

## DOCUMENT RESUME

ED 248 097

RC 014 945

**TITLE** Manufacturing/Marketing & Distribution. B6. CHOICE: Challenging Options in Career Education.

**INSTITUTION** Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, " Paltz, N.Y.

**SPONS AGENCY** Employment ( Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

**PUB DATE** [83]

**GRANT** 28-84-0023

**NOTE** 507p.; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

**AVAILABLE FROM** CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities--laminated folders--\$30.00 plus shipping).

**PUB TYPE** Guides - Classroom Use - Guides (For Teachers) (052)

**EDRS PRICE** MF02/PC21 Plus Postage.

**DESCRIPTORS** \*Career Education; Cognitive Development; Educational Games; Elementary Education; \*Grade 5; Instructional Materials; Language Arts; \*Learning Activities; \*Manufacturing Industry; Marketing; \*Migrant Education; Occupational Clusters; \*Occupational Information; Skill Development; Teaching Guides; Units of Study

**IDENTIFIERS** \*CHOICE (Career Education Curriculum)

**ABSTRACT**

The documents aggregated here comprise the fifth grade unit of a career education curriculum designed for migrant students. Focusing on 11 occupations in manufacturing, marketing, and distribution, the combined teacher and student logs contain lessons and activities about the tools and tasks of workers in the 11 occupations: union representative, welder, machinist, assembly worker, textile designer, chemist, buyer, sales representative, accountant, commercial artist, and trucker. The logs contain all the student activities with instructions for their use, answers to the puzzles and activities, an orientation to the unit, vocabulary lists for each occupation, suggestions for further activities, and space for notes. The activities and puzzles are intended to provide occupational information while they reinforce the skills of matching, fact finding, determining the main idea, outlining, spelling, and logical validity. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (NQA)

ED248097

RC014945



CHOICE: Challenging Options in Career Education

B6



**MANUFACTURING & DISTRIBUTION**

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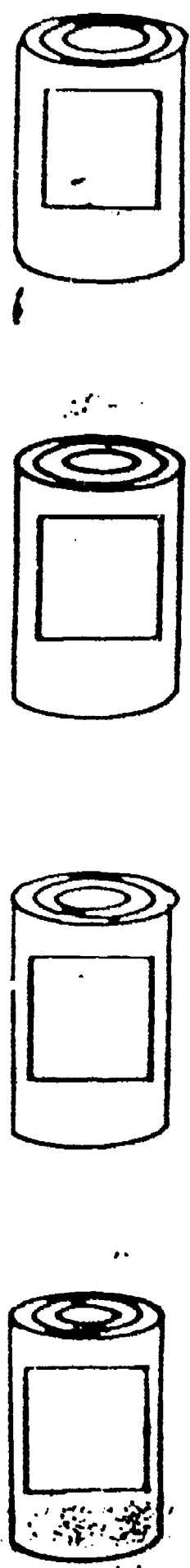
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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development, and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre-post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre-post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters; written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practlicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

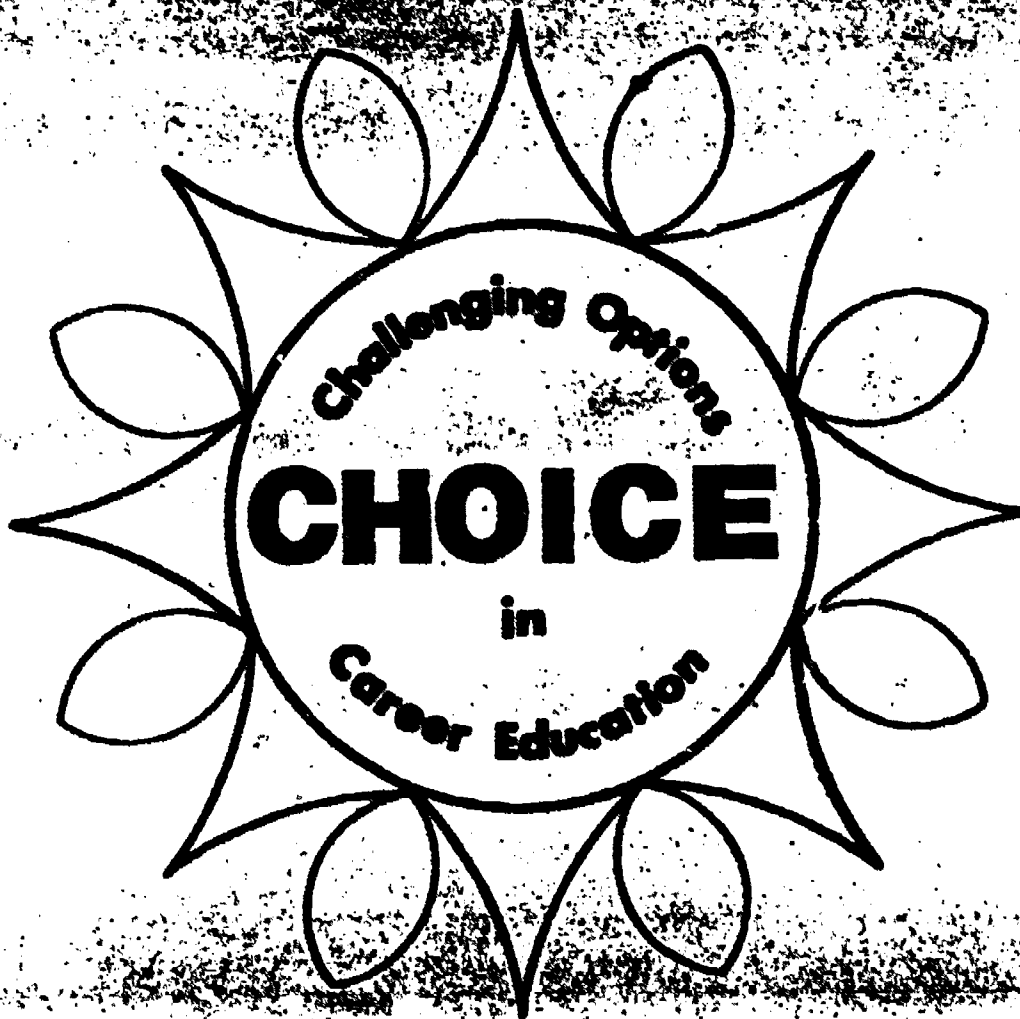
All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.



Contents developed at:  
**MID-HUDSON MIGRANT EDUCATION CENTER**

**CHOICE**  
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**NEW PALTZ, NY 12561**

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Work on this curriculum is performed pursuant to project #28-84-0023 with the United States Department of Education. Funds were obtained through Title I, ESEA Migrant Education Funds public law 95-561 section 133. The opinions expressed do not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

**Manufacturing/Marketing & Distribution**

**Teacher's Log (including reduced reproductions of students' pages)**

**Student Log**

**Pre Post Treatment Control**

**Student Activities**

The teachers' guide portion of the B6 Log consists of reduced students' pages with teacher instructions to the left of each student page. On the first page of each career unit there appears a list of vocabulary words and suggestions for extending the unit. Answers for each activity are included on individual activity pages.

**BEFORE EACH UNIT IS BEGUN, THE INSTRUCTOR SHOULD READ THE TEACHERS' PAGES FOR THAT UNIT.**

Generally, an attempt has been made to achieve a fifth grade reading level with this material. The Fry Readability Graph and the Basic Skills Word List (Improving Instruction Through Measurement, Los Angeles, 1980) were employed to this end. However, due to the technical vocabulary dictated by content, some words employed fall outside these limits. These words are included in the vocabulary list at the beginning of each career unit. Development of vocabulary prior to beginning unit instruction is imperative.

The instructor may use his/her discretion in adapting methodology to student population by:

1. allowing student(s) to read the mater-

ials independently

2. using materials as group reading activities
3. reading the materials to the student(s)
4. taping the reading materials for the independent use of the student(s).

The CHOICE Curriculum allows for flexibility in instruction! Expand and diversify by:

1. allowing students to begin units by giving their experiences with the work unit or cluster
2. initiating lectures on relevant topics
3. initiating field trips when possible
4. initiating career learning centers for clusters/units
5. including other relevant reading materials
6. displaying real tools/materials when possible (and safe).
7. employing students' creativity in related artwork (bulletin boards, posters, collages, etc.).

B6 TEACHERS' LOG  
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B6 Manufacturing Introduction

Vocabulary

appliance  
article  
manufacturing\*  
material

natural  
processed\*  
produce  
substances

\*developed in text/activity

Extension

1. Research various products to identify the various raw materials and processes used to manufacture each.
2. Visit a factory.
3. Initiate a class project to manufacture a product.

Page 1

Student reads story or instructor reads story to student(s).

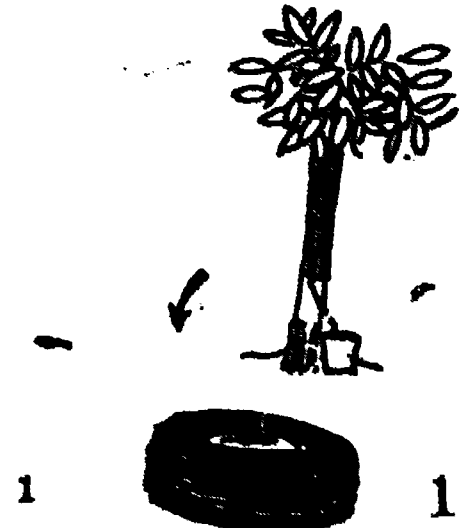
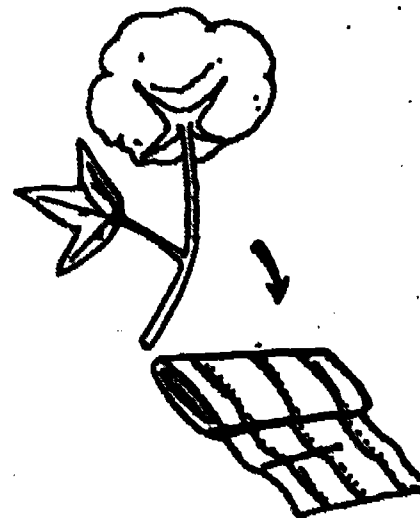
Notes



Workers in the Manufacturing Career Cluster work to produce the goods used by all of us. They work together to make products like cars, appliances, clothing, toys and many other articles.

Manufacturing workers make processed goods. Processed goods are things that are not used in their natural forms. Processed goods are things that are made from natural products. They cannot be grown or mined. The materials manufacturing workers use to make processed goods are called raw materials. Cotton is a raw material used to make cloth. Rubber is a raw material used to make automobile tires.

As you read the story about Josh Simmons, you will learn about several workers in the manufacturing career cluster. Ask yourself if you would like to do any of these jobs.



1

12

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Student matches products to the raw material used to make each product.

Notes

Raw materials are the substances used to make processed goods. Manufacturing workers process or change the raw materials to make them into more usable goods.

For instance, sheep's wool is a raw material. It is gathered, cleaned, combed, and spun to make yarn. Cleaning, combing and spinning are ways to process wool into yarn. Yarn can be used in more ways than sheep's wool. The yarn then becomes a material for other manufacturing workers who knit, crochet, or weave the yarn into blankets, sweaters, or clothing. These processed goods have more uses than yarn.

Match each raw material below to a product or processed item that is made from that raw material.

| <u>Raw Material</u> | <u>Product</u>    |
|---------------------|-------------------|
| wool                | peanut butter     |
| trees               | flour             |
| petroleum           | yarn              |
| iron                | lumber            |
| wheat               | maple sugar       |
| rubber              | plastic           |
| sugar cane          | automobile bodies |
| peanuts             | tires             |
| maple sap           | granulated sugar  |

Raw Materials



Student lists 2 raw materials for each of several products.

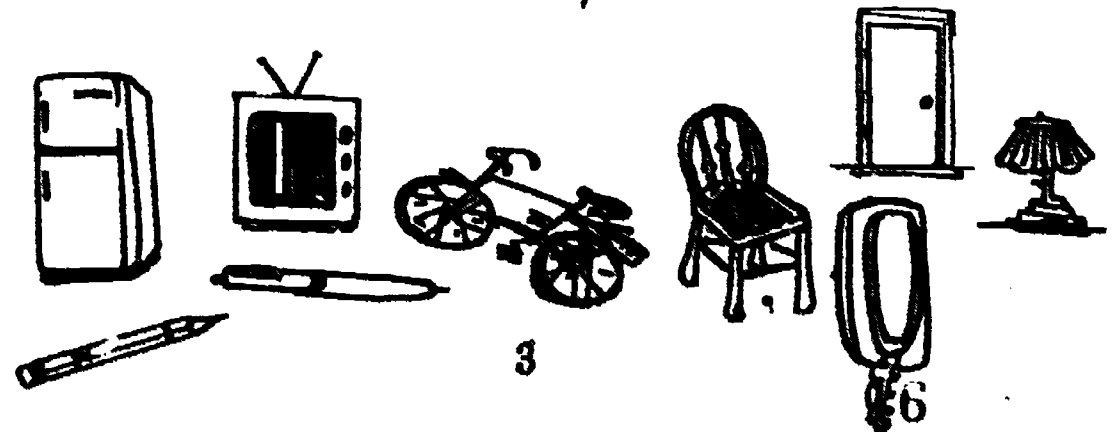
Notes

Raw Materials

Many products are made from several raw materials. For instance, some of the raw materials used to make an automobile are: steel (body and frame), plastic (steering wheel, upholstery), rubber (tires), fabric (upholstery), and glass (windshield).

List at least two raw materials used in making each of the products listed below.

- pencil wood lead
- pen plastic (petroleum) metal
- bicycle rubber metal (steel)
- chair wood metal (nails)
- telephone plastic metal
- television sand (glass) wood
- lamp sand (glass) metal
- door wood sand
- refrigerator metal plastic



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Vocabulary

|              |                   |                 |
|--------------|-------------------|-----------------|
| complaint*   | illegal           | reference       |
| concern      | legal             | representative* |
| condition    | literature*       | salary          |
| construction | management*       | solution        |
| dispute*     | mediating*        | tour            |
| grievance*   | pamphlet          | union*          |
|              | political science |                 |

\*developed in activity/text

Extension

1. Arrange talk by local union representative.
2. Display union literature.
3. Research history of unions.

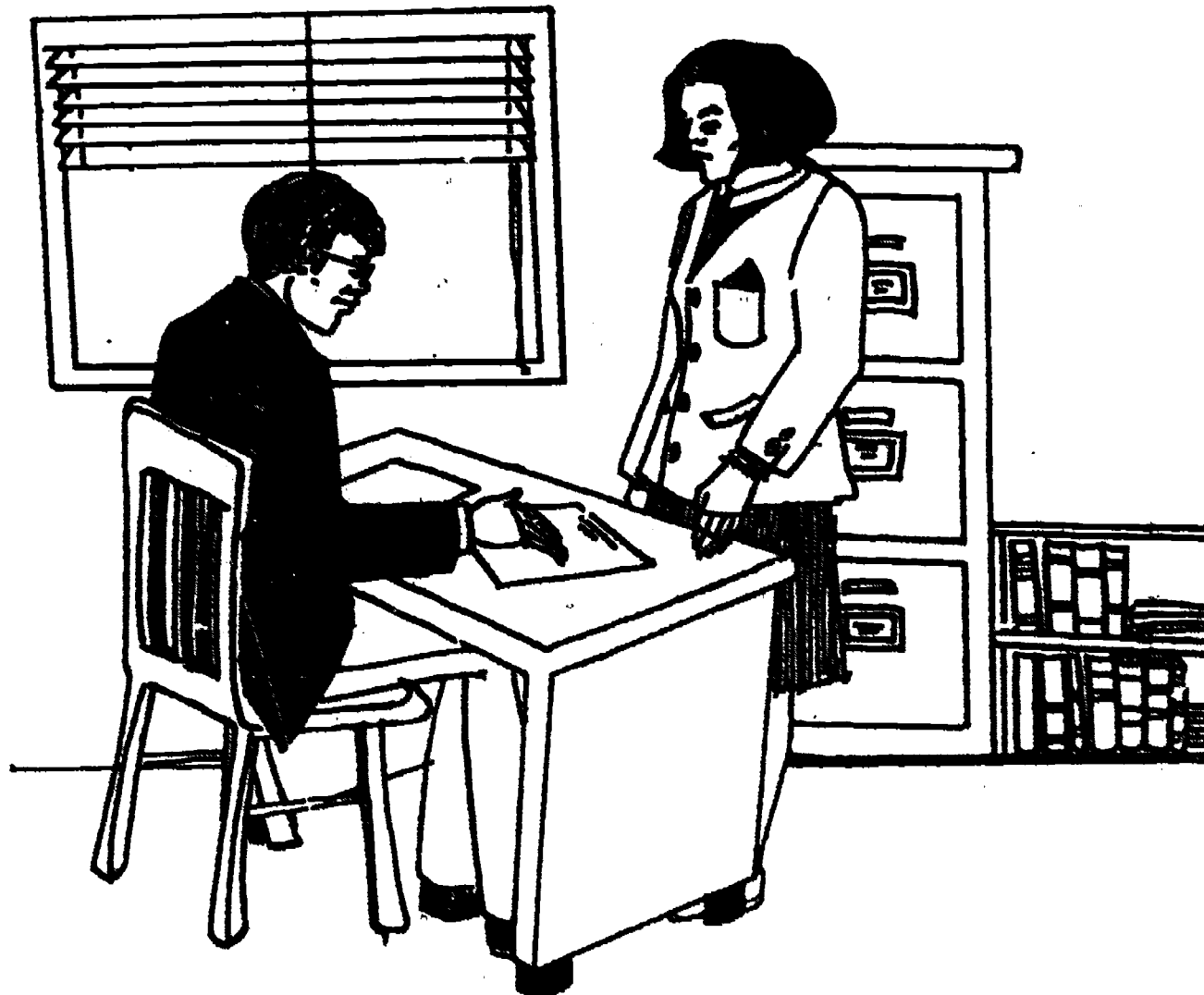
Page 4

Discuss picture in conjunction with reading the story.

**NOTE :** Follow-up activities relating to union representative are found at the end of the cluster (pages 32 - 37), as much of the cluster reading relates to the union representative. These activities should be completed when all of the reading has been done.

Notes

This union representative helps companies and workers solve problems about working hours, working conditions, and other areas of concern.





Student reads story or instructor reads story to student(s).

Notes



Rrrring! Josh Simmons reached across the bed and turned off the alarm. He yawned and mumbled as he dragged himself from his warm bed to the bathroom. The hot water of the shower began to wake him. He started thinking about the day ahead.

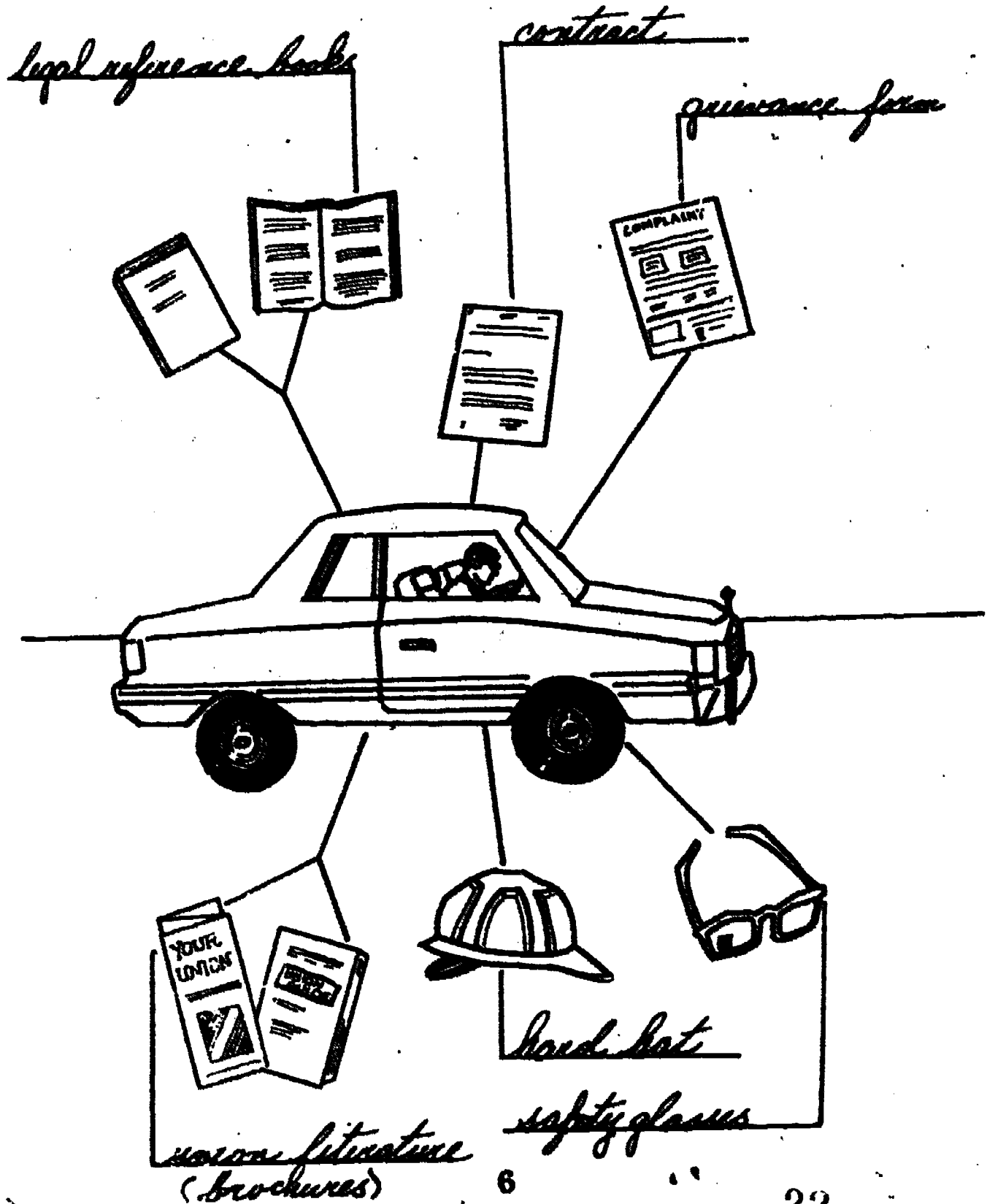
Josh is a union representative. This means that Josh speaks for the workers who belong to his union. Workers join the union to help protect their salaries, to help improve their working conditions, and to protect their rights as workers. When the workers and the company bosses or management can't agree to solve a problem, Josh comes to help the workers present their side of the problem. He listens to all sides of the problem or dispute, then helps the management and the workers settle on a solution that is agreeable to both sides. This is called mediating. Josh's most important job is to mediate a dispute about working conditions at Grant Automotive Industries.

As the morning temperature began to rise, Josh got into his car for the trip to Grant Industries. Josh uses his car like a traveling office. He travels to different factory locations a lot, so he must make sure he has everything he needs in the car. He keeps legal reference books with him in the car. He checks these to make sure that he does nothing illegal when he mediates disputes. He also carries grievance papers. These are special forms that workers fill out when they have a complaint against their company. He keeps union literature like booklets and pamphlets to hand out to workers. Union literature explains to workers how their union can help them. Josh always has a hard hat and safety glasses in his car in case he needs to tour a factory or a construction site.

As Josh drove to Grant Automotive Industries, he thought about the things he would have to do today. Speaking in front of a group of people is something Josh learned in a public speaking course in college. This course taught him how to organize facts and present them in the best possible way. His political science courses also taught him how to deal with people. Josh knew that he would use all of his skills to settle this dispute.

Student labels pictures of union representatives' tools/equipment.

Notes



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# Welder

B6 Welder

This welder is using a torch and a welding rod to join two pieces of metal. The torch melts the welding rod across the two pieces of metal. When it cools and rehardens, the metal will be joined securely.

## Vocabulary

appointment  
apprenticeship  
certified  
committee  
directors  
fumes  
hazardous

industry  
intense  
interrupted  
linger  
machinists  
poisonous  
proper

renovated  
securely  
torch  
ventilation  
vocational  
welder\*  
welding rod

\*developed in text/activity

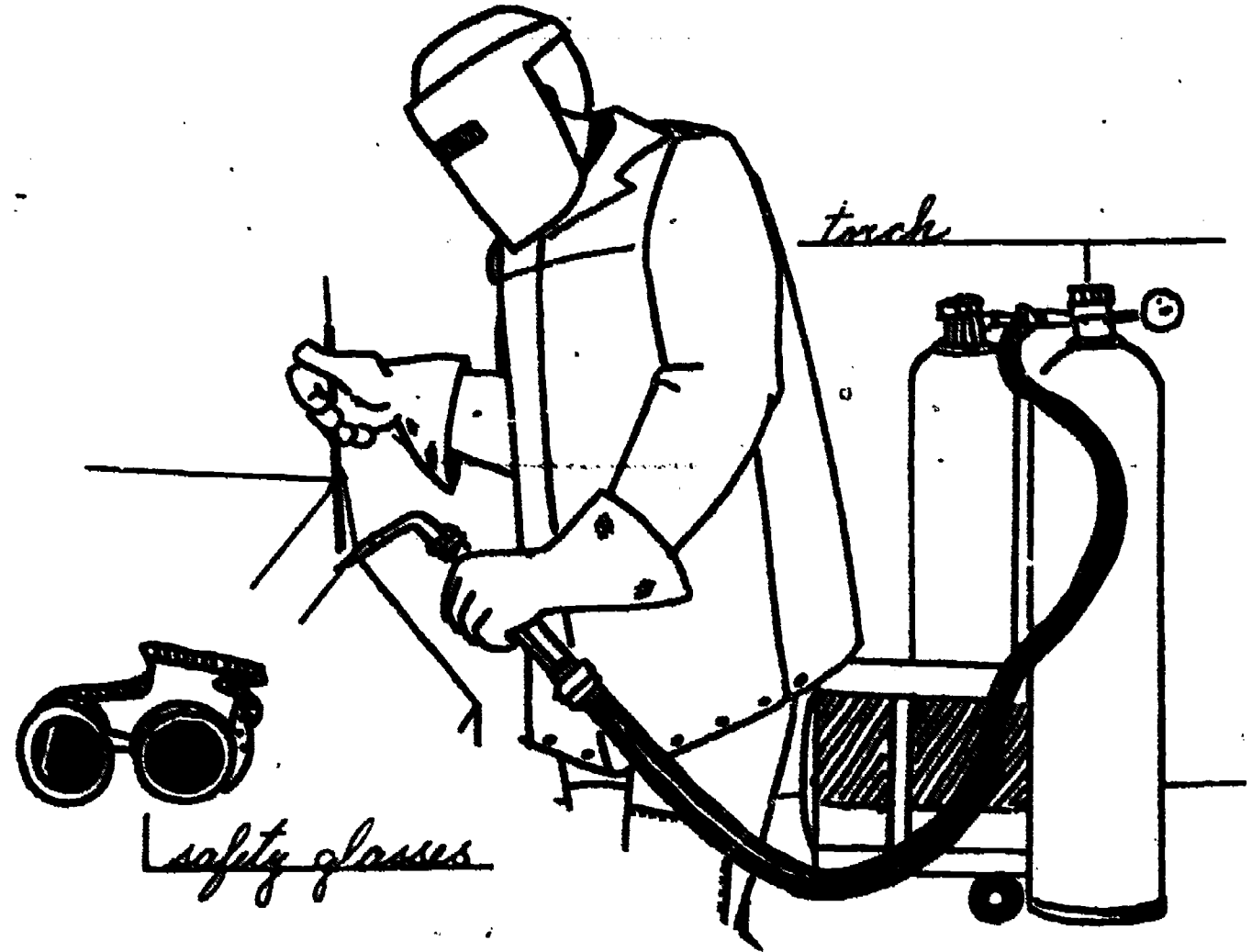
## Extension

1. Arrange demonstration of welding by industrial arts/vocational teacher.

## Page 7

Complete this page in conjunction with vocabulary development or direct student to label pictures after reading story.

