video tapes) and
equipment (projectors, recorders, cameras) the student might use:

Special classes the student might be able to take:

READING MATERIALS CHECKLIST

Which of these are available to students at your site?

- Job application forms
- Notices and signs on job site
- Forms (order forms, invoices)
- Catalogs
- Brochures or printed advertising
- Manuals and written instructions
- Schedules or lists
- Account statements
- Letters, memos, notes (a sampling)
- Reports, pamphlets or articles in publications
- Telephone lists or lists of extensions
- Address lists
- Labels or writing on packages
- Union contracts
- Personnel tests regularly administered
- Any other specific work-related materials
- List others

Using the list above as a reference, select three pieces of written material you feel must be read in order to do the job satisfactorily.

BASIC SKILLS ASSESSMENT

COMMUNICATIONS SKILLS

Describe three communications tasks essential to satisfactory performance of the job the student will be exploring. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

- 1.
- 2.
- 3.

If you cannot readily think of three job tasks using communications skills you may wish to use the following as examples:

1. Student will copy vocabulary list from page 8 of this Site Information form and, at completion of exploration, explain the meaning of each term to the satisfaction of the resource person.
2. Student will demonstrate the ability to read and use a telephone message form by accurately recording in writing a telephone message for someone.

BASIC SKILLS ASSESSMENT

MATHEMATICS

Select five mathematics tasks essential to satisfactory performance of the job the student will be exploring or typical of work done regularly in that job. Describe the tasks below.

Your role will be to help the student understand these tasks and how they are used in your work. As the student tries to perform these tasks, evaluate the student's efforts. Indicate whether or not the student can perform the tasks and then sign the student's copy of the Exploration Record.

Description of tasks:

- 1.
- 2.
- 3.

If you cannot readily think of job tasks using math skills, you may wish to use the following as examples:

1. The student will demonstrate the ability to identify by sight a half-inch wrench.
2. The student will figure out how much is 37 percent of \$500 (with 100 percent accuracy).

SPECIAL VOCABULARY

List any special vocabulary a person needs in order to perform this job. It will be the student's responsibility to find the meanings of these terms before leaving your site.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Collect company materials such as brochures, organizational charts, job descriptions, employee handbooks, legal codes applicable to the job and other items of interest and keep these in a notebook or folder for reference.

Remember to turn in a copy of your resource person interview and thank-you letter with the completed Exploration Record.