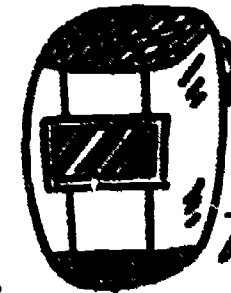
## Notes



*safety glasses*



*glove*



*face mask*

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Student reads story or instructor reads story to student(s).

Notes

Once Joshua reached Grant Industries he went to the main office. He had an appointment with the board of directors. A young woman greeted Josh and said, "Hello, Mr. Simmons. We've been expecting you." He followed her to the conference room and shook hands with the chairman of the committee. "Good morning, Joshua. Let's get right down to business. I know you've heard the workers' grievances, but you haven't heard ours. We feel their complaints are unfair. The committee feels that the workers are paid enough, are often late, take breaks when they shouldn't, and they're just not working hard enough."

"Well, Mr. Chairman, I think we should take one case at a time," began Josh. "The welders and the machinists want the shop renovated. The ventilation is poor and produces unhealthy working conditions."

The chairman interrupted excitedly, "Those shops are the pride of our industry. We have purchased the newest tools and machinery."

"Maybe so," Josh said. "But they are using welding torches to join metal parts to build and fix metal objects. The process uses intense heat and pressure. When they cut and shape the metal, smoke and gases are given off and they linger in the air. Without a proper ventilation system, the fumes are hazardous to the workers' health."

Another member of the committee said, "They don't know what they're talking about."

Josh explained, "Welders are well-trained people. They have attended vocational school and have taken courses in drafting, blueprint reading, and metal and welding shops. They also experienced an on-the-job apprenticeship program for 3 years before they got certified. They know what they're talking about."

The committee members talked among themselves for a few minutes. A very tall man stood up and loudly said, "The welders don't weld all the time. They have other jobs to do. When they aren't welding, the air can clear."

Josh said, "That's true. They do have other things to do. They read and use blueprints of the planned work. The welders also select materials according to the types and thickness of the metals to be welded. The metal must be cleaned and clamped. All these things are done in the same shop. While the welders are doing these jobs, they are still breathing the poisonous fumes."



Student reads selections and chooses the most appropriate title (main idea) for each.

Notes

**Main Idea**

Read each paragraph below. Choose the title which best fits each paragraph and write the best title on the line above each paragraph.

1. An Experienced Welder

Casey had always enjoyed working with his hands. That's why he liked his job as head welder for Grant Automotive Industries. Besides doing welding jobs himself, Casey helped train new welders. He taught them how to use blueprints and how to use welding tools properly. He helped them take pride in making a good weld.

2. Welding Skills

Welders use many skills on the job. They must be able to plan a welding job by reading blueprints and choosing the right materials to use for different jobs. They may use clamps to hold two pieces of metal until the weld has set. They may "spot weld" or weld certain spots to hold the metal until the pieces are welded securely. Welders must know what kind of torch and welding material to use for different jobs.

3. Welding Safety

Welding can be a dangerous job. Welders work with torches that use flame to heat metal to very high temperatures. Sometimes the torches give off gases that are dangerous to breathe. Because of these hazards, welders need safety equipment. They wear heavy gloves to protect their hands from flying sparks and rough metal edges. Often, they wear fire-proof aprons to protect their clothes and bodies. Welders use safety glasses or face masks to protect their eyes and faces from heat. Many welding shops have ventilation systems which pull the gases from the areas where welders and others are working.

4. Welders' Training

Welders are highly skilled workers. Some begin training in high school shop courses. Training in blueprint reading, drafting, and advanced metal shops is given in vocational schools. Many welders receive training in three-year apprenticeship programs. They learn by working with experienced welders.

TITLES

Welders' Training  
Welding Skills

9

An Experienced Welder  
Welding Safety

28

# Welder Crossword

Pages 10-11

Student uses crossword puzzle to review welder vocabulary.

## Notes

### Across

1. a place where a person gets trained for a job (two words)
7. welders use welding \_\_\_\_\_ to join metal pieces together
8. a good ventilation system circulates fresh \_\_\_\_\_
9. place where welders work
10. how many years that a welder is an apprentice
11. the material welders use often
12. The welders have faith that Josh will help him. They \_\_\_\_\_ him.
13. Welders take courses in this form of drawing.
14. The welders wanted the ventilation \_\_\_\_\_. (made new, repaired)
15. The management bought the welders the newest \_\_\_\_\_. (means mechanical works)
16. Welding uses intense \_\_\_\_\_.
17. To join metal pieces by heat and pressure.
18. The detailed plans on paper.

### Down

1. a system for circulating air
2. learning on-the-job while someone experienced is teaching you
3. this is given off when welding
4. fumes are hazardous to your \_\_\_\_\_
5. welders use intense heat and \_\_\_\_\_
6. a substance that can make someone sick or can kill is \_\_\_\_\_ (As in \_\_\_\_\_ fumes)

|    |   |   |   |   |   |   |   |    |    |   |   |   |    |   |   |   |   |   |    |   |   |   |   |  |
|----|---|---|---|---|---|---|---|----|----|---|---|---|----|---|---|---|---|---|----|---|---|---|---|--|
| 1  | V | O | C | A | T | I | O | N  | A  | L | S | C | H  | O | O | L |   |   |    |   |   |   |   |  |
| E  |   |   |   |   |   |   |   | P  |    | M |   | E |    |   |   |   |   |   |    |   |   |   |   |  |
| N  |   | 2 | P |   |   |   |   | P  |    | O |   | A |    |   |   | 3 | P |   |    |   |   |   |   |  |
| 4  | T | O | R | C | H | E | S |    | R  | X |   | L |    |   |   |   | 5 | P |    |   |   |   |   |  |
| I  |   |   | E |   |   |   |   | E  |    | E |   | T |    |   |   | 6 | A | I | R  |   |   |   |   |  |
| L  |   |   | 7 | S | H | O | P |    | N  |   |   | 8 | T  | H | R | E | E |   | S  |   |   |   |   |  |
| A  |   |   | 9 | G |   |   |   | 10 | M  | E | T | A | L  |   |   |   |   |   | O  |   |   |   |   |  |
| 11 | T | R | U | S | T |   |   |    | I  |   |   |   | 12 | D | R | A | F | T | I  | N | G |   |   |  |
| I  |   |   | R |   |   |   |   |    | C  |   |   |   |    |   |   |   |   |   |    | O |   |   |   |  |
| O  |   |   | E |   |   |   |   |    | 13 | R | E | N | O  | V | A | T | E | D |    | U |   |   |   |  |
| N  |   |   |   |   |   |   |   |    | S  |   |   |   |    |   |   |   |   |   |    | S |   |   |   |  |
|    |   |   |   |   |   |   |   |    | 14 | M | A | C | H  | I | N | E | R | Y |    |   |   |   |   |  |
| 15 | H | E | A | T |   |   |   |    |    | L |   |   |    |   |   |   |   |   | 16 | W | E | L | D |  |
|    |   |   |   |   |   |   |   |    | 17 | B | L | U | E  | P | R | I | N | T | S  |   |   |   |   |  |

Vocabulary

lathe  
machinist\*

maintain

mechanical  
technical

\*developed in text/activity

Extension

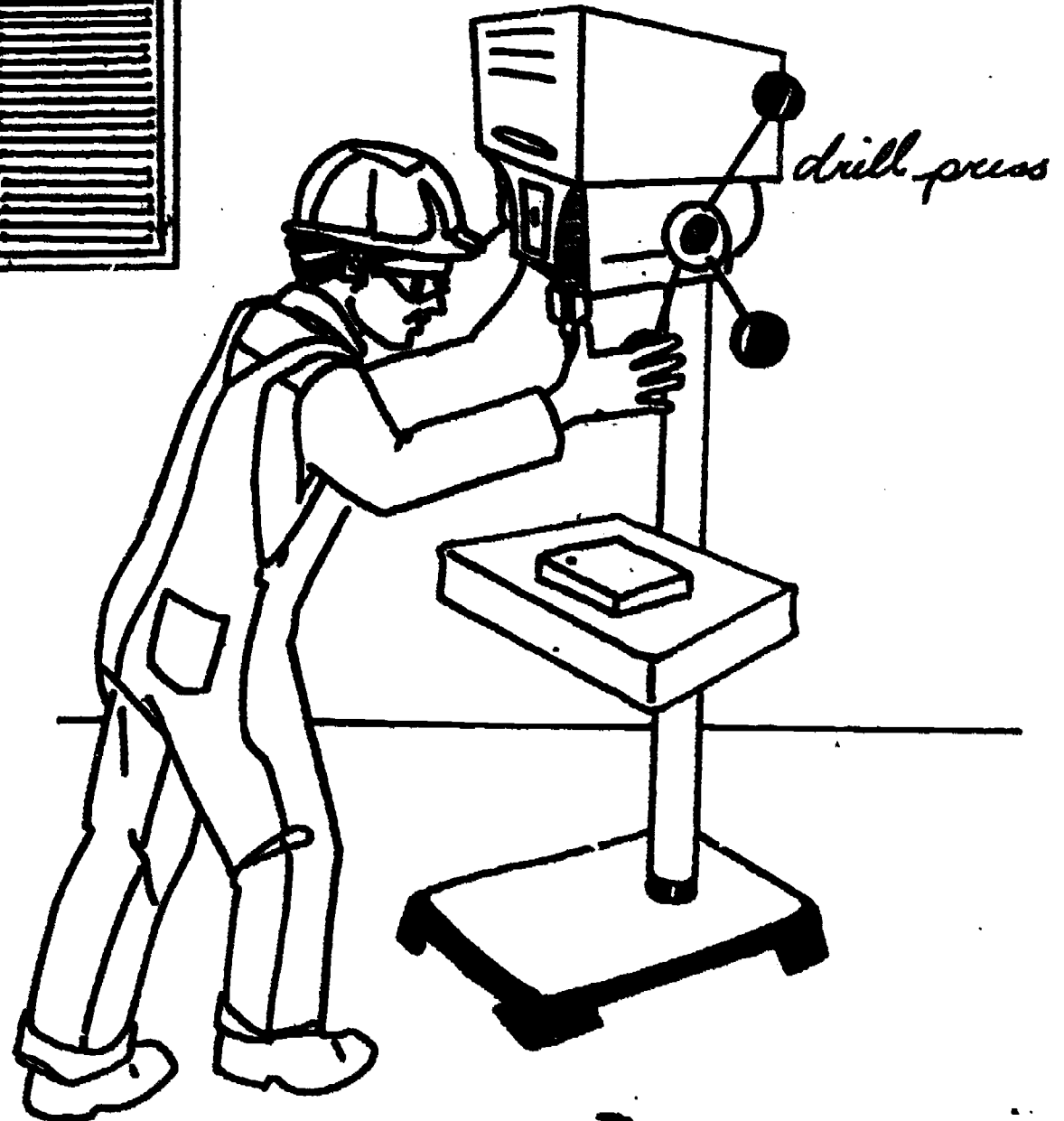
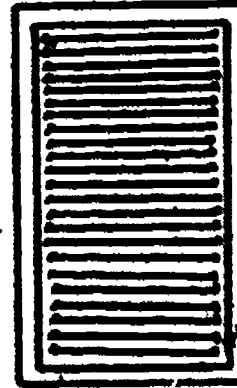
1. Visit industrial arts room for demonstration of machines.

Page 12

Discuss illustration encouraging students to label tools/equipment.

Notes

This machinist is using a drill press to drill holes in metal.





Student reads story or instructor reads story to student (s). Student labels "lathe".

Notes

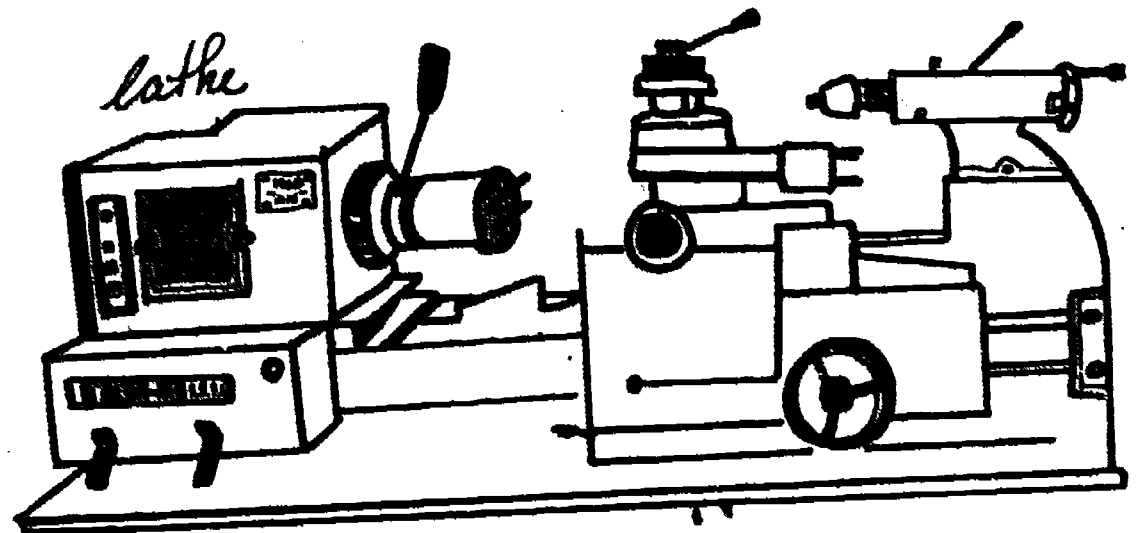
Josh could tell that the directors were now listening to him. "The machinists work on the other side of the same shop," Josh said. "They use machine tools and hand tools to shape metal blocks into tools and parts. The parts are used for cars and for the machines in the factory. Machinists, like the welders, use blueprints while in the shop. In addition, they maintain and repair the equipment and machinery. They set up the materials, cut, drill, bore, file, grind, and plan in the shop. The ventilation must be just right for them.

The chairman said, "We're beginning to see your point. Go on."

"Thank you, Mr. Chairman. As you know, machinists are well trained also. They go to vocational school and study machine shop and mechanical drawing. Machinists are part of a four year on-the-job apprenticeship program, including classroom training in math, science, blueprint reading, technical drawing, and mechanics."

"O.K., Mr. Simmons. You drive a hard bargain. The welders and machinists will have their shop renovated."

"Great," Josh said. "Let me just tell you that the machinists are happy with their new machine tools, lathes, (machines that shape metal and wood), safety glasses, and other needed tools."

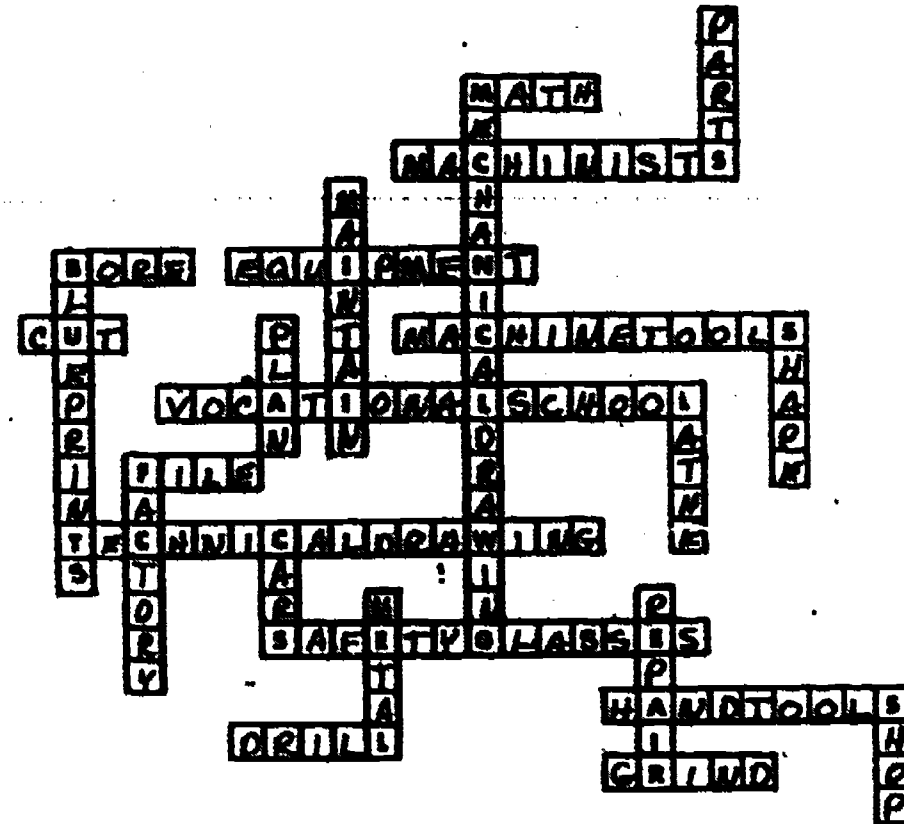


# Word Puzzle

Student uses machinist vocabulary to complete a word puzzle.

Directions: Find where the words fit in the puzzle. A letter goes in each box. Hint--use letters already in the puzzle to lead you to other words. Count the letters in the words. Use words only once.

Notes



blueprint  
bore  
cars  
cut  
drill  
equipment  
factory  
file

grind  
hand tools  
lathe  
machinists  
machine tools  
maintain  
math  
mechanical drawing

metal  
parts  
plan  
repair  
safety glasses  
shape  
shop  
technical drawing  
vocational school

# Outlining

Page 15

Student uses words and phrases provided to complete an outline.

Use words and phrases from the list on the right-hand side of the page to fill in the blanks in the outline on the left-hand side of the page.

## Notes

### Machinist

#### I. Jobs and Tasks

- A. repair machinery
- B. read blueprints
- C. shape metal blocks
- D. maintain equipment

on-the-job  
drills  
repair machinery  
metal blocks  
read blueprints  
vocational school  
grinders  
shape metal blocks  
lathes  
maintain equipment  
files  
blueprints  
apprenticeship

#### II. Tools and Materials

- A. drills
- B. metal blocks
- C. grinders
- D. lathes
- E. files
- F. blueprints

#### III. Training

- A. on-the-job
- B. vocational school
- C. apprenticeship

# Assembly Worker

This assembly worker stands in the same place all day long. The parts that he must assemble come to him on an endless belt. He spends his work time assembling car door handles.

## Vocabulary

assembly\*  
automate  
conference  
conveyor belt\*

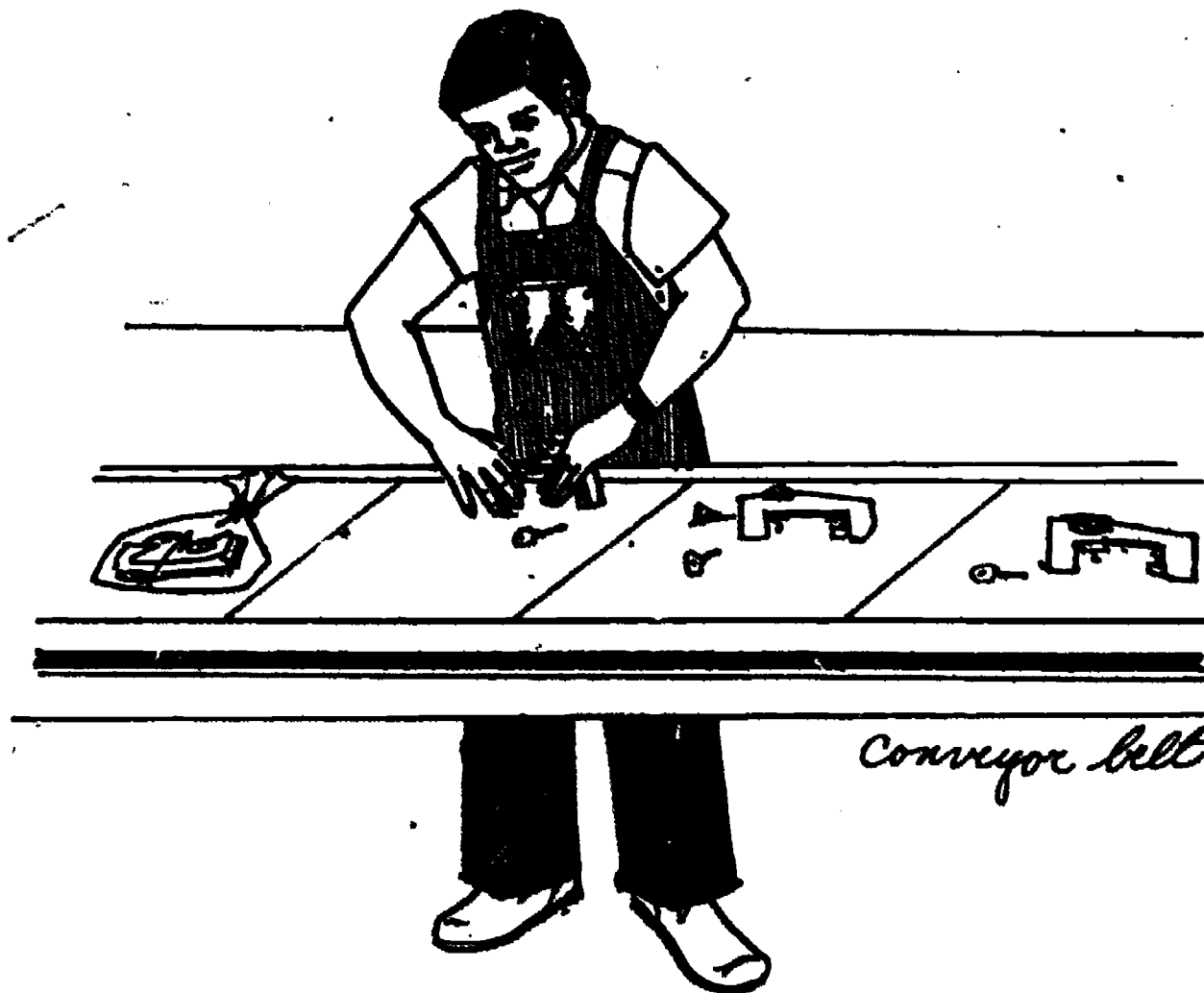
portion  
requires  
specific  
tedious

\*developed in text/activity

## Page 16

Discuss illustration. Label conveyor belt.

## Notes



Student reads story or instructor reads story to student(s).

Notes

The next problem on Josh's list was the 20% raise demanded by the assembly workers. Although assembly workers have no special training, they are the backbone of any factory. They perform the tedious jobs that need to be done over and over. Many workers like this kind of job because it requires little thought. When their shift is over, they can go home and forget about work.

In many factories assembly workers stand in front of a moving conveyor belt all day long. The pieces that they assemble move along the belt. Each worker assembles his part of the object, then it moves to the next worker who assembles another portion of the object. When the object reaches the end of the assembly line, it is complete or ready to move to another assembly line.

Assembly workers are trained on the job. Wherever they work, assembly workers are taught to do the specific jobs on which they will work. They may be trained to use special tools needed to complete the job properly. In some cases, assembly workers use safety equipment like safety glasses, face masks, ear plugs, or gloves.

As Josh thought about the assembly workers, the conference room began to fill with a murmur of people talking. "We refuse to give the assembly workers a 20% raise. We could automate the shop and use machines for many of the jobs they do. A 20% raise is not in the best interests of Grant Automotive Industries."

"Nevertheless," began Josh, "there are a lot of assembly workers in your factory, and they have all united for this raise."

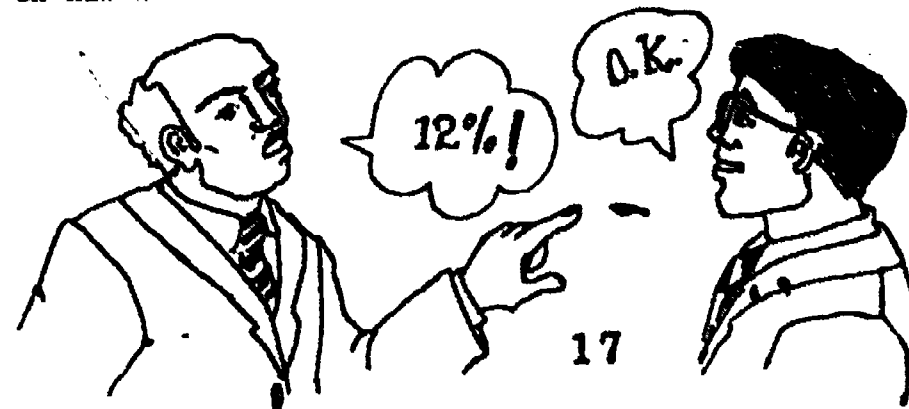
"I'm sorry," the chairman insisted, "a 20% raise in salary is out of the question."

"But the cost of living went up 80," Josh said angrily.

The board members discussed the problem. After a few minutes, the chairman said, "We'll give them a 12% raise."

Josh knew that the assembly workers would agree to a 12% salary increase. He had already talked to the workers to find out the lowest increase they would accept. "They'll take it!" Josh exclaimed.

Everyone decided to break for lunch. Although Josh's morning had been a hard one, he was very pleased that he had mediated all of the issues on his list. He felt that everyone had agreed to settle fairly.



Student assembly worker vocabulary in crossword puzzle.

Notes

Across

1. The assembly workers work for \_\_\_\_\_
2. The people who work on an assembly line.
7. The place where Josh and the management were talking.
10. What you do with a knife or a scissor.
13. Places where assembly workers work.
14. The assembly workers wanted a 20% raise in \_\_\_\_\_.
15. joke
17. A low, continuous sound, especially of voices.
19. to join
21. face protectors
22. a place to learn
23. to run machines
24. worn over hands

Down

3. Worn over the eyes for protection.
4. Worn to block out some noise.
5. Fighting between two groups.
6. The assembly workers receive this type of training (3 words)
8. The leader of a committee.
9. most important
11. The price of day to day expenses (3 words).
12. tools that do work
16. A written set of agreements.
18. kind of tub
20. woven container



19

|   |   |   |   |    |   |    |   |    |   |    |   |    |   |    |   |    |   |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   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|   |   |   |   |    | A |    |   | A  |   |    |   |    |   |    |   |    |   |    |    |    | A  |    |   |    |    |    |    |    |    |    |    |    |    |    |   |    |    | N  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   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    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     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|   |   |   |   | 19 | C | 20 | O | 21 | N | 22 | F | 23 | E | 24 | R | 25 | E | 26 | 27 | 28 | 29 | 30 | R | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | C | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 | 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 | 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 | 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 | 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 | 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 | 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 | 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 | 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 | 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 | 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 | 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 | 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 | 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 | 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 | 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 | 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 | 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 | 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 | 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 | 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 | 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 | 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 | 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 | 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 | 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 | 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 | 401 | 402 | 403 | 404 | 405 | 406 | 407 | 408 | 409 | 410 | 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 | 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 | 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 | 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 | 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 | 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 | 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 | 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 | 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 | 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 | 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 | 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 | 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 | 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 | 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 | 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 | 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 | 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 | 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 | 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 | 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 | 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 | 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 | 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 | 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 | 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 | 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 | 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 | 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 | 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 | 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 | 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 | 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 | 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 | 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 | 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 | 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 | 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 | 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 | 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 | 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 | 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 | 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 | 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 | 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 | 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 | 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 | 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 | 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 | 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 | 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 | 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 | 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 | 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 | 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 | 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 | 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1000 |

# Root Words and Affixes

Student uses root words and affixes to assemble words.

Assembly workers put parts together to make new products. In the same way, we can put work parts together to make new words. Use the prefixes, suffixes, and root words below to assemble new words.

### Notes

- re + produce = reproduce
- re + present + ation = representation
- protect + ion = protection
- manage + ment = management
- dis + agree + ment = disagreement
- grieve + ance = grievance
- dis + appoint + ment = disappointment
- un + fair = unfair
- hazard + ous = hazardous

Rearrange each group of word parts below to assemble new words.

- fair-ly-un unfairly      ment-appoint-re reappointment
- mis-ment-manage mismanagement      present-ative-re representative
- ed-protect-un unprotected      union-re union
- ation-re-present representation      ment-agree-dis disagreement

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## True / False

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Student responds to true/false statements.

Read each sentence below and decide whether the sentence is true or false. Write "T" in the circles near the true sentences; "F" in the circles near the false sentences.

### Notes

- (F) 1. An assembly worker does many different jobs during the work day.
- (T) 2. Some assembly workers wear safety glasses to protect their eyes.
- (F) 3. An assembly worker must think carefully to plan his/her work day.
- (F) 4. Assembly workers are not important workers in a factory.
- (F) 5. Assembly workers need to go to college to learn the skills they use on the job.
- (F) 6. Assembly workers use conveyor belts to keep their aprons in place.
- (F) 7. A tedious job is a job that is exciting and changes often.
- (T) 8. Some jobs that were done by assembly workers are now being done by machines.
- (T) 9. Assembly workers are usually trained on the job.
- (F) 10. Assembly workers may wear face masks to protect their ears from loud noise.
- (T) 11. Some assembly workers are trained to use special tools to help them do their job properly.

Vocabulary

competition  
fabric  
fashion

relaxing  
studio  
textile designer\*

\*developed in text/activity

Extension

1. Examine different types of fabrics.
2. Initiate a fabric collage.
3. Allow students to "design" with fabrics and fabric crayons or markers.

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Discuss illustration in conjunction with vocabulary development.

Notes



This textile designer draws patterns to be printed on cloth to make patterned fabric. She learned her skills by taking art classes in high school and college.

Student reads story or instructor reads story to student(s).

Notes

Grant Automotive Industries had just hired a textile designer. Josh's job included meeting the new worker and learning about all her job duties. After lunch he walked down to the factory.

The textile designer was waiting for Josh. As soon as he opened the door, she said, "Hello, Mr. Simmons. I'm Brenda Smith."

"Hi, Brenda. Please call me Josh."

"Thank you, Josh. I've been told you want to hear about my job and see where I work!"

"Yes, I'm glad the office told you I was coming."

"Actually, Josh, I'm an artist. I took art in high school and then went to a school for art and design. My favorite classes were always in fashion."

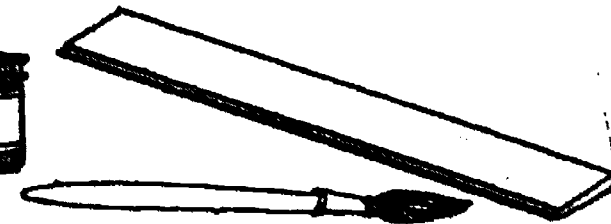
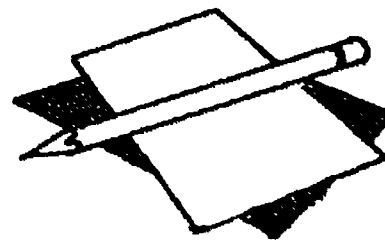
"Then why didn't you go into making designer jeans or something like that?" Josh asked.

"In a way, I did. My last job was designing fabric for clothing. It was fun. I used to travel a lot, meeting with buyers and other designers in the fashion industry. And I can't count the number of fashion shows I went to."

"That sounds so exciting. Why did you leave your job?"

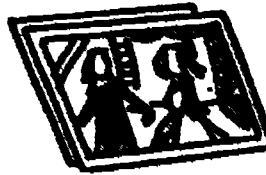
Brenda explained, "It was exciting, but the competition was beginning to wear me down. I always had to be better than some other designer. This job is more relaxing and I can settle down and have a family. That's one thing I could never do in my other job. I traveled too much."

Brenda and Josh walked around her studio. She showed him many fabric samples that she uses. As Josh looked around the room, he saw a lot of supplies. There were pencils, paper, paint, brushes, drawing boards, rulers, looms, cameras, and more.



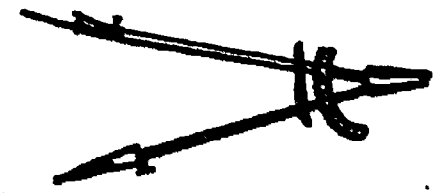
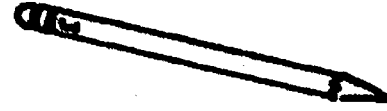
Student uses textile designer vocabulary to complete crossword puzzle.

Notes



Across

- 1. used to take photographs
- 3. to draw quickly
- 4. place where textile designer works
- 7. Brenda's job title (2 words)
- 11. strain, pressure
- 12. a person who draws and paints
- 13. current style of dress
- 14. to go from place to place
- 16. argued
- 17. people who purchase clothes and materials
- 18. another word for material (cloth)
- 19. to plan or sketch out
- 20. same as 12 across

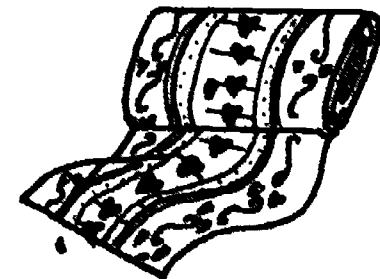


Across (cont.)

- 21. things used to draw
- 22. the textile designer's name

Down

- 2. another name for fabric
- 5. jobs, chores
- 6. reached a decision
- 8. machines used to weave material
- 9. tables used for sketching
- 10. a contest, match
- 13. a large place where Brenda and all the other workers do their jobs
- 15. tools used in painting





Crossword Puzzle

|               |                 |                |                 |   |                 |   |                 |   |                |                 |                 |   |   |                 |   |                 |                 |                 |                 |                 |                 |                 |   |   |                 |  |
|---------------|-----------------|----------------|-----------------|---|-----------------|---|-----------------|---|----------------|-----------------|-----------------|---|---|-----------------|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---|---|-----------------|--|
|               | <sup>1</sup> C  | <sup>2</sup> A | M               | E | R               | A |                 |   | <sup>3</sup> S | K               | E               | T | C | H               |   | <sup>4</sup> S  | T               | U               | D               | I               | O               |                 |   |   |                 |  |
|               |                 | A              |                 |   |                 |   |                 |   |                |                 |                 |   |   |                 |   |                 | U               |                 |                 |                 |                 |                 |   |   |                 |  |
|               | <sup>5</sup> R  |                | <sup>7</sup> T  | E | X               | T | I               | L | E              | <sup>6</sup> D  | E               | S | I | G               | N | E               | R               |                 | <sup>8</sup> T  |                 |                 |                 |   |   |                 |  |
|               | <sup>9</sup> E  |                | F               |   |                 |   |                 |   |                |                 |                 |   |   |                 |   |                 | <sup>10</sup> C |                 | <sup>11</sup> I |                 |                 |                 |   |   |                 |  |
|               | <sup>11</sup> S | T              | R               | E | S               | S |                 |   |                | <sup>12</sup> O |                 |   |   |                 |   | <sup>13</sup> A | R               | T               | I               | S               | T               |                 |   |   |                 |  |
|               | <sup>14</sup> O |                | I               |   |                 |   |                 |   |                | M               |                 |   |   |                 |   |                 |                 | M               |                 | <sup>15</sup> S |                 |                 |   |   |                 |  |
| <sup>25</sup> | L               |                | A               |   |                 |   | <sup>16</sup> F | A | S              | H               | I               | O | N |                 |   |                 |                 | <sup>17</sup> P |                 |                 |                 |                 |   |   |                 |  |
|               | <sup>18</sup> V |                | L               |   |                 |   |                 |   |                |                 |                 |   |   | <sup>19</sup> T | R | A               | V               | E               | L               |                 | <sup>20</sup> B |                 |   |   |                 |  |
|               | <sup>19</sup> E |                |                 |   |                 |   | <sup>21</sup> C |   |                |                 | <sup>22</sup> G |   |   |                 |   |                 |                 | T               |                 |                 | <sup>23</sup> R |                 |   |   |                 |  |
|               | <sup>24</sup> D | I              | S               | P | U               | T | E               | D |                |                 | <sup>25</sup> B | U | Y | E               | R | S               |                 | L               |                 |                 | <sup>26</sup> U |                 |   |   |                 |  |
|               |                 |                |                 |   |                 |   |                 |   |                | <sup>27</sup> O |                 |   |   |                 |   |                 |                 |                 |                 |                 | <sup>28</sup> S |                 |   |   |                 |  |
|               |                 |                | <sup>29</sup> F | A | B               | R | I               | C |                |                 |                 |   |   | <sup>30</sup> A |   |                 |                 | <sup>31</sup> D | E               | S               | I               | G               | N |   | <sup>32</sup> H |  |
|               |                 |                |                 |   | <sup>33</sup> Y |   |                 |   |                |                 |                 |   |   | <sup>34</sup> A | R | T               | I               | S               | T               |                 |                 | <sup>35</sup> C |   |   | <sup>36</sup> E |  |
|               |                 |                |                 |   |                 |   |                 |   |                | <sup>37</sup> D |                 |   |   |                 |   |                 |                 | <sup>38</sup> P | E               | N               | C               | I               | L | S |                 |  |
|               |                 |                | <sup>39</sup> B | R | E               | N | D               | A | S              | M               | I               | T | H |                 |   |                 |                 |                 |                 |                 |                 |                 |   |   |                 |  |

# Scrambled Words

Student unscrambles letters to spell words related to textile designer.

Unscramble the words below to make words related to the career of textile designer.

Notes

- 1. ixteelt Textile
- 2. snidgere Designer
- 3. starti artist
- 4. sihoanf fashions
- 5. bacfir fabric
- 6. slepan sample
- 7. doitus studio
- 8. clinep pencil
- 9. reppa paper
- 10. cearam camera
- 11. urrel ruler
- 12. shrub bush
- 13. niapt point
- 14. olon loom

B6 Chemist

Vocabulary

attended  
chemist\*  
chemistry  
diploma

graduate school  
information  
observation

quality  
research  
strictly  
synthetic

\*developed in text/activity

Extension

1. Visit a high school chemistry lab

Page 27

Discuss illustration.

Notes

## Chemist

This chemist attended college for a total of 6 years. She works at Grant Automotive Industries. Her job includes mixing dyes for fabrics and plastics used in making automobile upholstery.



Student reads story or instructor reads story to student(s).  
Student labels lab equipment.

Notes

Josh said, "The chairman told me you'd be working hand in hand with the chemist. What do textile designers have to do with chemists?"

"Here, a lot," said Brenda. "The chemists produce synthetic fabrics for me to use. They also make the dyes for the fabrics. After making a dye, the chemist tests it for quality. The chemist also tests dyes he didn't make."

"Do the chemists do anything else?" asked Josh.

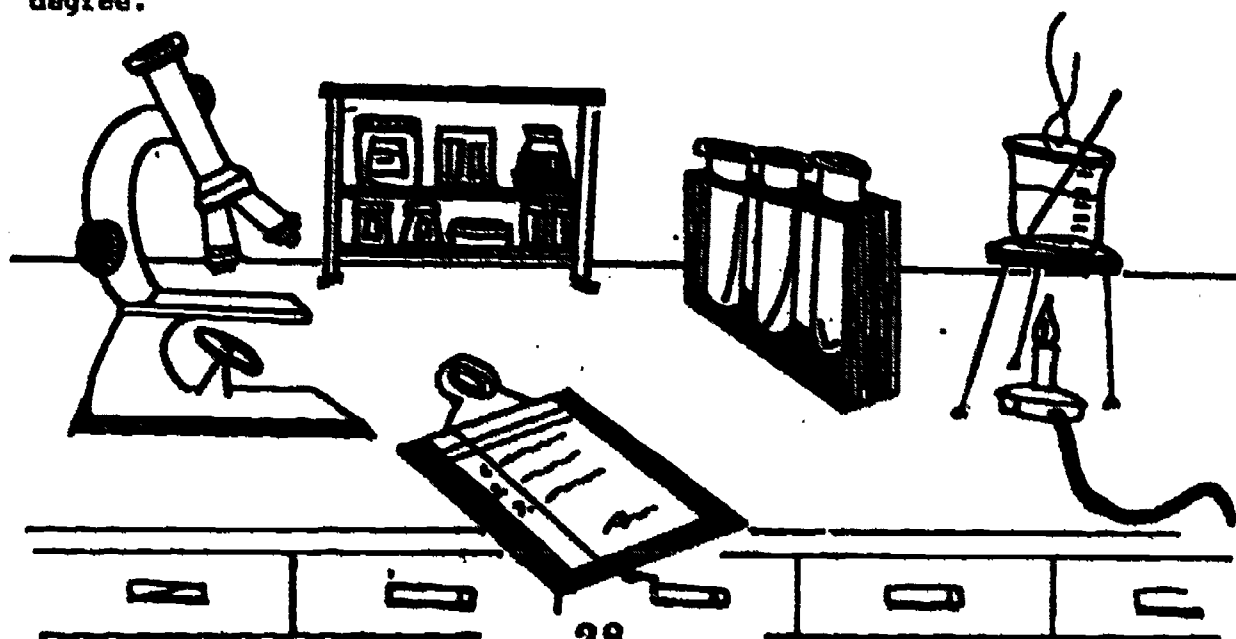
"Sure. They make synthetic fuels for the cars to run on. The fuels always need to be improved and tested for quality. The chemist records all his observations. Then, the data can be plotted on a graph or a chart."

Josh asked, "Brenda, will you take me to the chemistry lab?"

"Sure," said Brenda. "Let's go."

Once in the lab, Josh saw rows of tables. On each table was a microscope, racks of test tubes, burners, and a rack of tools. Each tool rack had a pair of gloves, a pair of tweezers, a knife, and other tools. All the workers looked busy in the well-lighted lab.

Josh glanced to the left and he saw a small room. Brenda explained that the room was an office. That's where all the files were kept. All information had to be strictly recorded. On the wall were several diplomas. Some were from colleges, and others were from graduate schools. Each of the research chemists had a Master's degree in chemistry and each assistant had a Bachelor's degree.



### Word Puzzle

Student uses sentence clues to complete a word puzzle.

Use the sentence clues on the bottom half of the page to fill in the blanks in the words on the top half of the page.

Notes

- 1. M I C R O S C O P E
- 2. S Y N T H E T I C
- 3. T E S T T U B E S
- 4. C H E M I S T
- 5. F I L E S
- 6. T W E E Z E R S
- 7. L A B O R A T O R Y



- 1. A chemist uses a \_\_\_\_\_ to make objects look larger
- 2. Chemists use chemicals to make \_\_\_\_\_ fabrics and fuels.
- 3. Chemicals are sometimes mixed in glass containers called \_\_\_\_\_.
- 4. A worker who knows about and uses chemicals is called a \_\_\_\_\_.
- 5. Information is kept in \_\_\_\_\_.
- 6. The chemist used \_\_\_\_\_ to pick up the fabric sample and place it in the vat of dye.
- 7. A chemist works in a \_\_\_\_\_ which is a large room that contains all of the equipment he needs to do experiments.



# Word Search

Student locates words in a word search puzzle.

## Notes

Directions: Find the listed words in the puzzle.

synthetic fabrics

dyes

tests

quality

fuels

improved

observations

data

plotted

graph

chart

lab

table

microscope

tubes

burners

racks

tools

gloves

tweezers

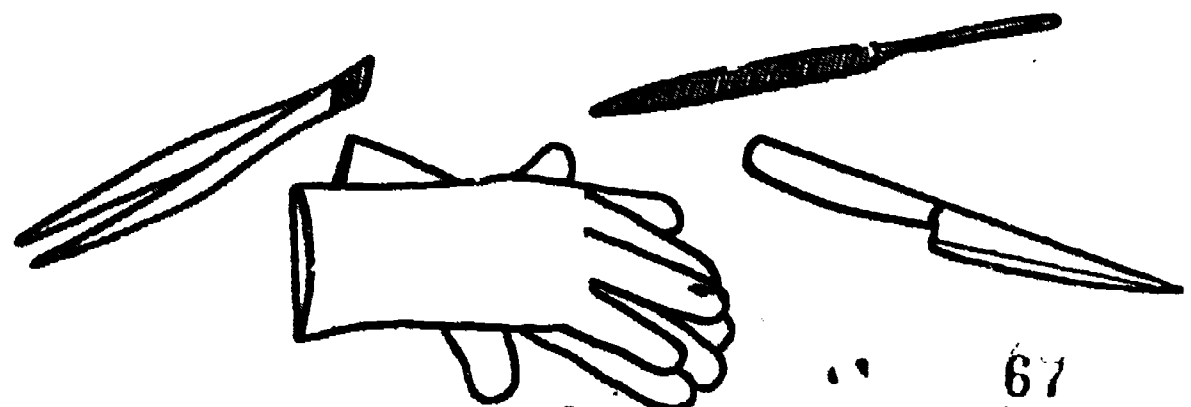
knife

files

records

research

degree





D Y A P D S O C G I C S U B H E O T J  
 M N E S Y N T H E T I C F A B R I C S  
 V Q U A L I T Y B L E D K N G R E E Z  
 I M A R E S E A R C H S Y S E F I N K  
 Y M L F I K H D S T A D R E W Q X S O  
 T O I V C R B L P O A R C D S T Y B T  
 E R T M S I O W M T G O E A A F S W E  
 S N Y L J O Z B O K A C H T G E E E P  
 T E S L T F U E L S E A A R E L E O  
 S W B A L M P G R C H R C Y Z B L G C  
 J B H M O P L R A S S H A E A R A R S  
 C H A R T R O A C E W T R T O L G E O  
 I S C G X O T P K R I S G L O V E S R  
 N K T U N V T H S O T W E E R G E D C  
 T U B E S E E F N S B U R N E R S U  
 P E R L F D D S E S E L I F D O W D M

## B6 Union Representative

(follow-up activities)

### Page 32

Student reads story or instructor reads story to student(s).

### Notes

## Union Representative

Josh was surprised to find out that it was 4:30. He had spent his whole day at Grant Automotive Industries. After thanking Brenda, Josh went back to his car and drove home. He knew that his job wasn't over yet. The union leaders would want to know the results of his meeting with the board of directors. Josh was pleased with himself. He helped solve problems between the workers and the management, and he learned about two more jobs.

That night, Josh was very tired. His day still wasn't over. He had to prepare for the next day of being a union representative.



32

63

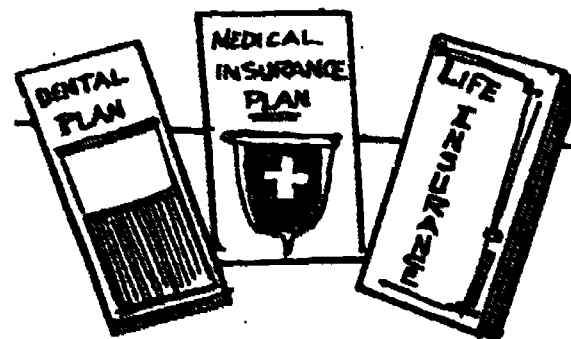
70

Student reads selections and crosses out irrelevant sentence in each selection.

Notes

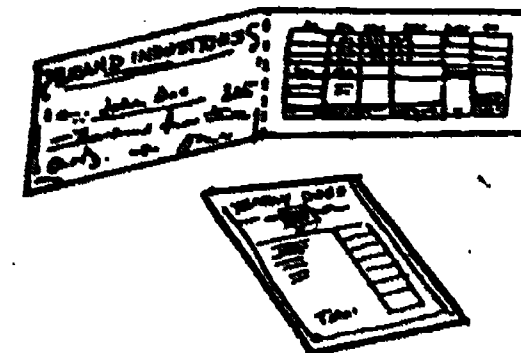
In each of the following paragraphs, draw a line through the sentence which does not belong.

1. Josh Simmons is a union representative. He helps the members of his union learn about the benefits their union provides. Some unions provide health, dental, and life insurance for their members. ~~The word union means connection.~~ Unions may provide help for unemployed members. Most unions help members solve problems at work.



2. Unions collect dues from all union members. This means that each member pays a certain amount of money to belong to the union. Usually, these membership dues are taken out of, or deducted from, workers' paychecks. The dues collected from members' paychecks are used to provide benefits to the union's members. Some of the money is also used to pay union employees like representatives, secretaries, and other office staff. ~~Due and do are homonyms.~~

3. When a worker has a problem on the job, he may see his union representative. The union representative will help the worker file a grievance form. ~~Unions use many different forms.~~ The grievance form explains the problem the worker is having on the job. The union representative gives the grievance paper to the company management. Usually the company must respond to the grievance within a certain amount of time. The union representative may help the worker and the management solve the problem fairly.



4. Union representatives check on the working conditions in the factories where their members work. Working conditions include concerns like temperature, lighting, ventilation, safety equipment, and health hazards. The union representative makes sure his workers have the best working conditions available. ~~Some union representatives drive city buses.~~



Student uses vocabulary in crossword puzzle.

Notes

Across

1. Josh received \_\_\_\_\_ as a union member. (education)
2. task
5. a dispute
7. Josh is a \_\_\_\_\_ representative.
8. Josh helped the assembly workers get better conditions in their new \_\_\_\_\_. (formal agreement)
10. grievance \_\_\_\_\_ (forms)
12. hard \_\_\_\_\_ (head protection)
13. At night, a union representative must \_\_\_\_\_ for the next day. (get ready)
17. An argument between management and workers. (about jobs or wages)
18. Josh is one.
20. to \_\_\_\_\_ a dispute (settle)
21. The story started in the \_\_\_\_\_ (time of day)
22. Josh studied this to become a union representative. (college course)
24. Grant Automotive Industries (initials)

Across (cont.)

25. Josh reads up-to-date union literature. Word for up-to-date.

Down

1. A union representative does a lot of this from job to job.
3. safety \_\_\_\_\_ (eye protection)
4. another word for grievance
6. the bosses
8. When two parties in a dispute come to an agreement.
11. A union representative must do this often to keep informed.
14. The main character's first name.
15. An institution of higher learning. A union representative went there.
16. \_\_\_\_\_ science (college course)
19. People who are employed at the factory. They had a dispute with the management.
23. Josh \_\_\_\_\_ breakfast before he left the house.



Student uses sentence clues to complete word puzzle.

Notes

## Word Puzzle

Use the sentence clues below to help you fill in the word puzzle on the facing page. For more difficulty, cover the WORD BANK until you need to see it.

1. Josh Simmons is a representative for \_\_\_\_\_ members.
2. Workers join unions to improve working \_\_\_\_\_.
3. Workers join unions to get higher \_\_\_\_\_.
4. Josh helps his members solve \_\_\_\_\_.
5. The bosses at the factory are called the \_\_\_\_\_.
6. Josh tries to get both sides to \_\_\_\_\_ on a solution.
7. Listening to problems and thinking of solutions is called \_\_\_\_\_.
8. An argument between management and labor is called a \_\_\_\_\_.
9. When a worker has a complaint against the management, the worker files \_\_\_\_\_ papers.
10. Folders and pamphlets for the members to read are called \_\_\_\_\_.
11. Josh learned about making speeches in his public \_\_\_\_\_ course.
12. Josh learned about dealing with people in his political \_\_\_\_\_ course.
13. Josh mediates disputes to help labor and management reach an \_\_\_\_\_.
14. Josh uses his car to \_\_\_\_\_ between jobs.
15. The workers in a union dispute are called \_\_\_\_\_.
16. Josh carries books and \_\_\_\_\_ for union members to read.
17. Grievance is another word for \_\_\_\_\_.
18. Josh helps labor and management \_\_\_\_\_ problems.
19. Josh uses legal \_\_\_\_\_ books to check on laws.



1. UNION
2. CONDITIONS
3. SALARIES
4. PROBLEMS
5. MANAGEMENT
6. AGREE
7. MEDIATING
8. DISPUTE
9. GRIEVANCE
10. LITERATURE
11. SPEAKING
12. SCIENCE
13. AGREEMENT
14. TRAVEL
15. LABOR
16. PAMPHLETS
17. COMPLAINT
18. SOLVE
19. REFERENCE

WORD BANK

agree  
agreement  
complaint  
conditions  
dispute  
grievance

labor  
literature  
management  
mediate  
pamphlets  
problems  
reference

salaries  
science  
solve  
speaking  
travel  
union

Student completes outline.

Review the facts about workers in the Manufacturing Career Cluster by completing the outline on the following pages. You may look back at the chapters about workers to fill in the blanks.

*Accept any reasonable response.*

Notes

I. Union Representative

A. Training

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

B. Work Places

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

C. Tasks

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

D. Tools and Equipment

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

II. Welder

A. Training

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

B. Work Places

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**III. Machinist**

**A. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**IV. Assembly Worker**

**A. Training**

1. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_  
\_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_  
2. \_\_\_\_\_

**V. Textile Designer**

**A. Training**

1. \_\_\_\_\_  
2. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_  
2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_  
\_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**VI. Chemist**

**A. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Write a short story about your favorite worker in the Manufacturing

Student writes story about favorite worker  
in Manufacturing Career Cluster.

'career cluster. Be sure to write why this worker is your favorite.

Notes

Vocabulary

advertise  
consumer\*  
products  
transport

\*developed in text/activity

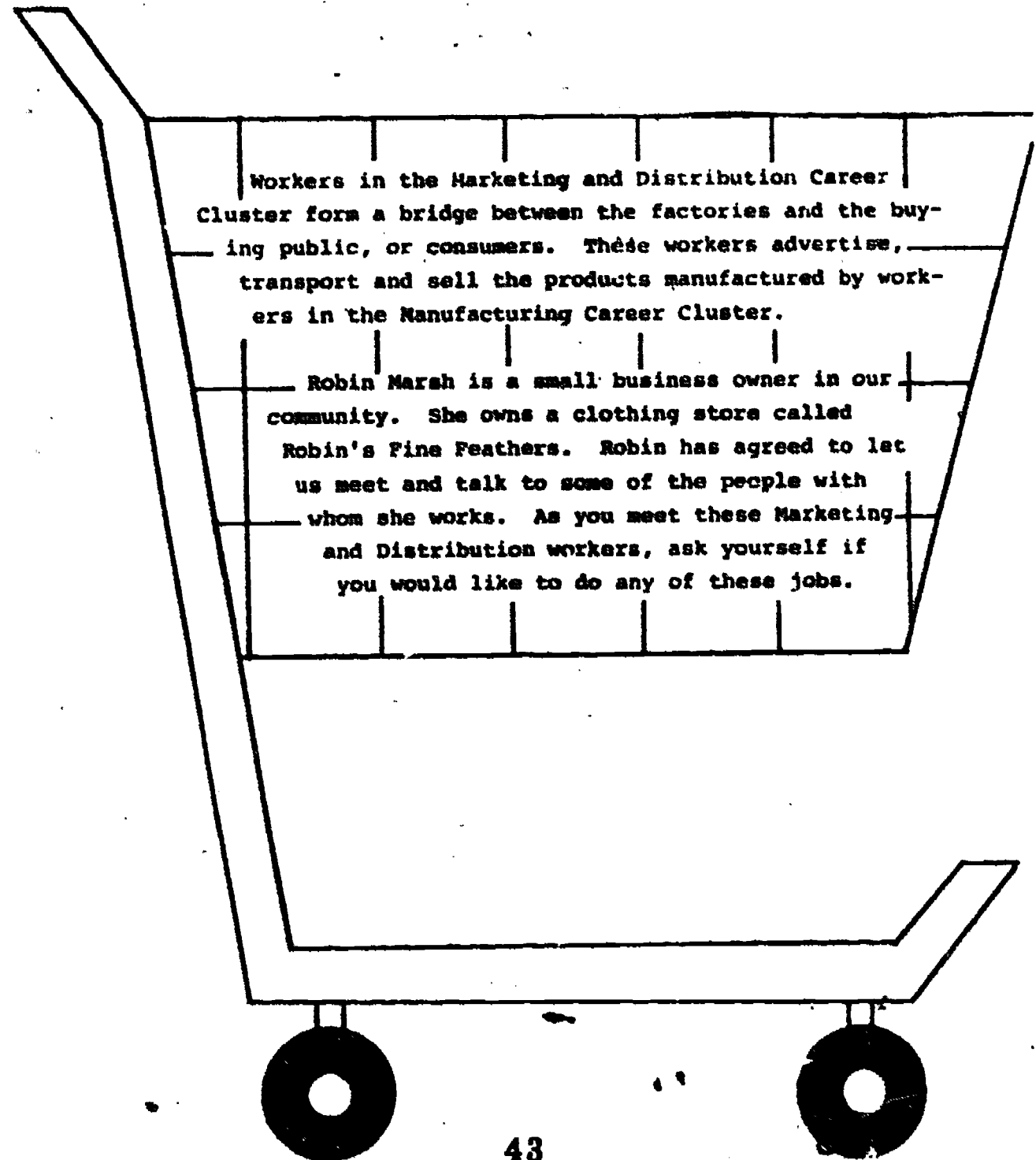
Extension

1. Devise Marketing and Distribution class project to raise money for a field trip.

Page 43

Student reads story or instructor reads story to student(s).

Notes





Student uses written clues to complete a word puzzle.

Notes

# Product Word Puzzle

The items made by the workers in the Manufacturing Career Cluster are brought to the consumers by the workers in the Marketing and Distribution Career Cluster. These same items are bought and used by consumers.

Use the word clues below to fill in the blanks in the puzzle on the facing page. Each line of the puzzle is the name of something that is manufactured, distributed, and bought by consumers.

1. used to pound nails
2. used to carry water
3. something to sit on
4. piece of women's clothing
5. what you watch at home
6. piece of men's clothing
7. used to serve food
8. removes tops from containers (2 words)
9. used to cool food
10. used to cut wood
11. chocolate treat (2 words)
12. makes holes in wood
13. you take this when you are sick
14. you hang this at the window
15. worn on the foot
16. what you ride in
17. used to clean the teeth
18. cuts paper
19. women's shirt
20. musical instrument
21. used to cook food
22. tool used to install screws
23. used to wash floors
24. used to cut the grass (2 words)

1. H A M M E R
2. P A L L
3. C H A I R
4. S K I R T
5. T E L E V I S I O N
6. S H I R T
7. D I S H
8. C A N O P E N E R
9. R E F E R I G E R A T O R
10. S A W
11. C A N D Y B A R
12. D R I L L
13. M E D I C I N E
14. C H R I A I N
15. S H O E S
16. A U T O M O B I L E
17. T O O T H B R U S H
18. S C I S S O R S
19. B L O U S E
20. T R U M P E T
21. S T O V E
22. S C R E W D R I V E R
23. M O P
24. L A W N M O W E R

## B6 Buyer

## Büyer

This buyer purchases clothing for Robin's Fine Feathers. He tries to buy fashions that he knows customers will like and buy.

### Vocabulary

appointment  
calculator  
consumer\*  
current

customer\*  
fashion  
informed  
merchandise  
purchase

select  
styles  
successful  
wholesaler

\*developed in text/activity

Page 46

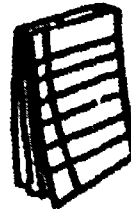
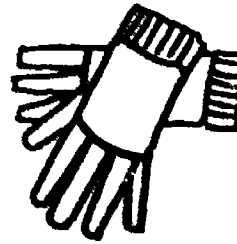
Discuss illustration in conjunction with reading story.

Notes



Student reads story or instructor reads story to student(s).

Tools may be labeled after reading story.

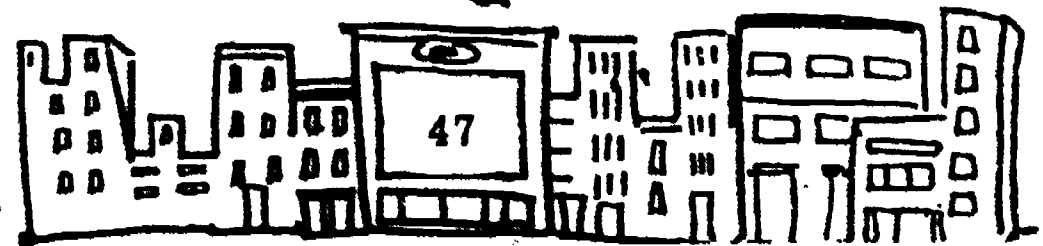


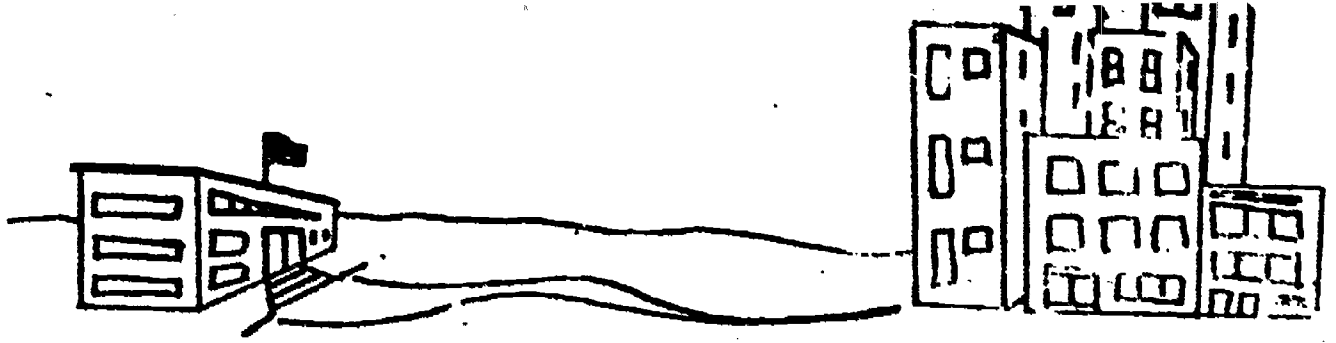
Sam Isaacs is the buyer for Robin's Fine Feathers. He meets with clothing wholesalers to buy the clothes that are sold in Robin's store. In order to buy wisely, Sam must know what the current fashions are, what his customers like to buy, and the type of merchandise his store offers the consumer.

Sam works in an office in the store. He uses a telephone to set up appointments with clothing wholesalers and sales representatives. His shelves are packed with newspapers, fashion magazines, and brochures from clothing wholesalers. He uses these to keep informed on the current clothing fashions. These tools also help Sam know about changes and new ideas in the fashion world. Sam works in his office with a calculator and order blanks to purchase new items for the store. Occasionally, he has to return to the manufacturer orders that are not right for Robin's Fine Feathers.

Another part of Sam's job is to keep track of what customers are buying. So he spends some time in the store talking with salespeople and customers. This helps him know what clothes to reorder.

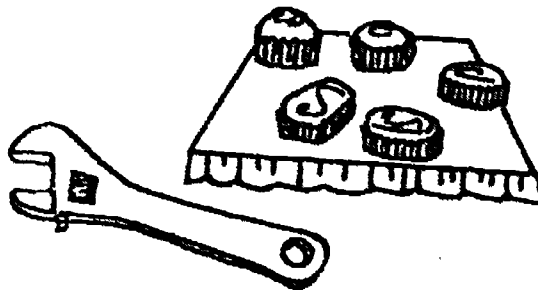
Occasionally, Sam travels to the city to attend fashion shows put on by the large fashion "houses." At fashion shows Sam sees the very latest in clothing styles. This helps him select styles which will sell at Robin's Fine Feathers.





Sam began his career straight from high school. He worked as a salesperson in a large clothing store chain in the city. After a few years as a successful salesperson, Sam joined a training program offered by the store. Through this program, Sam learned the skills he needed to be a buyer. After working with the buying department at the store for several years, Sam decided he'd had enough city living. His experience at the store helped him get the job as buyer for Robin's Fine Feathers.

Sam enjoys working with fashions, but other buyers may work for department store chains, hardware stores, specialty shops, or mail-order houses. In many small businesses, the owner of the shop or the manager does the buyer's job. In larger businesses, the owner hires a person like Sam to handle the buying for the store.



48

95

# Synonyms

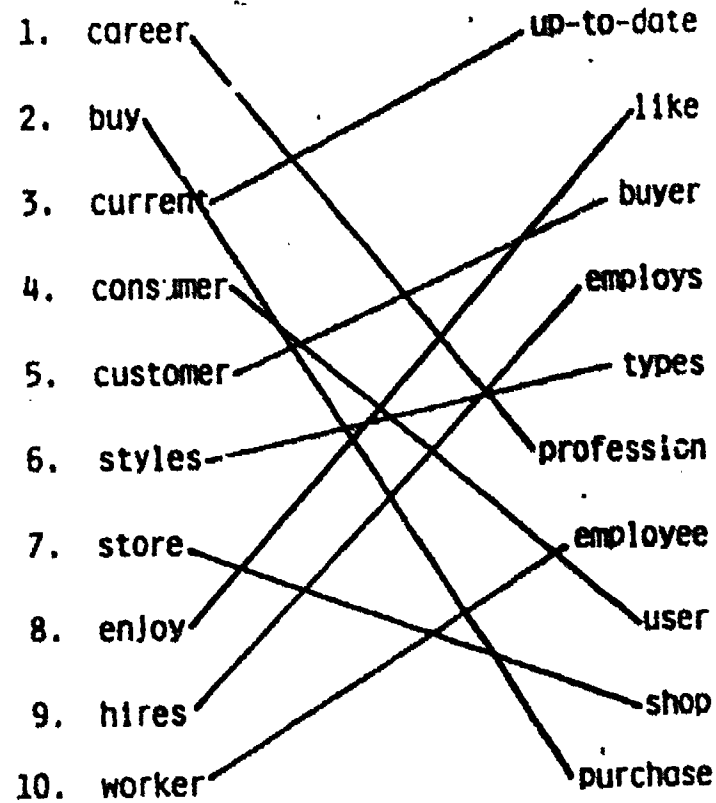
Page 49

Student matches synonym pairs.

Student writes sentences for synonym pairs of his/her choice.

## Notes

Synonyms are words that have the same meaning. For each word in the left-hand column there is a word that means the same in the right-hand column. Draw a line to connect each word in the left-hand column to its synonym in the right-hand column.



Choose five of the words from the left-hand column. On a separate sheet of paper write a sentence using each of the words. Now write another set of sentences using the synonyms for each of the words you chose. You may use the same sentence twice by inserting the synonym in place of the word you chose from the left-hand column.



# Work Site Word Search

Pages 50-51

Student identifies types of stores in word search puzzle.

NOTE: The word "drugstore" can be found in the puzzle, but is not included in the word list.

## Notes

A buyer's job is to order products for a store to sell to the public. A store's buyer also keeps track of what products are in stock and which products are selling best.

Large stores hire a buyer or maybe several buyers to keep track of all of these important areas for the store. Smaller stores may not hire a buyer. The buyer's job may be done by the store owner or the store manager.

In any case, the buyer's job is very important and in every store there is someone who does the buyer's job.

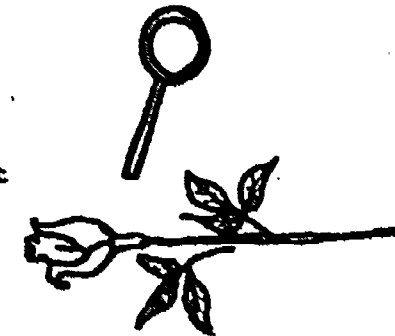
There are 25 words hidden in the puzzle on the facing page. All of the words name different kinds of stores where buyers might work. See how many of the store names you can find before you check the list below! All of the words are written in the puzzle from left to right and from top to bottom.

.....

antique  
appliance  
auto parts  
book  
boutique



candy  
clothing  
department  
discount  
flower



furniture  
gift  
grocery  
hardware  
jewelry



lawn and garden  
office supply  
pet  
pharmacy  
shoe



souvenir  
sporting goods  
stationery  
supermarket  
toy





D E P A R T M E N T C L O T H I N G  
 S T A T I O N E R Y B A X O A N V L  
 U S A U N D K A M C L W M Y R W B V  
 P O F L O W E R W G A N E Y D B O O  
 E U D I S C O U N T Y A Y K W Z U M  
 R V R J X W F S B Z X H Y L A U T S  
 M E U Y I T F I O Z C D X J R O D  
 A N G I F T I R O Q P G R J E W Q L  
 R I S Z A O C H K K I A N T I Q U E  
 K R T H B N E V P H A R M A C Y E N  
 E B O M R G S S J W D D R S R P U Q  
 T E R F I L M K N J E W E L R Y T  
 O E E G C S P O R T I N G G O O D S  
 H E H Q G B P E G D V Q P U P E V O  
 F D J A P P L I A N C E E B T U S T  
 F P I A C D Y F U R N I T U R E A O  
 A U T O P A R T S C G R O C E R Y F

Student uses synonym clues to fill in the blanks in sentences.

Notes

## Synonyms

Fill in the blank in each sentence. The word you use should be a synonym for the word typed below each blank.

1. Sam filled out an order blank to purchase a new line of ladies' blouses.  
(buy)
2. Sam joined a training program to learn the skills he needed for his profession.  
(career)
3. Sam is one of the employees at Robin's Fine Feathers.  
(workers)
4. Sam tries to order clothes that the consumers will like.  
(users)
5. Sam orders different clothing styles that will appeal to a variety of customers.  
(types)
6. Sam enjoys attending fashion shows.  
(likes)
7. Sam learns about current fashions from wholesalers, fashion magazines, and fashion shows.  
(up-to-date)
8. Robin employed Sam to be the buyer for Robin's Fine Feathers.  
(hired)
9. Sam works in an office in the store.  
(shop)
10. Customers come into Robin's Fine Feathers to buy clothing.  
(Buyers) (purchase)
11. Clothing customers like to buy up-to-date clothing styles.  
(current)
12. Robin's Fine Feathers hires several salespersons.  
(employs)

Sales representatives visit stores to display and demonstrate manufacturers' products. They sell products to store owners and buyers. The owners and buyers then sell the same products to the public.

Vocabulary

accounts  
administration  
bookkeeping  
brochure  
comparison  
conference

demonstrate  
descriptions  
display  
features  
public relations  
representative\*

\*developed in text/activity

Page 53

Discuss illustration in conjunction with reading story.

Notes



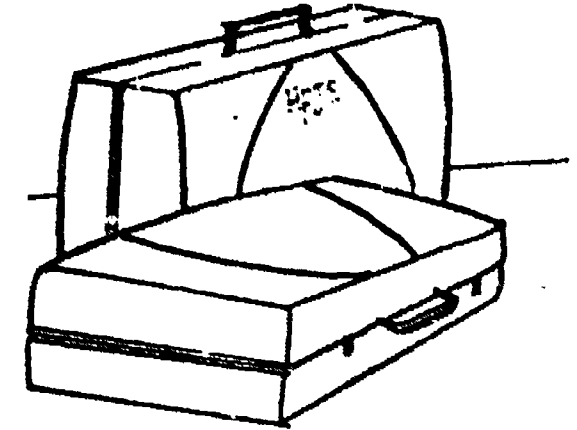
# Sales Representative

Pages 54-55

Student reads story or instructor reads story to student(s).

## Notes

Harold Shorr is a sales representative for a large clothing manufacturer. He met with Robin and Sam at the store to introduce a new line of ladies' blouses. Sam helped Harold carry in the large suitcases containing the clothing samples. When Harold had all of the sample blouses arranged on the display racks, he pointed out the special features of each new style and fabric.



When Harold finished presenting the new blouses, he talked with Sam and Robin. They talked about the styles and fabrics that would sell best at Robin's Fine Feathers. Harold showed Sam the price list and talked about the special prices for certain blouses.

After Sam decided how many blouses he wished to order, Harold filled out an order blank. He used a calculator to total the amount of the sale. Harold gave one copy of the order to Sam and kept a copy to return to the manufacturer.

Before Harold left Robin's Fine Feathers, he checked the stock in the store to see how other products he displays were selling. He talked with the salespeople to see how his products were selling in comparison with other manufacturers' products. Harold left a brochure filled with product descriptions of all the lines of clothing his manufacturer makes.



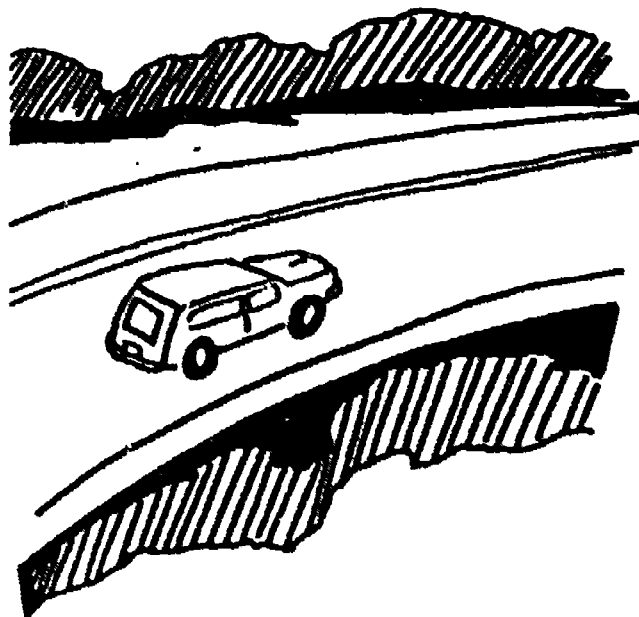
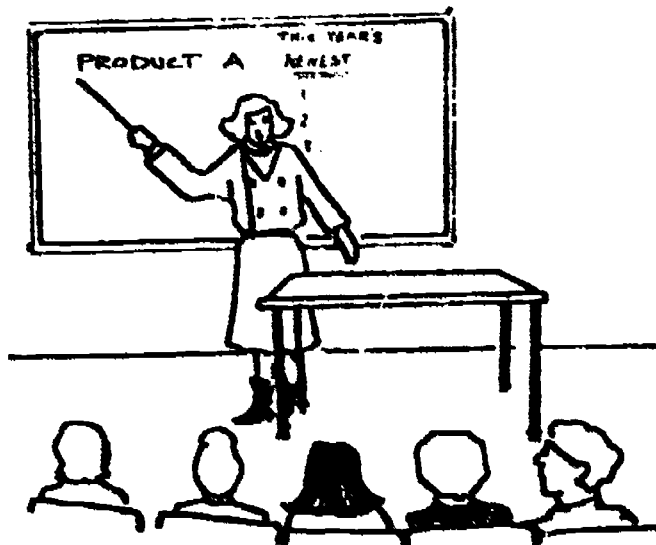
Harold's job as sales representative is somewhat different than the jobs held by salespeople. While salespeople sell directly to the consumers (people who will use the product), Harold sells to

the stores where the consumers buy products. While salespeople usually sell one or two items to a consumer, Harold, as a sales representative, sells

dozens of items to his customers (the stores). Some salespeople travel from door to door in a community selling products to consumers. As a sales representative, Harold travels in five states to sell clothing to different stores.

Harold has other duties, also. He keeps track of the accounts for the different stores that buy his products. Sometimes he delivers products or samples and gives advice about the best way to display products so they will sell better. Sometimes Harold attends trade conferences where he learns about new products, new display aids, and new ways to sell products.

Harold began his career right out of high school. He worked as a salesperson in a large women's clothing store. His experience with clothing helped him get a job as sales representative for a clothing manufacturer. The company trained him to sell their products to stores. Harold went to night school to take courses in bookkeeping, public speaking, and public relations, so he could be a better representative.



Harold enjoys most parts of his job. He likes meeting and working with a variety of people. He likes working in a variety of places. Most of the time Harold is "on the road". Sometimes he works in an office he shares with other sales representatives. This office is in the administration wing of the factory. He often does paperwork in his home.

Harold does not enjoy all of the traveling. He hopes to become district manager so he can work in the office all of the time.

### Scrambled Words

Student unscrambles letters to spell words related to sales representative.

Student uses number code to spell a secret message.

Unscramble the words below to spell words that are associated with sales representatives. Then write the circled letters in numerical order on the blanks at the bottom of the page. How quickly can you find the secret word?

Notes

- 1. cesaltus <sup>1</sup>(S) U L <sup>16</sup>(T) C A S <sup>19</sup>(E)
- 2. yisplad cark D L S P L A Y B <sup>15</sup>(A) C K
- 3. crepl still <sup>8</sup>(P) R L C E <sup>3</sup>(L) L S I
- 4. redro knalb Q R D <sup>7</sup>(E) R B L A <sup>13</sup>(U) K
- 5. tallocaruc C A L C U L <sup>2</sup>(A) I O R
- 6. cruhbore B R O C H U R <sup>4</sup>(E)
- 7. arc C A <sup>9</sup>(R)
- 8. spleams S A M P L E <sup>5</sup>(S)
- 9. sturpdoc P R O D U C T I <sup>11</sup>(S)
- 10. tosser S I O R <sup>10</sup>(E) S
- 11. coatnuc A C C O U N T <sup>14</sup>(U)
- 12. dedrielev D E L <sup>17</sup>(D) <sup>18</sup>(V) E R E D
- 13. freenconce C O N F E <sup>6</sup>(R) E N C E
- 14. trufcaneraum M A N U F A C T U R <sup>12</sup>(E) R

<sup>1</sup>S <sup>2</sup>A <sup>3</sup>L <sup>4</sup>E <sup>5</sup>S   
 <sup>6</sup>R <sup>7</sup>E <sup>8</sup>P <sup>9</sup>R <sup>10</sup>E <sup>11</sup>S <sup>12</sup>E <sup>13</sup>N <sup>14</sup>T <sup>15</sup>I <sup>16</sup>A <sup>17</sup>I <sup>18</sup>V <sup>19</sup>E

## Sentence Meaning

Page 57

Student uses words from scramble puzzle to fill in the blanks of sentences.

### Notes

Fill in the blanks in each sentence below. Use the words from the Scramble Puzzle on the facing page to fill in the blanks.

1. Harold uses his car to travel to different states.
2. The blouses were hung on a display rack so they could be seen better.
3. Harold stopped at several stores to show the new line of ladies' blouses.
4. Harold learned about new sales methods at the trade conference last week.
5. Harold's company makes other products besides ladies' blouses.
6. The sample blouses were kept in a large suitcase.
7. The brochure had colorful pictures of the new line of dresses.
8. Sometimes Harold delivered samples and displays to the stores.
9. Harold works for a women's clothing manufacturer.
10. Harold keeps track of orders for each store's account.
11. The buyer looked for the cost of each item on the price list.
12. Harold removed the samples from the suitcase and hung them on the display rack.
13. Harold wrote the items that the store wanted on an order blank.
14. He used a calculator to total the cost of the order.
15. Harold worked as a sales representative for a manufacturer of ladies' clothing.



# Making Inferences

Student reads selection and infers products sold by specific sales representatives.

Each selection below describes part of the job of a certain sales representative. Read each selection. Use the clues in each selection to help you decide the kind of products each sales representative is selling. Use the word bank at the bottom of the page to help you write the type of product each sales representative is selling on the line in each selection. Use a dictionary to look up words you don't know. Not all of the words in the word bank will be used.

Notes

1. Evelyn stopped at each store about once a month. Each time she showed buyers new perfumes or face creams. This month she introduced a new line of nail polish at a special price. Evelyn is a sales representative for a company that makes cosmetics.
2. Jack checked the display of toys. These seemed to be selling well. He noticed that the store was buying shampoos from another manufacturer. Before Jack left the store, he showed the buyer the new price list for flea and tick products. Jack is a sales representative for a company that manufactures pet care products.
3. Helena worked with the salesperson to show him how to set up an appealing display. Coats and trousers were set up closest to the aisle. Neckties and belts were hung on a specially made rack. Helena works for a man's clothing manufacturer.
4. Jay used a special order form to write down the buyer's order. The store had ordered several spools of wire, 4 dozen light switches, 4 dozen outlet boxes, and 8 dozen fuses. Jay works for a company which manufactures electrical supplies.
5. Megan stopped at the factory to pick up a supply of samples. When she left the factory, she had a cartful of samples of cake flour, icing sugar, and various kinds of fillings. Megan is a sales representative for a manufacturer of bakery needs.

..... Word Bank .....

|                |                     |                |
|----------------|---------------------|----------------|
| sporting goods | pet care            | cosmetics      |
| bakery needs   | electrical supplies | men's clothing |

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B6 Accountant

Accountant

This accountant keeps track of all of the money going into and out of Robin's Fine Feathers. She knows how much money the store is taking in and uses this money to pay the store's bills.

Vocabulary

accountant\*  
clients  
computer  
deposit  
efficient

federal  
financial  
invoices  
ledger\*  
mathematics

organize  
receipts  
systems  
wages

\*developed in text/activity

Page 59

Discuss picture in conjunction with reading the story.

Notes

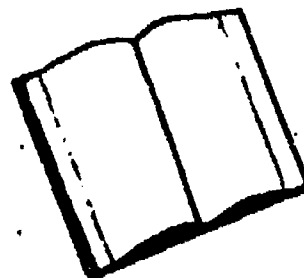
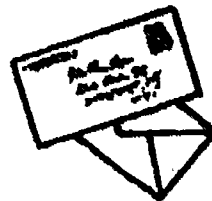
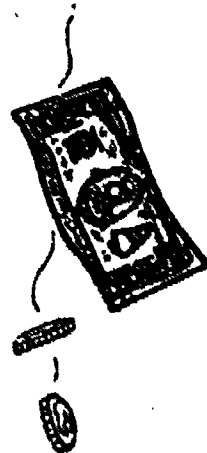


ERIC  
Full Text Provided by ERIC

Student reads story or instructor reads story to student(s).

Tools (p.60) may be labeled after reading story.

Notes



## Accountant

Twice a week Robin visits her accountant, Jackie Stein. Jackie takes care of all the paperwork that deals with the flow of money in- to and out of the store. Robin's Fine Feathers is only one of Jackie's clients. She does ac- counting for several businesses in her commu- nity.

Jackie learned her accounting skills in the Women's Air Force. She had always liked mathe- matics. After leaving the Air Force, Jackie was in an automobile accident that left her confined to a wheelchair. She found that she could con- tinue her career as an accountant by setting up an office in her home. She keeps in touch with her clients by telephone.

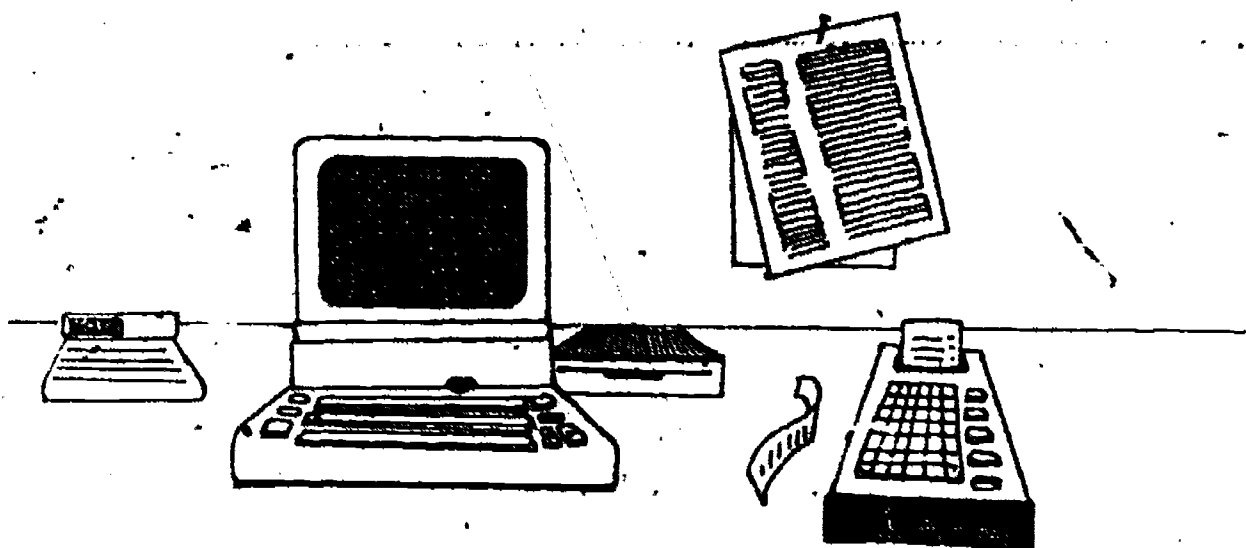
Jackie helps her clients set up efficient bookkeeping systems. She tells them what infor- mation she needs to know and the best way to or- ganize the information. Jackie keeps track of money coming into the store by checking the cash register receipts. She also figures how much sales tax needs to be paid to the government and puts that much aside in a special account. Robin brings receipts from all of the bank de- posits, so Jackie can keep track of how much money is in the account. Sometimes Jackie makes bank deposits by mail, but more often Robin does the banking.

Jackie also keeps track of all the money that goes out of the store. Robin keeps copies of all orders and brings them to Jackie. Jackie enters each amount into a ledger, or special book used for accounting. Jackie writes the

checks to pay rental on the store, electricity, heat, and employees wages.

Jackie uses a calculator and an adding machine to help her manage all of the numbers. She also has a computer to help her store financial information for her different clients. She uses many different forms including banking withdrawals and deposits, order forms and invoices, and state and federal tax forms.

Jackie enjoys her career as an accountant. She likes working with numbers and with people.



# Accountant Word Puzzle

Use the sentence clues at the bottom of the page and the letter clues on the top of the page to fill in the blanks in the puzzle below.

Student uses sentence clues to complete a word puzzle.

Notes

1. a d d i t i o n
2. c a l c u l a t o r
3. m u l t i p l i c a t i o n
4. d i v i s o r
5. s u m
6. d i v i s i o n
7. q u o t i e n t
8. f r a c t i o n
9. n u m e r a t o r
10. s u b t r a c t i o n
- .....

1.  $2+4+36=$  is an \_\_\_\_\_ problem.
2. A machine used to add and subtract is called a \_\_\_\_\_.
3.  $32 \times 21 =$  is a \_\_\_\_\_ problem.
4. In the problem " $48 \div 12 =$ ", 12 is called the \_\_\_\_\_.
5. The answer to an addition problem is called a \_\_\_\_\_.
6.  $48 \div 12 =$  is a \_\_\_\_\_ problem.
7. The answer to a division problem is called a \_\_\_\_\_.
8. \_\_\_\_\_ is an example of a \_\_\_\_\_.
9. The top numeral in a fraction is called the \_\_\_\_\_.
10.  $15 - 6 =$  is a \_\_\_\_\_ problem.

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### Number Words

Student matches numerals to dollar equivalents written in words.

Jackie writes the checks to pay the bills for Robin's Fine Feathers. On a check, the amount is written in numerals and in words. Match each numeral written in the left-hand column to the same numeral, written in words in the right-hand column. Draw a line between each matching pair.

Notes

- |               |   |
|---------------|---|
| 1. \$469.96   | two hundred forty-six dollars and fifty-eight cents.                  |
| 2. \$4.29     | four hundred sixty-eight dollars and ninety-six cents.                |
| 3. \$48.39    | four thousand six hundred eighty-nine dollars and twenty-eight cents. |
| 4. \$24.56    | four hundred sixty-nine dollars and ninety-six cents.                 |
| 5. \$468.96   | three hundred forty-seven dollars and ninety-two cents.               |
| 6. \$245.68   | two thousand four hundred fifty-six dollars and eighty-nine cents.    |
| 7. \$4,689.28 | four dollars and twenty-nine cents.                                   |
| 8. \$2,456.89 | twenty-four dollars and fifty-six cents.                              |
| 9. \$246.58   | forty-eight dollars and thirty-nine cents.                            |
| 10. \$347.92  | two hundred forty-five dollars and sixty-eight cents.                 |

\*\*\*\*\*

Write the words for each of the numbers below.

1. \$1.69 \_\_\_\_\_
2. \$13.74 \_\_\_\_\_
3. \$75.49 \_\_\_\_\_
4. \$123.68 \_\_\_\_\_
5. \$2,357.05 \_\_\_\_\_

# Commercial Artist

## B6 Commercial Artist

This commercial artist uses a light table, ruler, and compass to draw and letter advertisements. Her artwork helps sell clothing for Robin's Fine Feathers.

### Vocabulary

advertisement  
challenge  
commercial artist\*  
compromising  
deadline

free lance\*  
portfolio\*  
represent  
studio

\*developed in text/activity

### Page 64

Discuss illustration in conjunction with reading the story.





Pages 65-66

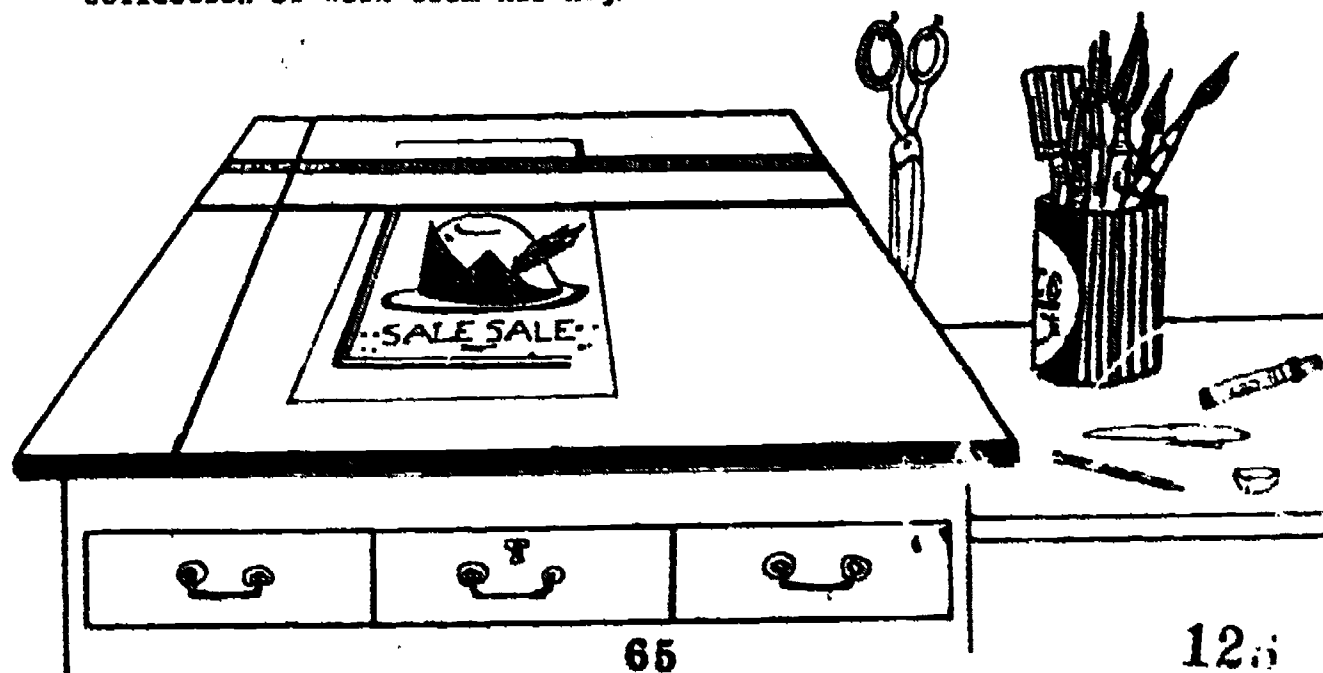
Student reads story or instructor reads story to student(s).

Notes

Back at the store, Robin met with Fay Lattimore, the commercial artist. Robin had hired Fay to plan the advertising for Robin's Fine Feathers' pre-holiday sale. Fay had brought several different advertisements for Robin to see. Robin and Fay discussed each advertisement and Robin quickly chose two that she liked. After compromising on the colors that would be used, Fay and Robin chose the final advertisement that would represent Robin's Fine Feathers.

Fay is a free lance artist. This means that she is not employed by any company. She works for herself, taking whatever commercial art jobs she chooses. Fay works in a studio that is well lighted. Her studio contains all of the tools and equipment she needs to design advertising copy. Fay works at a lighted drafting table that slants. She uses pens, brushes, pencils, and felt-tipped markers to draw. She may use ink, paints, or crayons to add color to her designs. In addition, Fay uses scissors, erasers, glue, compasses, and rulers.

All commercial artists develop a portfolio, or group of samples of their best work. Fay began her portfolio in high school. Her collection of work from her high school art classes helped her when



she applied to a college with a good commercial art program. As she completed her college art courses, Fay updated her portfolio by adding new samples of her best work. This updated portfolio helped Fay get a job with a large advertising firm. She received specific training in advertising and much experience on this job. Now that Fay is on her own, she shows her portfolio to new clients who may wish to hire her. She still updates her portfolio often.

Fay enjoys her work as a free lance commercial artist. She does a variety of work. Sometimes she designs "ads" for newspapers, magazines or television. She has even designed some greeting cards, wrapping paper and billboards. Working to meet deadlines is often hectic, but Fay feels that she handles the pressure well. It is a real challenge to work fast and complete artwork that makes her feel proud of her job.



66

121

# Outlining

Student uses phrases provided to complete outline.

Fill in the blanks in the outline below using the words and phrases from the word bank on the right-hand side of the page.

## Notes

### I. Commercial Artist

#### A. Tasks

1. designs advertisements
2. discusses work w/ clients
3. updates portfolio

#### B. Tools and Equipment

1. pens & ink
2. paint and brushes
3. rulers and scissors
4. lighted drafting table

#### C. Training

1. commercial art in college
2. experience w/ advertising company
3. high school art classes

### Word Bank

- Commercial art program in college
- pens and ink
- paint and brushes
- designs advertisements
- experience with an advertising company
- discusses work with clients
- rulers and scissors
- high school art classes
- updates portfolio
- lighted drafting table

Choose one of the subtopics outlined above and write a short paragraph telling about the commercial artist and that subtopic.

---



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---



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# Scrambled Words

Student unscrambles letters to spell words associated with commercial artists.

Student uses number code to spell out secret message.

Notes

Each of the scrambled words below is associated with the career of commercial artist. When all of the words are unscrambled, write the circled letters in numerical order on the lines at the bottom of the page. How quickly can you find the secret message?

1. treadnivis <sup>11</sup> A D V <sup>5</sup> E R I I S I N G
2. reef clane E <sup>11</sup> R <sup>5</sup> E E L A N <sup>1,7</sup> Q E
3. toisud <sup>15</sup> S I U O I <sup>2</sup> Q
4. gradnift blate D R A <sup>2</sup> E I I N G  
I A B <sup>10</sup> L E
5. enp P E N
6. shrub B <sup>12</sup> R U S H
7. anipt P A L M <sup>12</sup> I
8. coilproof P O R <sup>13</sup> T E R L <sup>16</sup> Q O
9. spleam S A <sup>16</sup> M P L E
10. adeliden D E <sup>3,4</sup> A D L <sup>14</sup> I N E

.....

C O M M E R C I A L  
1 2 3 4 5 6 7 8 9 10  
A R T I S T  
11 12 13 14 15 16

# Trucker

B6 Trucker

This trucker delivers women's clothing from the factory to stores around the country. Today he is delivering goods to Robin's Fine Feathers.

## Vocabulary

activity log\*  
chauffeur's license  
contact  
emergency  
hazard

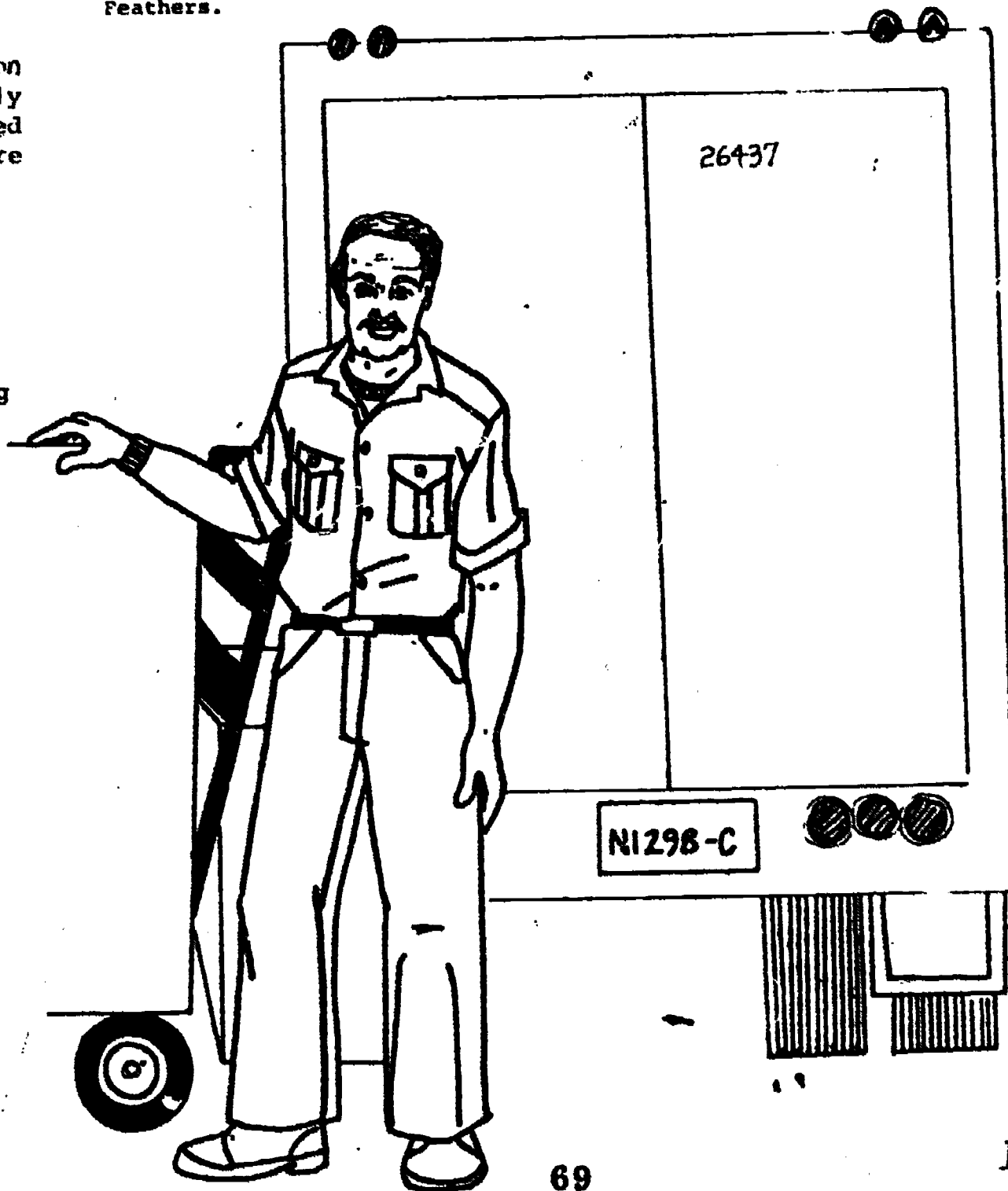
location  
properly  
required  
secure

\*developed in text/activity

## Page 69

Discuss picture in conjunction with reading the story.

## Notes



## Trucker

Student reads story or instructor reads story to student(s).

Label tool pictures after reading story.

### Notes

In the middle of the afternoon, Sam announced that a new delivery of products had arrived. The truck was just backing into the loading dock. When the truck was parked, the driver opened the back doors and unloaded the goods. He used a hand cart to wheel the large boxes of clothing into the storeroom. As he moved the boxes into the storeroom, he checked off each item on his freight bill. When every item was accounted for, he asked Sam to sign the freight bill. The bill would be returned to the manufacturer to prove that the shipment had been received by Robin's Fine Feathers.

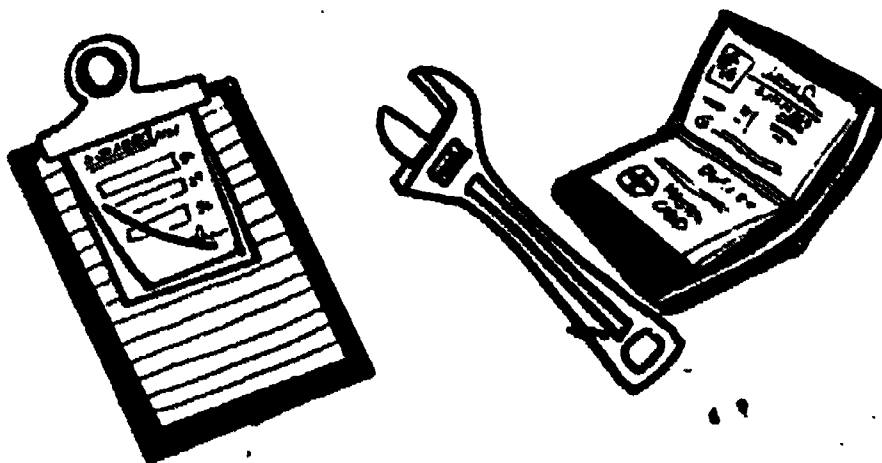
Dick Henson, the trucker, works for a large clothing manufacturer. He delivers loads of clothing in a three-state area. Each of his trips begins with loading the truck at the manufacturing plant. Sometimes Dick loads the truck himself and sometimes employees in the shipping department load for him. Dick always makes sure the load is balanced and secure before he closes the truck. Just before he leaves the plant loading dock, Dick looks over the freight bills to see which items are to be delivered at each of his stops.

Most of Dick's time is spent driving. Because most stores are located in downtown areas, Dick must drive the truck through heavy traffic areas. He uses his C.B. radio to contact other truck drivers who may be able to warn him about traffic hazards. Dick uses road maps to help him find his way to new locations.

Besides driving, Dick has other tasks. He keeps a daily activity log which tells the time he started and the times of all of his stops. He must keep track of the freight bills and make sure that each is signed properly. Sometimes he has to do emergency repairs on his truck if it breaks down on a trip. He carries a tool kit with him at all times.

In order to drive large trucks, Dick needed to have a chauffeur's license. He went to a training school to learn the skills he needed to pass the test for his chauffeur's license. At the school, Dick learned how to drive large trucks, tricks for loading securely, and about laws which concern trucks. When he got the job driving for the clothing manufacturer, the company trained him to do the paperwork they required.

Dick is using this job to gain experience. He would like to start a trucking company of his own in a few years. The skills and knowledge he learns on this job will help him start his own business.



# Outlining

Student uses phrases provided to complete an outline.

Use the words and phrases in the word bank on the right-hand side of the page to fill in the blanks in the outline below.

## Notes

### I. Trucker

### Word Bank

#### A. Tasks

1. drives the truck
2. keeps track of freight bills
3. loads and unloads truck
4. makes emergency repairs
5. keeps daily activity log

truck drivers' training school

drives the truck

hand cart

chauffeur's license

keeps track of freight bills

loads and unloads the truck

truck

tool kit

makes emergency repairs

road maps

freight bill

keeps daily activity log

#### B. Tools and Equipment

1. hand cart
2. truck
3. tool kit
4. road maps
5. freight bill

#### C. Training and Requirements

1. truck drivers' training school
2. chauffeur's license



# Trucker Word Puzzle

Student uses sentence clues to complete a word puzzle.

Use the letter clues at the top of the page and the sentence clues at the bottom of the page to complete the puzzle.

Notes

1. t o o l k i t

2. d r i v e r

3. c h a u f f e u r ' s

(2 words) 4. h a n d c a r t

5. t r u c k

(2 words) 6. f r e i g h t b i l l

(2 words) 7. r o a d m a p



1. A collection of things used to repair a truck is called a \_\_\_\_\_.
2. The person who operates a vehicle is called a \_\_\_\_\_.
3. The kind of license a driver needs to operate a large truck is called a \_\_\_\_\_.
4. A tool used to move boxes to and from a truck is called a \_\_\_\_\_.
5. A large vehicle used to deliver goods is called a \_\_\_\_\_.
6. A listing of the goods to be delivered is called a \_\_\_\_\_.
7. A paper showing routes in a certain area is called a \_\_\_\_\_.



Student completes outline to review facts from Marketing and Distribution Career Cluster.

Notes

# Outlining

Fill in the blanks in the outline below. You may look back at the stories to help you remember.

Marketing and Distribution Review

I. Buyer - Sam Isaacs

A. Tasks

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

B. Tools and Equipment

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

C. Training

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

D. Work Places

- 1. \_\_\_\_\_

II. Sales Representative - Harold Shorr

A. Tasks

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

B. Tools and Equipment

- 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**C. Training**

1. \_\_\_\_\_

2. \_\_\_\_\_

**D. Work Places**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**III. Accountant - Jackie Stein**

**A. Tasks**

1. \_\_\_\_\_

2. \_\_\_\_\_

**B. Tools and Equipment**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**C. Training**

1. \_\_\_\_\_

2. \_\_\_\_\_

**D. Work Places**

1. \_\_\_\_\_

2. \_\_\_\_\_

**V. Commercial Artist**

**A. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**C. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**D. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

On a separate sheet of paper make an outline similar to those above about the career of trucker.

**-Basic-**

## **Self Awareness**

### **Performance Objectives**



- SA-B1** Students given instruction with (grade K) CHOICE folder activities B1-SA-1 through B1-SA-5  
Will demonstrate ability to:  
- name 7 out of 10 body parts (arms, ears, eyes, feet, hands, head, legs, mouth, nose, torso) and  
- identify 3 out of 4 feelings (anger, fright, happiness, sadness)  
As evidenced by the students' participation in instruction with the 5 CHOICE folder activities
- SA-B2** Students given instruction with (grade 1) CHOICE folder activities B2-SA-1 through B2-SA-10  
Will demonstrate ability to:  
- name 5 out of 7 body parts (elbows, fingers, knees, shoulders, toes, tongue) and  
- identify 4 out of 5 senses (hearing, sight, smell, taste, touch)  
- choose a favorite skill (climbing, dancing, listening, running, singing, skipping, talking, walking)  
As evidenced by the students' participation in instruction with the 10 CHOICE folder activities.
- SA-B3** Students given instruction with (grade 2) CHOICE folder activities B3-SA-1 through B3-SA-8  
Will demonstrate ability to:  
- measure any of their own 5 body parts or classroom objects and  
- name 3 differences between 2 homes they have lived in and/or 3 differences between 2 of their friends  
As evidenced by the students' participation in instruction with the 8 CHOICE folder activities
- SA-B4** Students given instruction with (grade 3) CHOICE folder activities B4-SA-1 through B4-SA-7  
Will demonstrate ability to:  
- fill out own I.D. cards (name, address, phone or school bus number, age)  
- name the places on the human body where blood, bones, skull, veins, and wrists are located  
- identify 3 feelings (boredom, loneliness, bravery)  
As evidenced by the students' participation in instruction with the 7 CHOICE folder activities
- SA-B5** Students given instruction with (grade 4) CHOICE folder activities B5-SA-1 through B5-SA-4  
Will demonstrate ability to:  
- identify 4 feelings (dreaminess, embarrassment, hurt, impatience) and/or  
- name 4 "universal needs" (caring, clothing, food, shelter)  
As evidenced by the students' participation in instruction with the 4 CHOICE folder activities

- SA-B6 Students given instruction with (grade 5) CHOICE folder activities B6-SA-1 through B6-SA-5  
Will demonstrate ability to:  
- identify 2 feelings (hate, love)  
- describe own physical appearance, prized possessions, prized activities, and prized behaviors  
As evidenced by the students' participation in instruction with the 5 CHOICE folder activities
- SA-B7 Students given instruction with (grade 6) CHOICE folder activities B7-SA-1 through B7-SA-4  
Will demonstrate ability to:  
- identify 2 feelings (belonging, rejection)  
As evidenced by the students' participation in instruction with the 4 CHOICE folder activities



**-Basic-**

## **Job & Role Awareness**

### **Performance Objectives**

- J&R-B1** Students given instruction with (grade K) CHOICE B1 Student Log and CHOICE folder activities B1-J&R-1 through B1-J&R-8  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- work places  
for 4 out of 6 workers in the ARTS AND HUMANITIES career cluster (actor, artist, dancer, musician, puppeteer, teacher) and 4 out of 5 workers in the HOME MAKING career cluster (day care worker, housekeeper, janitor, tailor, waiter)  
As measured by the students completing, with 90% accuracy, the CHOICE B1 test
- J&R-B2** Students given instruction with (grade 1) CHOICE B2 Student Log and CHOICE folder activities B2-J&R-1 through B2-J&R-10  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- work places  
for 4 out of 6 workers in the HEALTH career cluster (ambulance driver/ attendant, dentist, dietician, eye doctor/optometrist, family doctor, school nurse) and 4 out of 6 workers in the PERSONAL SERVICES career cluster (blacksmith, day care worker, gas station attendant, hairdresser/ barber, television repairer, waitress)  
As measured by the students completing, with 90% accuracy, the CHOICE B2 test
- J&R-B3** Students given instruction with (grade 2) CHOICE B3 Student Log and CHOICE folder activities B3-J&R-1 through B3-J&R-7  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- work places  
for 4 out of 5 workers in the RECREATION career cluster (camp counselor, coach, tour guide, travel agent, usher) and 4 out of 6 workers in the TRANSPORTATION career cluster (airplane pilot, astronaut, mover, railroad engineer, school bus driver, trucker)  
As measured by the students completing, with 90% accuracy, the CHOICE B3 test
- J&R-B4** Students given instruction with (grade 3) CHOICE B4 Student Log and CHOICE folder activities B4-J&R-1 through B4-J&R-6  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- work places  
for 4 out of 5 workers in the AGRIBUSINESS career cluster (farmer, forest ranger, gardener, logger, miner) and 4 out of 6 workers in the PUBLIC SERVICE career cluster (fire fighter, librarian, mail carrier, nursing aide, police officer, sanitation worker)  
As measured by the students completing, with 90% accuracy, the CHOICE B4 test

- J&R-B5** Students given instruction with (grade 4) CHOICE B5 Student Log and CHOICE folder activities B5-J&R-1 through B5-J&R-9  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- work places  
for 4 out of 5 workers in the COMMUNICATION AND MEDIA career cluster (announcer, journalist, performer, photographer, telephone lineworker) and 4 out of 6 workers in the construction career cluster (architect, carpenter, cement mason, electrician, heavy equipment operator, plumber)  
As measured by the students completing, with 90% accuracy, the CHOICE B5 test
- J&R-B6** Students given instruction with (grade 5) CHOICE B6 Student Log and CHOICE folder activities B6-J&R-1 through B6-J&R-6  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- training places  
for 4 out of 6 workers in the MANUFACTURING career cluster (assembly worker, chemist, machinist, textile designer, union representative, welder) and 4 out of 5 workers in the MARKETING AND DISTRIBUTION career cluster (accountant, buyer, commercial artist, sales representative, trucker)  
As measured by the students completing, with 90% accuracy, the CHOICE B6 test
- J&R-B7** Students given instruction with (grade 6) CHOICE B7 Student Log and CHOICE folder activities B7-J&R-1 through B7-J&R-7  
Will demonstrate knowledge of:  
- on-the-job skills and tasks,  
- tools and equipment, and/or  
- work places  
for 4 out of 5 workers in the BUSINESS AND OFFICE career cluster (actuary, assistant bank manager, cashier, clerical worker, computer operator) and 4 out of 5 workers in the MARINE SCIENCE career cluster (boat builder, commercial diver, fish hatchery technician, hydrographer, marine biologist)  
As measured by the students completing, with 90% accuracy, the CHOICE B7 test





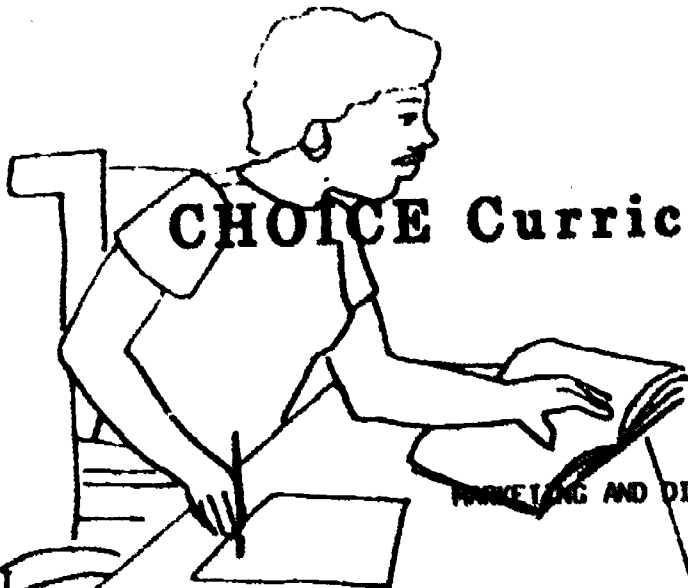
**-Basic-**

## **Decision Making/Goal Attaining Performance Objectives**

- DMGA-B1** Students given instruction with (grade K) CHOICE folder activities B1-DMGA-1 through B1-DMGA-9  
Will demonstrate ability to identify 2 of the following steps in the DMGA process:
- what do you want?
  - use resources (people)
  - find out (helpers)
  - know values (choose, prize)
  - goal
- As evidenced by the students' participation in instruction with the 9 folder activities
- DMGA-B2** Students given instruction with (grade 1) CHOICE folder activities B2-DMGA-1 through B2-DMGA-4  
Will demonstrate ability to identify 3 of the following steps in the DMGA process:
- what do you want?
  - use resources (people)
  - know values (choose, prize)
  - goal
- As evidenced by the students' participation in instruction with the 4 folder activities
- DMGA-B3** Students given instruction with (grade 2) CHOICE folder activities B3-DMGA-1 through B3-DMGA-8  
Will demonstrate ability to identify 4 of the following steps in the DMGA process:
- what do you want?
  - use resources (people)
  - find out (obstacles, helpers, time)
  - know values (choose, prize, act)
  - plan
  - act
  - goal
- As evidenced by the students' participation in instruction with the 8 folder activities
- DMGA-B4** Students given instruction with (grade 3) CHOICE folder activities B4-DMGA-1 through B4-DMGA-8  
Will demonstrate ability to identify 6 of the following steps in the DMGA process:
- what's going on?
  - what do you want?
  - find out (obstacles, helpers, time)
  - decide
  - act
  - goal
  - use resources (people, experience, reading)
  - know options and outcomes
  - plan
  - check progress
- As evidenced by the students' participation in instruction with the 8 folder activities

- DMGA-B5** Students given instruction with (grade 4) CHOICE folder activities B5-DMGA-1 through B5-DMGA-8  
 Will demonstrate ability to identify 8 of the following steps in the DMGA process:
- what's going on?
  - what do you want?
  - use resources (people, experience, reading)
  - find out (obstacles, helpers, time)
  - know options and outcomes
  - know values (choose, prize, act)
  - decide
  - plan
  - act
  - check progress
  - modify goal (if necessary)
- As evidenced by the students' participation in instruction with the 8 folder activities
- DMGA-B6** Students given instruction with (grade 5) CHOICE folder activities B6-DMGA-1 through B6-DMGA-9  
 Will demonstrate ability to identify the following steps in the DMGA process:
- what's going on?
  - what do you want?
  - use resources (people, experience, reading)
  - find out (obstacles, helpers, time)
  - know options and outcomes
  - know values (choose, prize, act)
  - decide
  - plan
  - act
  - check progress
  - modify goal (if necessary)
- As evidenced by the students' participation in instruction with the 9 folder activities
- DMGA-B7** Students given instruction with (grade 6) CHOICE folder activities B7-DMGA-1 through B7-DMGA-9  
 Will demonstrate ability to identify the following steps in the DMGA process:
- what's going on?
  - what do you want?
  - use resources (people, experience, reading)
  - find out (obstacles, helpers, time)
  - know options and outcomes
  - know values (choose, prize, act)
  - decide
  - plan
  - act
  - check progress
  - modify goal (if necessary)
- As evidenced by the students' participation in instruction with the 9 folder activities

# CHOICE Curriculum Content



B6

## ACCOUNTANT

**SKILLS & TASKS:** Helps individuals, businesses, and corporations to organize and run their finances in the most efficient and profitable way. Examines, compiles, and analyzes bookkeeping accounts and records. Estimates expenses. Helps set up budget policies. Researches price trends. Prepares financial statements and tax returns. Gives legal testimony that clients' business and tax records are accurate and complete. May specialize in: 1) general or public accounting, 2) management accounting for corporations, industries, businesses, or 3) accounting for government agencies.

**TOOLS & EQUIPMENT:** Receipts and other records of business transactions, legal references, contracts, adding machines, calculators, computers.

**WORK PLACES:** Offices in accounting firms and offices of clients in private business, industry, or for government agencies.

**TRAINING:** High school, plus two year programs at community colleges, business schools, universities, or armed services. Courses include mathematical computation, business management, industrial relations, business law, computer technology. Four or six years of college required for some specialties or for teaching.

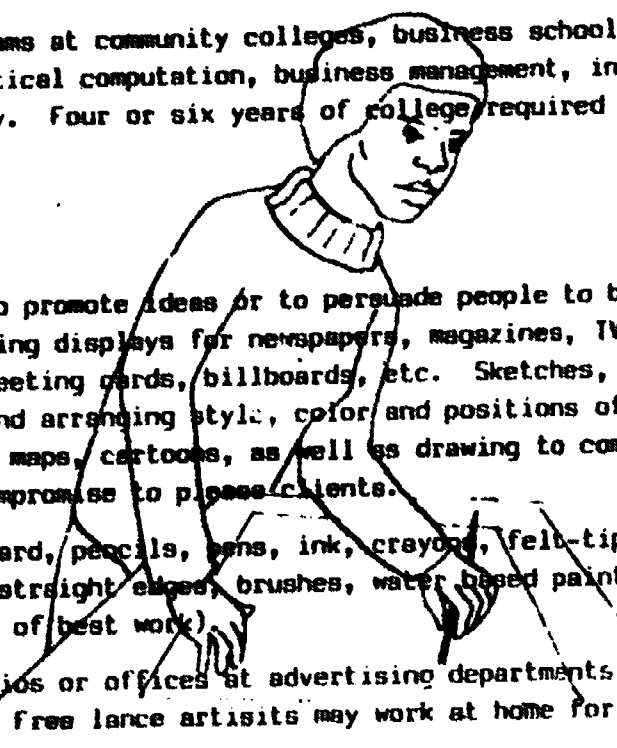
## COMMERCIAL ARTIST

**SKILLS & TASKS:** Creates artwork designed to promote ideas or to persuade people to buy products. Prepares illustrations and designs advertising displays for newspapers, magazines, TV commercials, labels, signs, wallpaper, gift wrapping, greeting cards, billboards, etc. Sketches, paints, does lettering and layout (choosing, planning, and arranging style, color and positions of artwork, photographs, and lettering). Makes charts, maps, cartoons, as well as drawing to communicate clients' ideas. Must meet deadlines and compromise to please clients.

**TOOLS & EQUIPMENT:** Light table, drawing board, pencils, pens, ink, crayons, felt-tip markers, scissors, erasers, glue, rulers, and other straight edges, brushes, water based paints, compasses, photographs, personal portfolio (collection of best work).

**WORK PLACES:** Well-lighted, ventilated studios or offices at advertising departments of large companies, department stores, art schools. Free lance artists may work at home for advertising agencies or other businesses.

**TRAINING:** High school art classes and art programs at colleges and schools of art and design.  
**PRACTICE:** On-the-job training at printing and art studios. Preparation of personal portfolio is most important.



## LOCAL OR LONG DISTANCE TRUCK DRIVER

**SKILLS & TASKS:** Transports goods from warehouses, factories, and farms to distributors. Inspects and loads trucks accurately, drives, unloads. Keeps accurate freight bills, receipts, delivery and service logs. Reports mechanical failures. Does minor repair and maintenance work on truck. Maneuvers truck safely through various traffic conditions. Local driver loads and unloads freight several times daily. Long distance driver hauls freight over long distances, often in diesel-powered tractor trailer, and must often be away from home, working up to 60 hours weekly.

**TOOLS & EQUIPMENT:** CB radio, dispatch order and schedule, loading ramp, daily activity log, freight receipts and bills, maps, flashlight, jumper cables, hand tools such as mallets, wrenches, screwdrivers.

**WORK PLACES:** Rural and city roads and highways. Truck terminals and loading stations at manufacturing plants, wholesale and retail businesses, construction companies, freight and express agencies, trucking companies.

**TRAINING:** Must own commercial (chauffeur's) driver's license. Mechanical ability helpful. Experience driving trucks and tractor trailers (privately owned or in armed services). On-the-job training as driver or driver's helper.

## BUYER

**SKILLS & TASKS:** Purchases merchandise which appeals to customers from manufacturers and wholesalers for retail business and stores. Researches buying and selling methods. Familiarizes self with employer's stock and customers. Orders samples and goods in quantity. Keeps informed about changes in existing products and development of new ones. Plans and coordinates buying schedules and activities.

**TOOLS & EQUIPMENT:** Newspapers, fashion or trade magazines, telephone, calculator, order and merchandise return forms, plane tickets.

**WORK PLACES:** Offices at retail stores, especially clothing and department stores, specialty shops, mail-order houses.

**TRAINING:** High school, plus on-the-job training as salesperson. General college programs, specialized training institutions or management programs offered by employers.

## SALES REPRESENTATIVE

**SKILLS & TASKS:** Works for a large company or manufacturer to sell products to retail stores and others who buy in large quantity. Describes and displays products. Demonstrates uses and value of products. Establishes accounts (agreements to sell products to one place on a regular basis). Increases sales. Visits and informs buyers of new products and prices. Does stock inventory for clients, delivers and installs products, researches activities and products of other companies. Keeps expense and credit records. Attends trade conferences. May travel a lot. Must be confident, enthusiastic, persuasive, and persistent. Must speak clearly.

**TOOLS & EQUIPMENT:** Samples of goods to be sold, price lists, product descriptions, calculator, business records, car.

**WORK PLACES:** Clients' places of business (institutions, retail stores, wholesale houses, office buildings, etc.). Paper work may be done at home or in product manufacturer's offices.

## UNION REPRESENTATIVE

**SKILLS & TASKS:** Helps protect rights of union members by investigating complaints about working conditions, interpreting work contracts, and mediating disputes between workers and management. Speaks on behalf of workers for salary raises, improvements in working conditions, etc. Informs workers of their rights and the best ways to protect them. Hears workers' complaints and helps them file grievances (documents describing a complaint and how the aggrieved (complainer) wants it settled) through counselling and special classes. Meets with company management and other officials. May help union members find housing or medical aid.

**TOOLS & EQUIPMENT:** Legal reference books and documents such as contracts and grievance papers, current union literature, vehicle, telephone, expense account. At some work sites, hard hat and safety glasses.

**WORK PLACES:** Offices at plants, factories, mills, foundries, schools, and union headquarters. "Pits" (conference rooms where union representatives and top management negotiate).

**TRAINING:** On-the-job training as a union member and as a company member. College courses in public speaking, speech, and political science (social studies) are helpful.

## TEXTILE DESIGNER

**SKILLS & TASKS:** Uses artistic talent combined with an understanding of materials, fabric construction, and printing processes to design weaves, knits, and decorative patterns for cloth. Sketches designs. Studies fabric construction and researches best uses for various fabrics. Tests strengths and weaknesses of fabrics. Compares fabric printing processes. Travels, reads, and meets with buyers and others in the fashion industry to get new ideas and to find out what people are buying. Attends fashion shows and textile industry presentations.

**TOOLS & EQUIPMENT:** Paper, paint, brushes, drawing board and pad, ruler, cloth and yarn, small test looms and knitting machines (to test strength of new weaves and knits), fabric samples, telephone, textile trade and fashion periodicals, camera.

**WORK PLACES:** Offices and studios for textile companies, usually in cities. Freelance textile designers may work at home.

**TRAINING:** High school art classes, schools of art and design, fashion schools.

## WELDER

**SKILLS & TASKS:** Joins metal parts to build and fix metal objects using intense heat and sometimes pressure. Cuts and shapes metal. Uses blueprints to plan work. Cleans metal. Clamps it together or does preparatory tack welding. Finally, uses a torch to join metal permanently. May specialize in one welding technique such as arc or electric welding (uses heat from electricity that jumps from an electrode to the metal), gas or acetylene welding (uses heat from burning gasses to melt metal), resistance welding (uses electricity and pressure), and atomic welding (uses an atomic hydrogen arc).

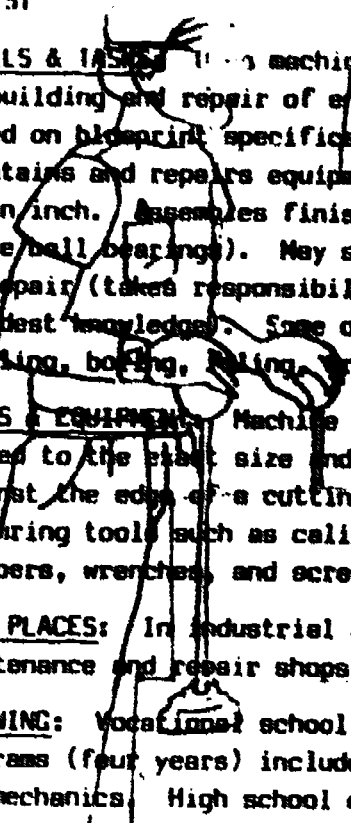
**TOOLS & EQUIPMENT:** Blueprints, welding torch, welding rods, torch tips, electrodes and electrode holder, rig (includes generator or gas source), welding mask, "leathers" (protective gloves and sometimes coat), C clamp (holds metal in place), sledge hammer or chipper (cleans up leftover metal after welding), grinder (smoothes rough metal beads along welding lines).

**WORK PLACES:** Factories that manufacture metal products. Shops which repair metal parts of ships, buildings, automobiles, pipes. Underground and underwater pipelines. Production line welders do repetitive work at one work station, while more skilled workers do varied types of work.

**TRAINING:** Vocational school courses in drafting (a kind of drawing), blueprint reading, metal and welding shops. On-the-job apprenticeship programs (three years leads to certification). High school physics is helpful.



## MACHINIST



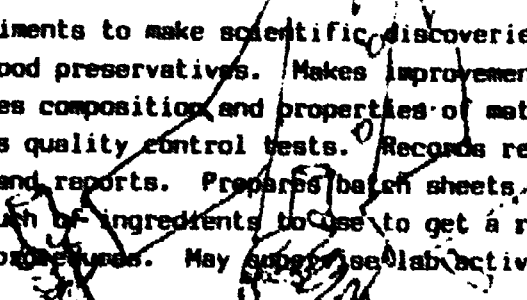
**SKILLS & TASKS:** Uses machine tools and hand tools to shape metal blocks into tools and parts used in building and repair of engines and other machines. Plans steps and selects tools for each task based on blueprint specifications. Adjusts machine tools according to the type of metal being shaped. Maintains and repairs equipment and machinery. Measures and checks accuracy of all work up to 1/10,000 of an inch. Assembles finished parts. May operate varied machine tools or may make one type of object (like ball bearings). May specialize in layout (marking specifications on metal for production machinists), or repair (takes responsibility for testing and adjusting all machines in a shop and so must have broadest knowledge). Some operations performed by machinists are: setting up, cutting, dowel fitting, drilling, boring, filing, grinding, and planing.

**TOOLS & EQUIPMENT:** Machine tools (power driven tools which hold a metal block in place while it's formed to the exact size and shape needed), lathes (machines that shape metal or wood by turning rapidly against the edge of a cutting tool), broaches (tapered bits pulled through holes to make them bigger). Measuring tools such as calipers, gauges, micrometers, scales. Hand finishing tools such as files, scrapers, wrenches, and screwdrivers. Safety glasses and steel-toed shoes.

**WORK PLACES:** In industrial areas at machine shops, production departments of metalworking factories, maintenance and repair shops.

**TRAINING:** Vocational school courses in machine shop and mechanical drawing. On-the-job apprenticeship programs (four years) include classroom training in math, science, blueprint reading, technical drawing, and mechanics. High school courses in algebra, geometry and physics are helpful.

## CHEMIST



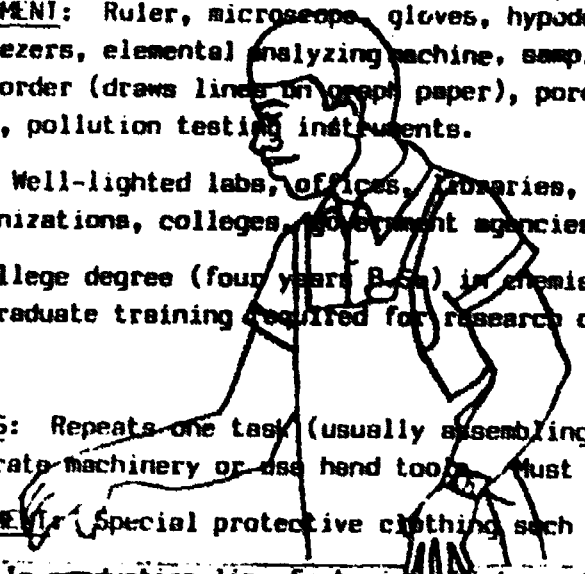
**SKILLS & TASKS:** Researches, tests, and experiments to make scientific discoveries. Uses facts to create new compounds like synthetic fuels or food preservatives. Makes improvements in various products according to manufacturers' standards. Studies composition and properties of matter. Tests samples to determine or analyze ingredients. Conducts quality control tests. Records results of observations, tests, and experiments using charts, graphs, and reports. Prepares batch sheets for manufacturers (instructions which tell what kinds and how much of ingredients to use to get a result, and how to mix the ingredients. Teaches lab skills and procedures. May supervise lab activity. May do technical writing or sales work.

**TOOLS & EQUIPMENT:** Ruler, microscope, gloves, hypodermic needle, electric scale (to measure tiny amounts), tweezers, elemental analyzing machine, sample bottles and test tubes, batch sheets (like recipes), recorder (draws lines in graph paper), porosimeter (measures size and amount of air space in materials), pollution testing instruments.

**WORK PLACES:** Well-lighted labs, offices, libraries, and classrooms for private industry, non-profit research organizations, colleges, government agencies, and market research firms.

**TRAINING:** College degree (four years B.S.) in chemistry for beginning positions like lab or research assistant. Graduate training required for research or teaching positions. On-the-job training.

## ASSEMBLY WORKER



**SKILLS & TASKS:** Repeats one task (usually assembling or packaging one type of item) over a full working day. May operate machinery or use hand tools. Must be accurate and safety conscious.

**TOOLS & EQUIPMENT:** Special protective clothing such as ear plugs or safety glasses.

**WORK PLACES:** In production line factories which produce or package just about anything that can be found in stores including food, clothing, cosmetics, toys, tools, books, hardware, vehicles, precision instruments, medicine, records, tape, furniture . . . just about anything you can name.

**TRAINING:** On-the-job.

Manufacturing/Marketing & Distribution

Student Log

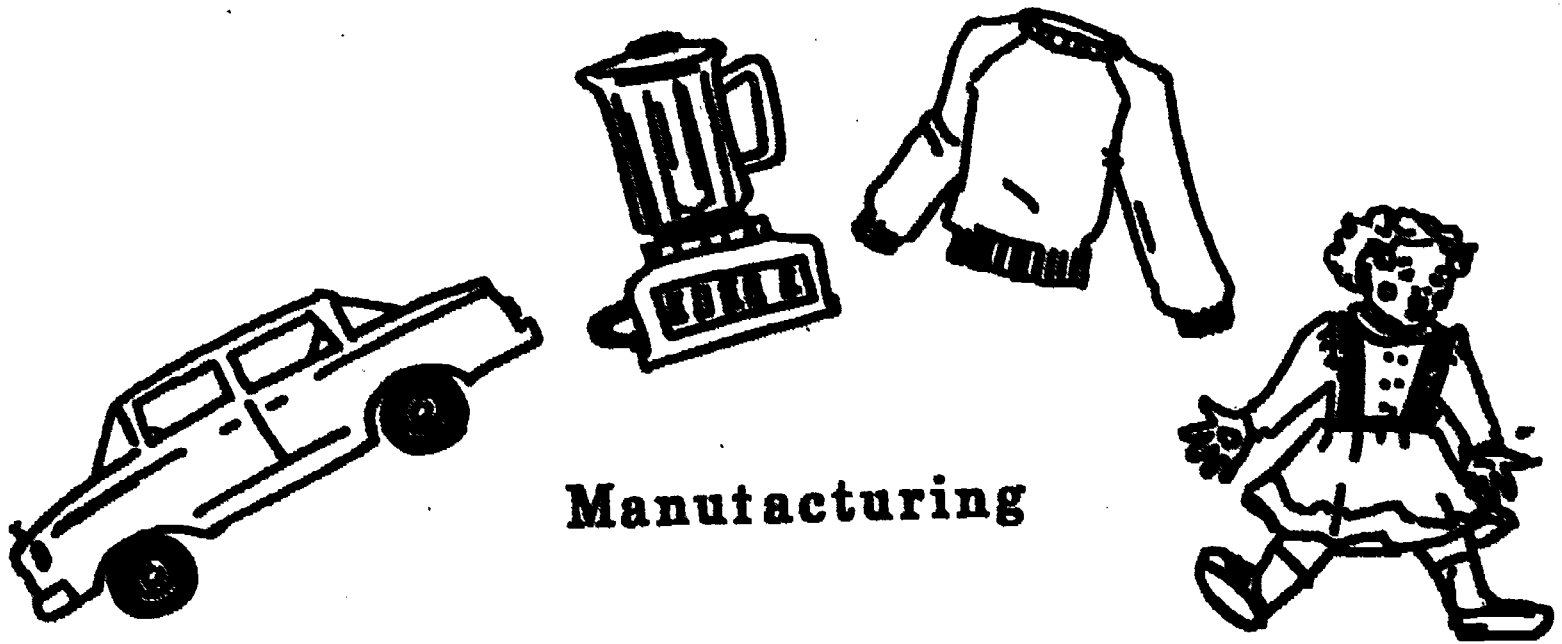
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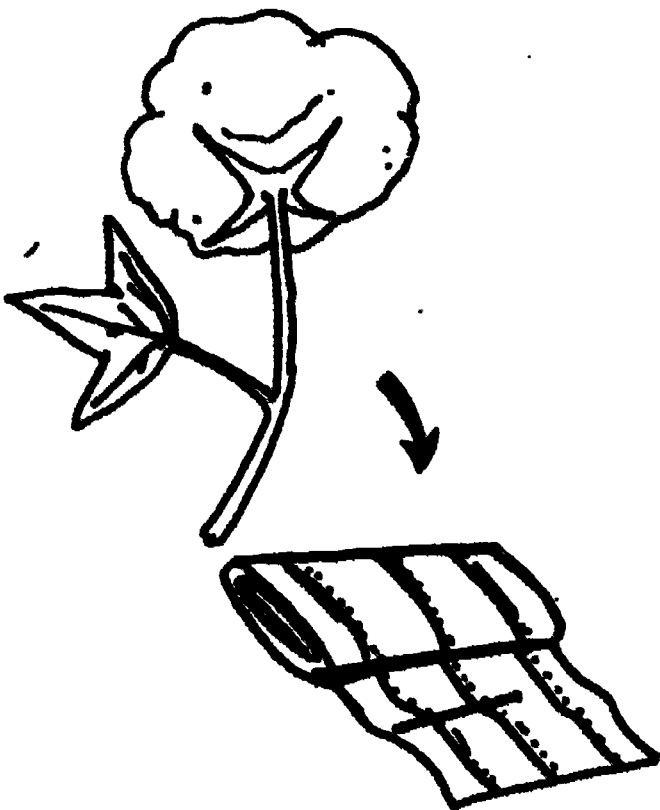


## Manufacturing

Workers in the Manufacturing Career Cluster work to produce the goods used by all of us. They work together to make products like cars, appliances, clothing, toys and many other articles.

Manufacturing workers make processed goods. Processed goods are things that are not used in their natural forms. Processed goods are things that are made from natural products. They cannot be grown or mined. The materials manufacturing workers use to make processed goods are called raw materials. Cotton is a raw material used to make cloth. Rubber is a raw material used to make automobile tires.

As you read the story about Josh Simmons, you will learn about several workers in the manufacturing career cluster. Ask yourself if you would like to do any of these jobs.





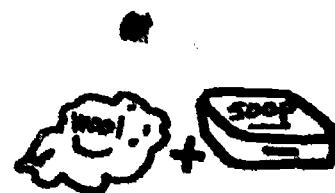
# Raw Materials



Raw materials are the substances used to make processed goods. Manufacturing workers process or change the raw materials to make them into more usable goods.

For instance, sheep's wool is a raw material. It is gathered, cleaned, combed, and spun to make yarn. Cleaning, combing and spinning are ways to process wool into yarn. Yarn can be used in more ways than sheep's wool. The yarn then becomes a material for other manufacturing workers who knit, crochet, or weave the yarn into blankets, sweaters, or clothing. These processed goods have more uses than yarn.

Match each raw material below to a product or processed item that is made from that raw material.



## Raw Material

wool

trees

petroleum

iron

wheat

rubber

sugar cane

peanuts

maple sap

## Product

peanut butter

flour

yarn

lumber

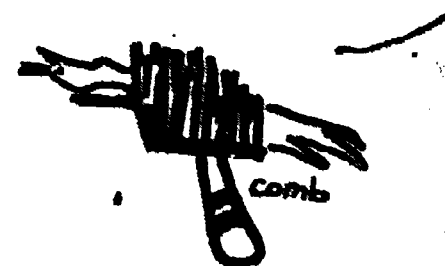
maple sugar

plastic

automobile bodies

tires

granulated sugar



# Raw Materials

Many products are made from several raw materials. For instance, some of the raw materials used to make an automobile are: steel (body and frame), plastic (steering wheel, upholstery), rubber (tires), fabric (upholstery), and glass (windshield).

List at least two raw materials used in making each of the products listed below.

pencil \_\_\_\_\_

pen \_\_\_\_\_

bicycle \_\_\_\_\_

chair \_\_\_\_\_

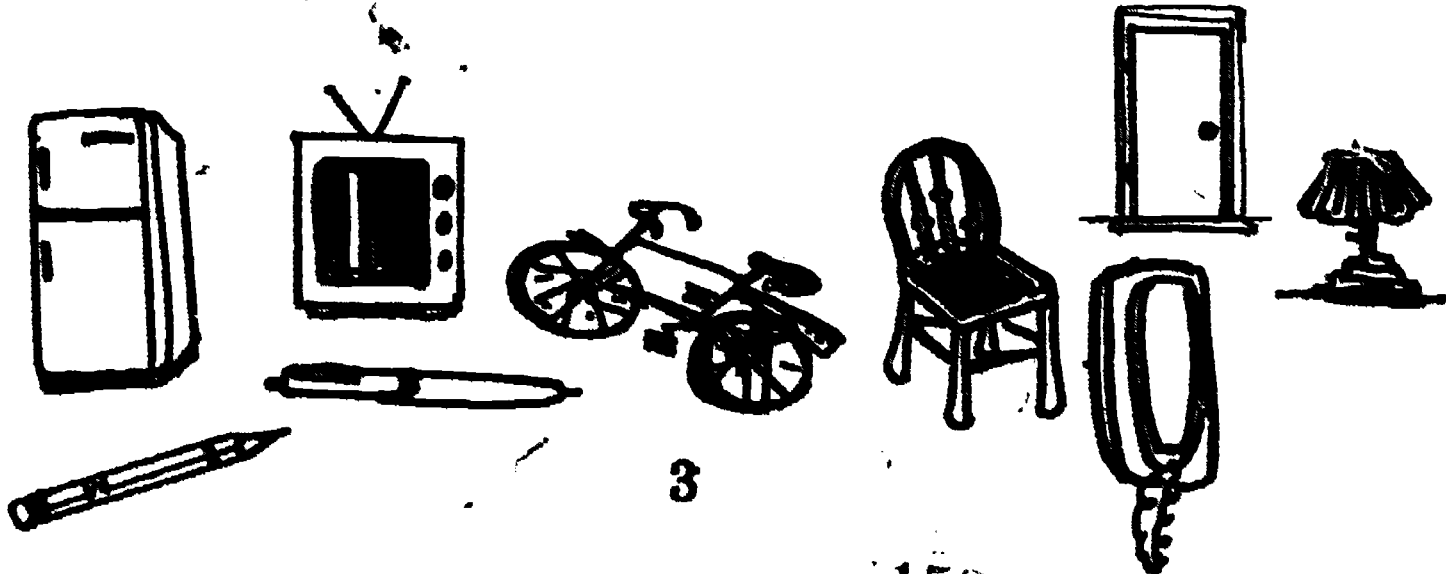
telephone \_\_\_\_\_

television \_\_\_\_\_

lamp \_\_\_\_\_

door \_\_\_\_\_

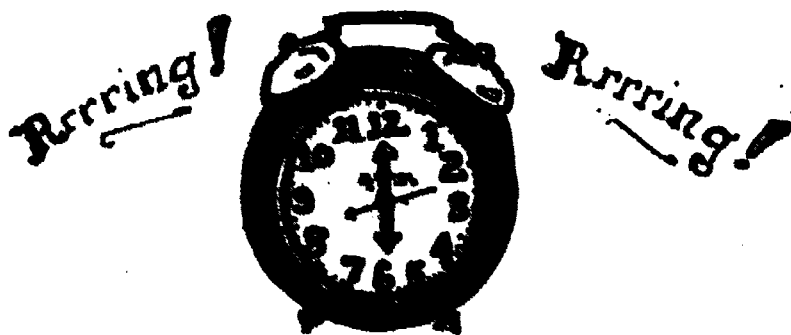
refrigerator \_\_\_\_\_



# Union Representative

This union representative helps companies and workers solve problems about salary, working hours, working conditions, and other areas of concern.



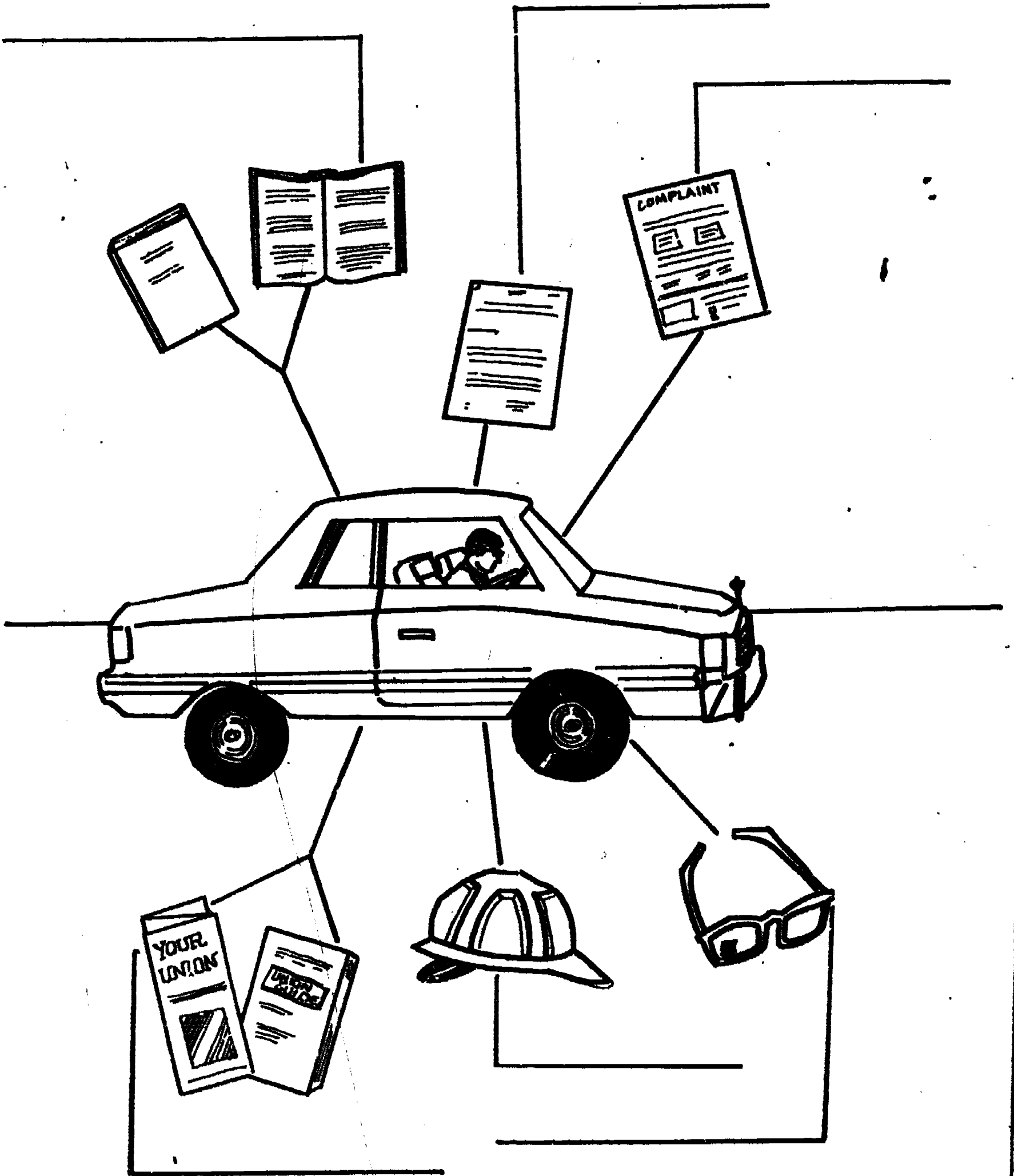


Rrrring! Josh Simmons reached across the bed and turned off the alarm. He yawned and mumbled as he dragged himself from his warm bed to the bathroom. The hot water of the shower began to wake him. He started thinking about the day ahead.

Josh is a union representative. This means that Josh speaks for the workers who belong to his union. Workers join the union to help protect their salaries, to help improve their working conditions, and to protect their rights as workers. When the workers and the company bosses or management can't agree to solve a problem, Josh comes to help the workers present their side of the problem. He listens to all sides of the problem or dispute, then helps the management and the workers settle on a solution that is agreeable to both sides. This is called mediating. Josh's most important job is to mediate a dispute about working conditions at Grant Automotive Industries.

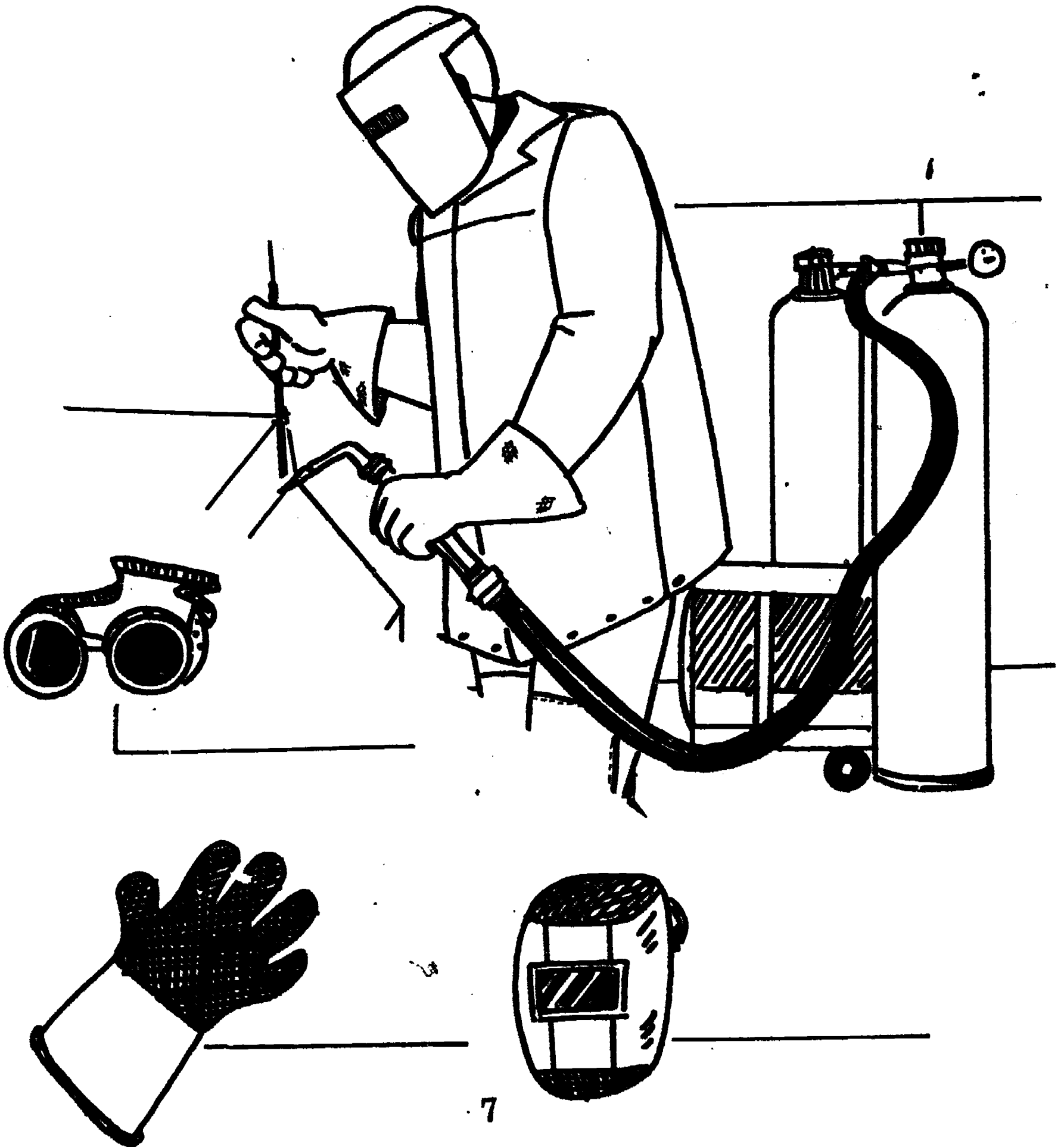
As the morning temperature began to rise, Josh got into his car for the trip to Grant Industries. Josh uses his car like a traveling office. He travels to different factory locations a lot, so he must make sure he has everything he needs in the car. He keeps legal reference books with him in the car. He checks these to make sure that he does nothing illegal when he mediates disputes. He also carries grievance papers. These are special forms that workers fill out when they have a complaint against their company. He keeps union literature like booklets and pamphlets to hand out to workers. Union literature explains to workers how their union can help them. Josh always has a hard hat and safety glasses in his car in case he needs to tour a factory or a construction site.

As Josh drove to Grant Automotive Industries, he thought about the things he would have to do today. Speaking in front of a group of people is something Josh learned in a public speaking course in college. This course taught him how to organize facts and present them in the best possible way. His political science courses also taught him how to deal with people. Josh knew that he would use all of his skills to settle this dispute.



# Welder

This welder is using a torch and a welding rod to join two pieces of metal. The torch melts the welding rod across the two pieces of metal. When it cools and rehardens, the metal will be joined securely.



# Welder

Once Joshua reached Grant Industries he went to the main office. He had an appointment with the board of directors. A young woman greeted Josh and said, "Hello, Mr. Simmons. We've been expecting you." He followed her to the conference room and shook hands with the chairman of the committee. "Good morning, Joshua. Let's get right down to business. I know you've heard the workers' grievances, but you haven't heard ours. We feel their complaints are unfair. The committee feels that the workers are paid enough, are often late, take breaks when they shouldn't, and they're just not working hard enough."

"Well, Mr. Chairman, I think we should take one case at a time," began Josh. "The welders and the machinists want the shop renovated. The ventilation is poor and produces unhealthy working conditions."

The chairman interrupted excitedly, "Those shops are the pride of our industry. We have purchased the newest tools and machinery."

"Maybe so," Josh said. "But they are using welding torches to join metal parts to build and fix metal objects. The process uses intense heat and pressure. When they cut and shape the metal, smoke and gases are given off and they linger in the air. Without a proper ventilation system, the fumes are hazardous to the workers' health."

Another member of the committee said, "They don't know what they're talking about."

Josh explained, "Welders are well-trained people. They have attended vocational school and have taken courses in drafting, blueprint reading, and metal and welding shops. They also experienced an on-the-job apprenticeship program for 3 years before they got certified. They know what they're talking about."

The committee members talked among themselves for a few minutes. A very tall man stood up and loudly said, "The welders don't weld all the time. They have other jobs to do. When they aren't welding, the air can clear."

Josh said, "That's true. They do have other things to do. They read and use blueprints of the planned work. The welders also select materials according to the types and thickness of the metals to be welded. The metal must be cleaned and clamped. All these things are done in the same shop. While the welders are doing these jobs, they are still breathing the poisonous fumes."



# Welder Crossword

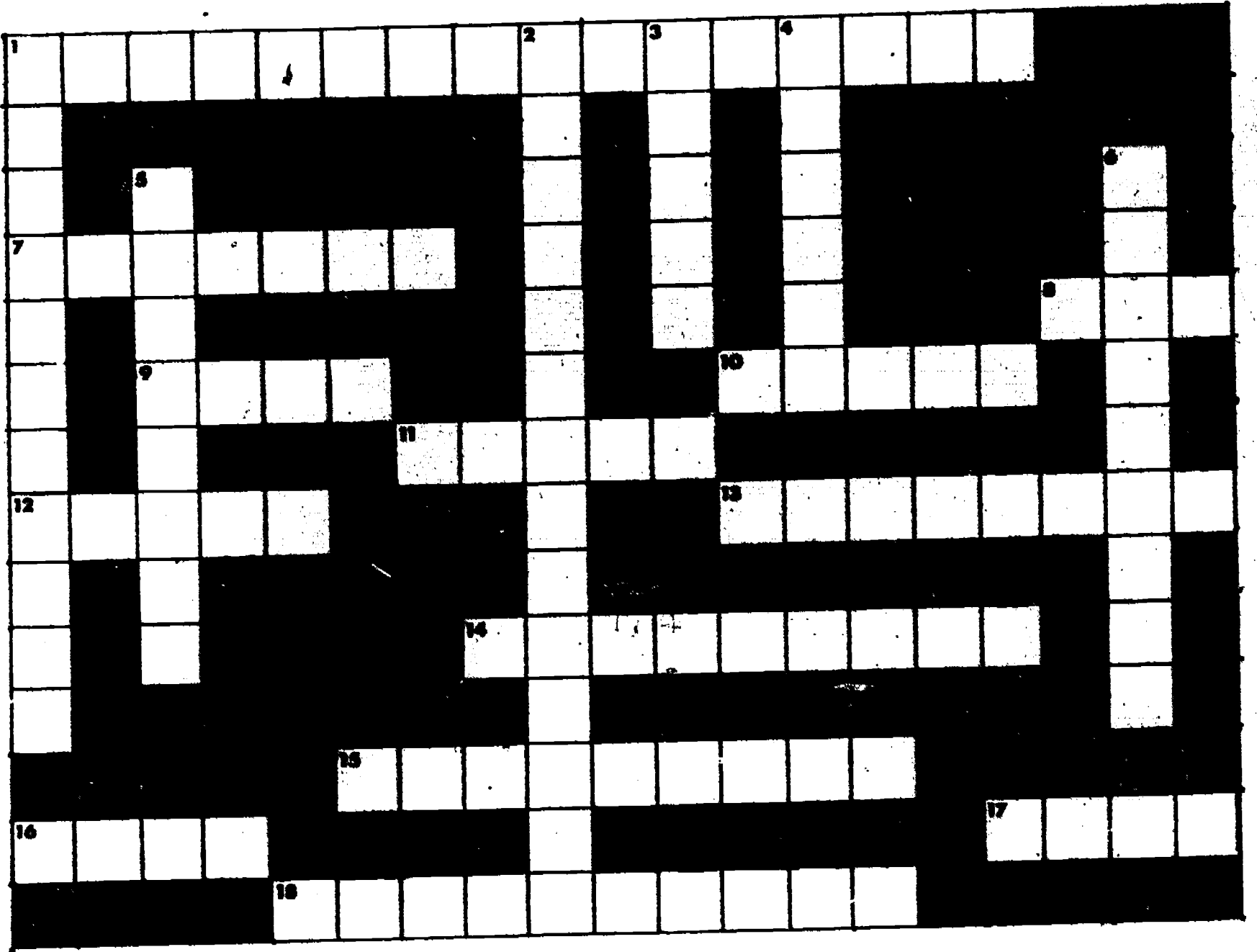
## Across

1. a place where a person gets trained for a job (two words)
7. welders use welding \_\_\_\_\_ to join metal pieces together
8. a good ventilation system circulates fresh \_\_\_\_\_
9. place where welders work
10. how many years that a welder is an apprentice
11. the material welders use often
12. The welders have faith that Josh will help him. They \_\_\_\_\_ him.
13. Welders take courses in this form of drawing.
14. The welders wanted the ventilation \_\_\_\_\_. (made new, repaired)
15. The management bought the welders the newest \_\_\_\_\_. (means mechanical works)
16. Welding uses intense \_\_\_\_\_.
17. To join metal pieces by heat and pressure.
18. The detailed plans on paper.

## Down

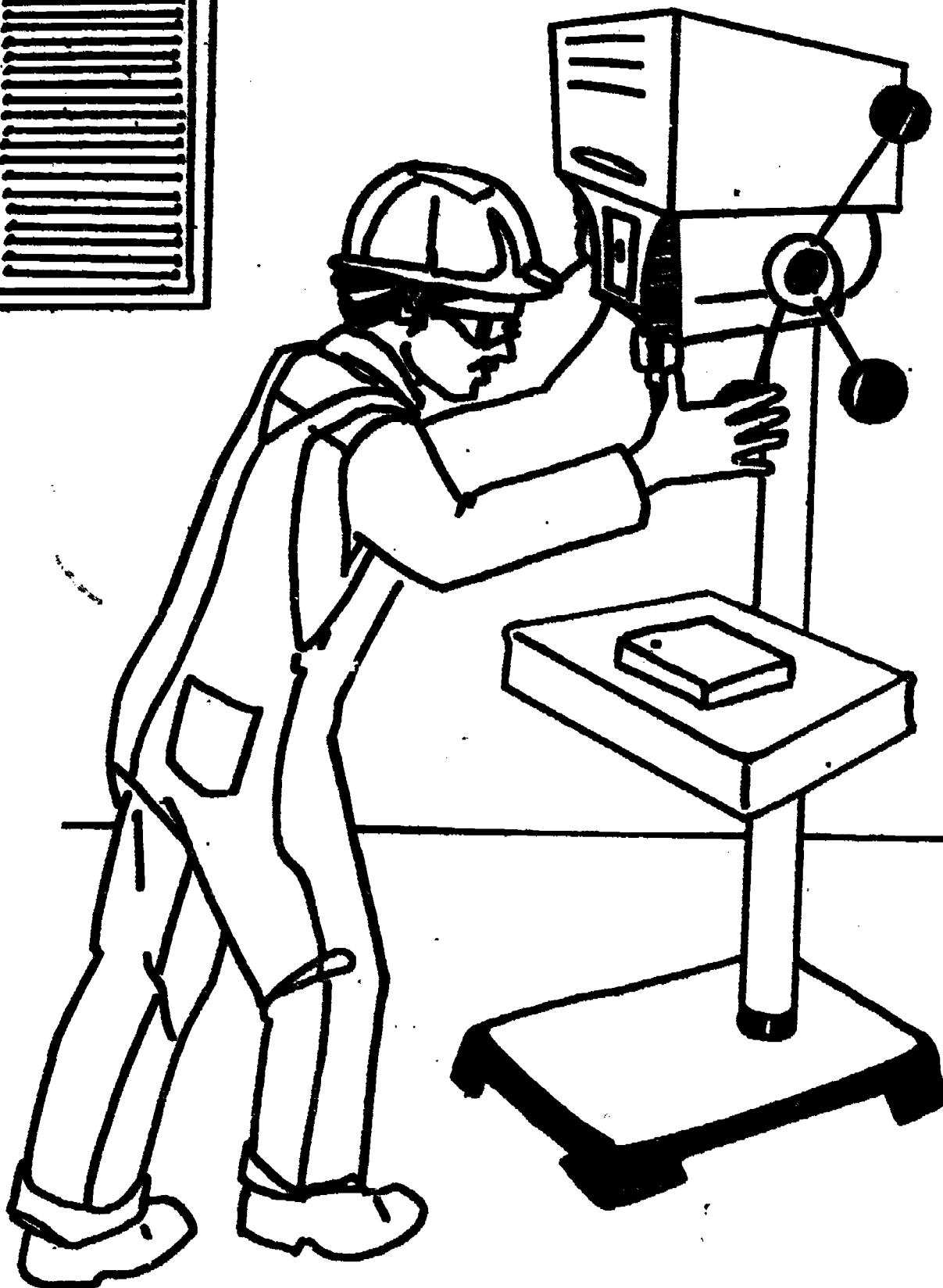
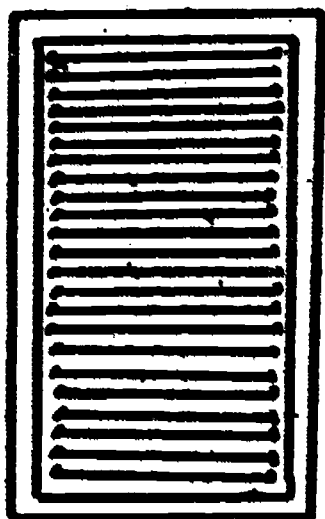
1. a system for circulating air
2. learning on-the-job while someone experienced is teaching you
3. this is given off when welding
4. fumes are hazardous to your \_\_\_\_\_
5. welders use intense heat and \_\_\_\_\_
6. a substance that can make someone sick or can kill is \_\_\_\_\_ (As in \_\_\_\_\_ fumes)





# Machinist

This machinist is using a drill press to drill holes in metal.



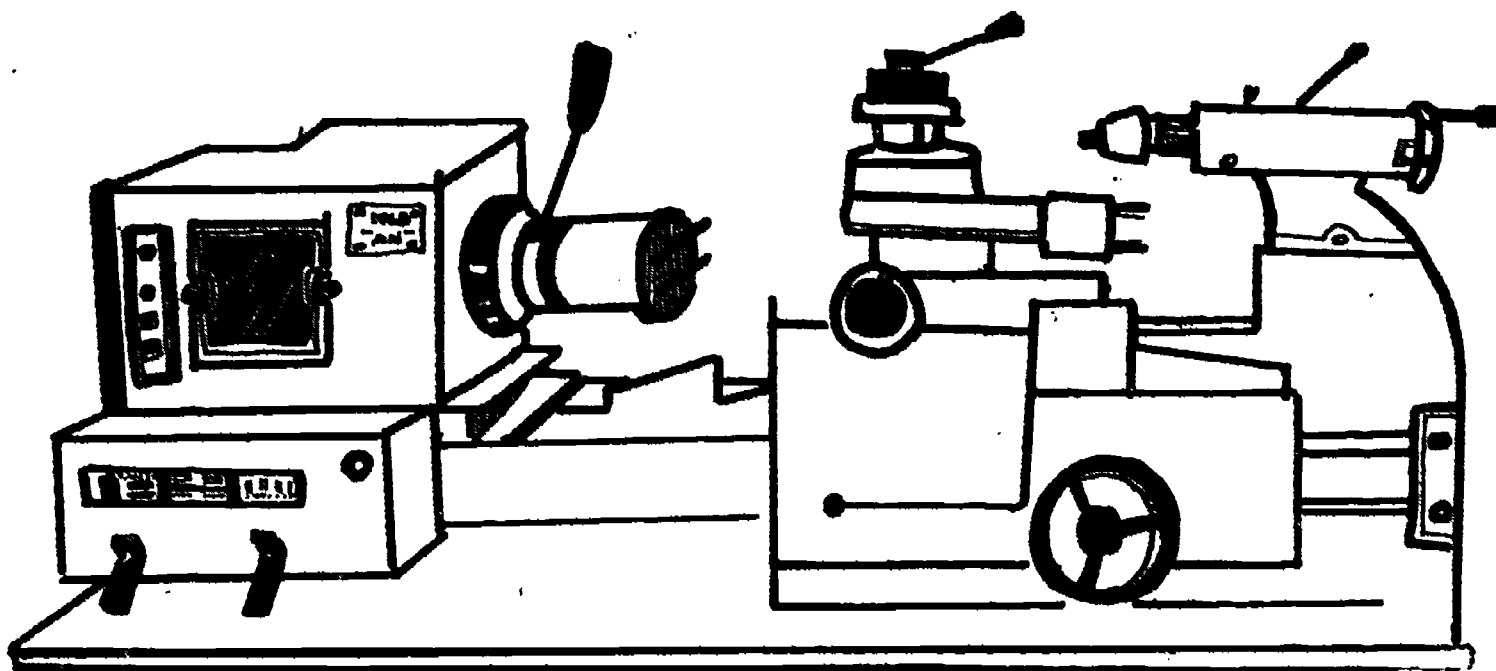
Josh could tell that the directors were now listening to him. "The machinists work on the other side of the same shop," Josh said. "They use machine tools and hand tools to shape metal blocks into tools and parts. The parts are used for cars and for the machines in the factory. Machinists, like the welders, use blueprints while in the shop. In addition, they maintain and repair the equipment and machinery. They set up the materials, cut, drill, bore, file, grind, and plan in the shop. The ventilation must be just right for them.

The chairman said, "We're beginning to see your point. Go on."

"Thank you, Mr. Chairman. As you know, machinists are well trained also. They go to vocational school and study machine shop and mechanical drawing. Machinists are part of a four year on-the-job apprenticeship program, including classroom training in math, science, blueprint reading, technical drawing, and mechanics."

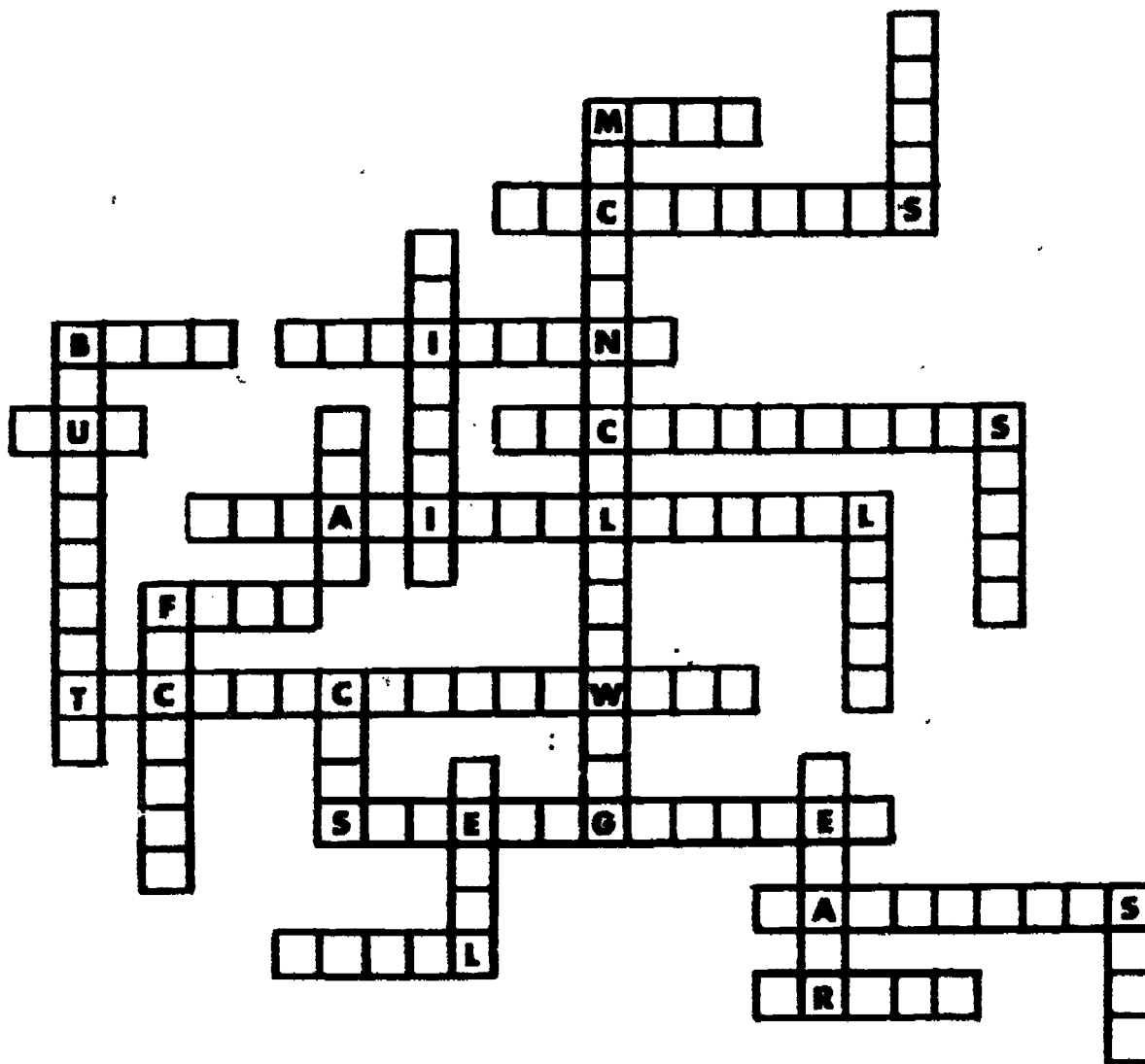
"O.K., Mr. Simmons. You drive a hard bargain. The welders and machinists will have their shop renovated."

"Great," Josh said. "Let me just tell you that the machinists are happy with their new machine tools, lathes, (machines that shape metal and wood), safety glasses, and other needed tools."



# Word Puzzle

Directions: Find where the words fit in the puzzle. A letter goes in each box. Hint--use letters already in the puzzle to lead you to other words. Count the letters in the words. Use words only once.



blueprint  
bore  
cars  
cut  
drill  
equipment  
factory  
file

grind  
hand tools  
lathe  
machinists  
machine tools  
maintain  
math  
mechanical drawing

metal  
parts  
plan  
repair  
safety glasses  
shape  
shop  
technical drawing  
vocational school

# Outlining

Use words and phrases from the list on the right-hand side of the page to fill in the blanks in the outline on the left-hand side of the page.

## Machinist

### I. Jobs and Tasks

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

on-the-job  
drills  
repair machinery  
metal blocks  
read blueprints  
vocational school

### II. Tools and Materials

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

grinders  
shape metal blocks  
lathes  
maintain equipment  
files  
blueprints  
apprenticeship

### III. Training

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

# Assembly Worker

This assembly worker stands in the same place all day long. The parts that he must assemble come to him on an endless belt. He spends his work time assembling car door handles.



The next problem on Josh's list was the 20% raise demanded by the assembly workers. Although assembly workers have no special training, they are the backbone of any factory. They perform the tedious jobs that need to be done over and over. Many workers like this kind of job because it requires little thought. When their shift is over, they can go home and forget about work.

In many factories assembly workers stand in front of a moving conveyor belt all day long. The pieces that they assemble move along the belt. Each worker assembles his part of the object, then it moves to the next worker who assembles another portion of the object. When the object reaches the end of the assembly line, it is complete or ready to move to another assembly line.

Assembly workers are trained on the job. Wherever they work, assembly workers are taught to do the specific jobs on which they will work. They may be trained to use special tools needed to complete the job properly. In some cases, assembly workers use safety equipment like safety glasses, face masks, ear plugs, or gloves.

As Josh thought about the assembly workers, the conference room began to fill with a murmur of people talking. "We refuse to give the assembly workers a 20% raise. We could automate the shop and use machine for many of the jobs they do. A 20% raise is not in the best interests of Grant Automotive Industries."

"Nevertheless," began Josh, "there are a lot of assembly workers in your factory, and they have all united for this raise."

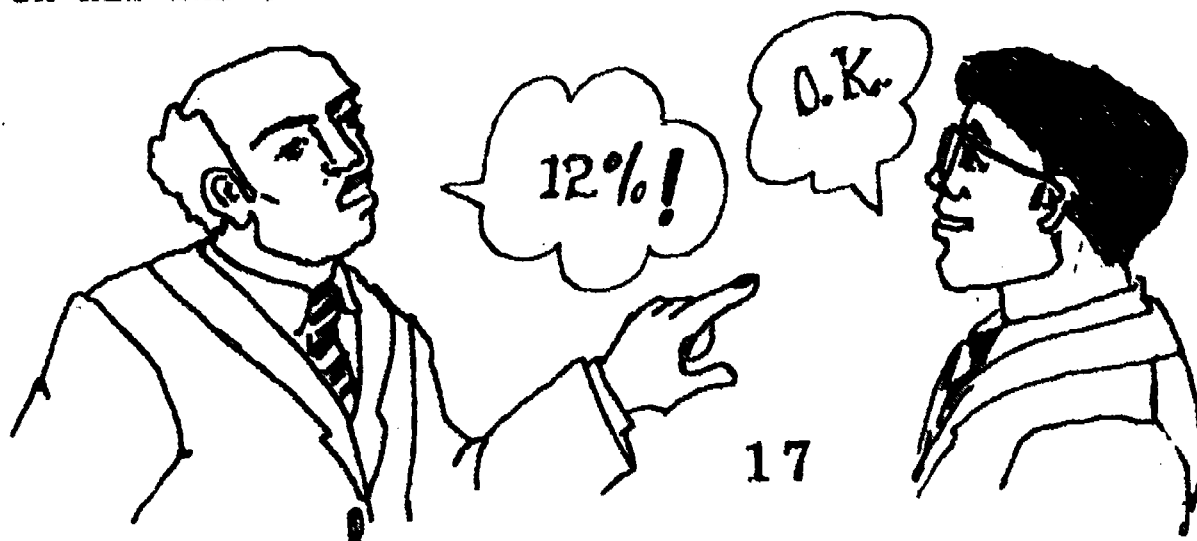
"I'm sorry," the chairman insisted, "a 20% raise in salary is out of the question."

"But the cost of living went up 8%," Josh said angrily.

The board members discussed the problem. After a few minutes, the chairman said, "We'll give them a 12% raise."

Josh knew that the assembly workers would agree to a 12% salary increase. He had already talked to the workers to find out the lowest increase they would accept. "They'll take it!" Josh exclaimed.

Everyone decided to break for lunch. Although Josh's morning had been a hard one, he was very pleased that he had mediated all of the issues on his list. He felt that everyone had agreed to settle fairly.



# Crossword Puzzle

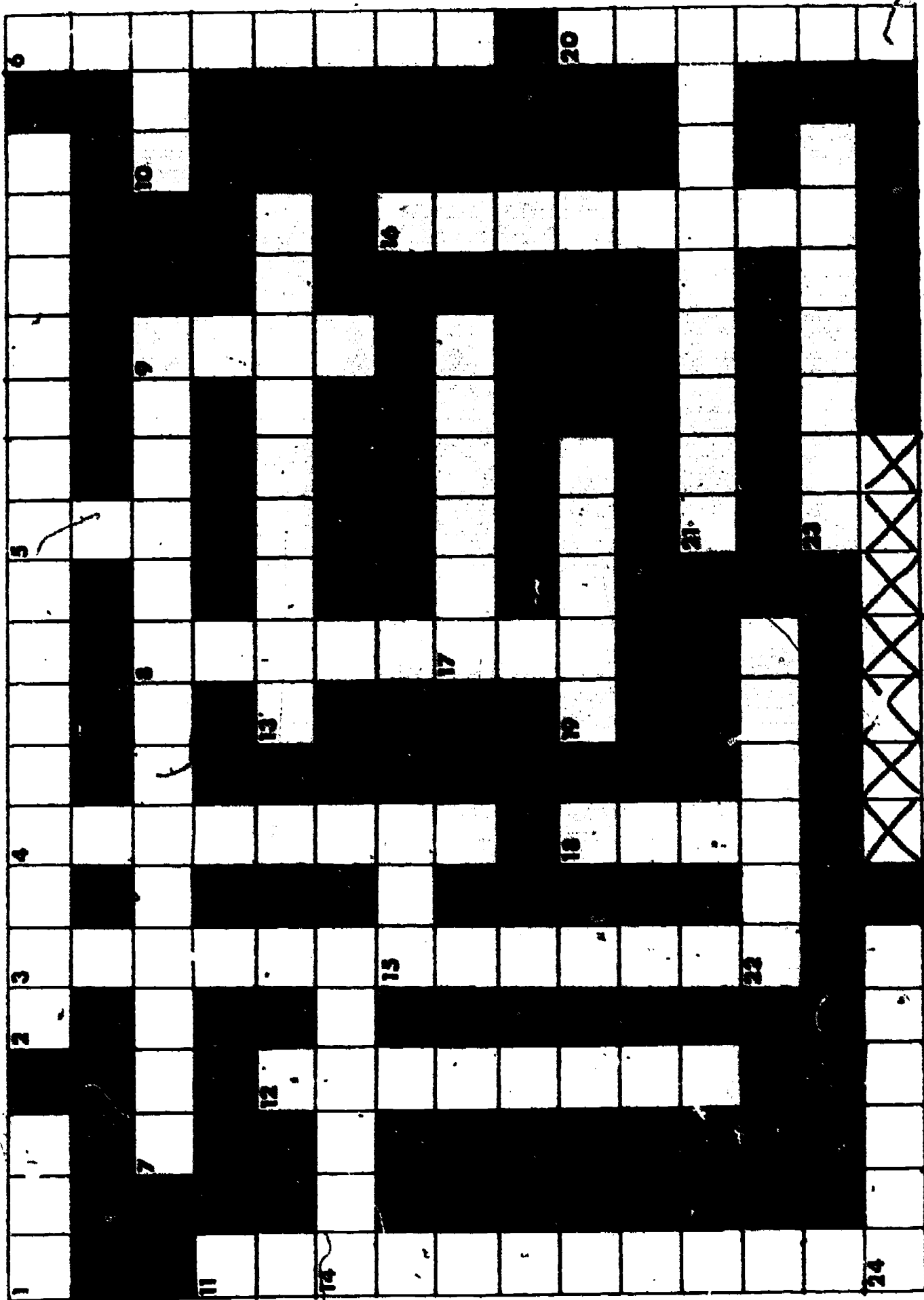
## Across

1. The assembly workers work for \_\_\_\_\_
2. The people who work on an assembly line.
7. The place where Josh and the management were talking.
10. What you do with a knife or a scissor.
13. Places where assembly workers work.
14. The assembly workers wanted a 20% raise in \_\_\_\_\_.
15. joke
17. A low, continuous sound, especially of voices.
19. to join
21. face protectors
22. a place to learn
23. to run machines
24. worn over hands

## Down

3. Worn over the eyes for protection.
4. Worn to block out some noise.
5. Fighting between two groups.
6. The assembly workers receive this type of training (3 words).
8. The leader of a committee.
9. most important
11. The price of day to day expenses (3 words).
12. tools that do work
16. A written set of agreements.
18. kind of tub
20. woven container





# Root Words and Affixes

Assembly workers put parts together to make new products. In the same way, we can put work parts together to make new words. Use the prefixes, suffixes, and root words below to assemble new words.

- |         |   |         |   |       |   |       |
|---------|---|---------|---|-------|---|-------|
| re      | + | produce | = | <hr/> |   |       |
| re      | + | present | + | ation | = | <hr/> |
| protect | + | tion    | = | <hr/> |   |       |
| manage  | + | ment    | = | <hr/> |   |       |
| dis     | + | agree   | + | ment  | = | <hr/> |
| grieve  | + | ance    | = | <hr/> |   |       |
| dis     | + | appoint | + | ment  | = | <hr/> |
| un      | + | fair    | = | <hr/> |   |       |
| hazard  | + | ous     | = | <hr/> |   |       |

\*\*\*\*\*

Rearrange each group of word parts below to assemble new words.

- |                  |       |                  |       |
|------------------|-------|------------------|-------|
| fair-ly-un       | <hr/> | ment-appoint-re  | <hr/> |
| mis-ment-manage  | <hr/> | present-ative-re | <hr/> |
| ed-protect-un    | <hr/> | unicn-re         | <hr/> |
| ation-re-present | <hr/> | ment-agree-dis   | <hr/> |

## True / False

Read each sentence below and decide whether the sentence is true or false. Write "T" in the circles near the true sentences; "F" in the circles near the false sentences.

1. An assembly worker does many different jobs during the work day.
2. Some assembly workers wear safety glasses to protect their eyes.
3. An assembly worker must think carefully to plan his/her work day.
4. Assembly workers are not important workers in a factory.
5. Assembly workers need to go to college to learn the skills they use on the job.
6. Assembly workers use conveyor belts to keep their aprons in place.
7. A tedious job is a job that is exciting and changes often.
8. Some jobs that were done by assembly workers are now being done by machines.
9. Assembly workers are usually trained on the job.
10. Assembly workers may wear face masks to protect their ears from loud noise.
11. Some assembly workers are trained to use special tools to help them do their job properly.

## Textile Designer



This textile designer draws patterns to be printed on cloth to make patterned fabric. She learned her skills by taking art classes in high school and college.

Grant Automotive Industries had just hired a textile designer. Josh's job included meeting the new worker and learning about all her job duties. After lunch he walked down to the factory.

The textile designer was waiting for Josh. As soon as he opened the door, she said, "Hello, Mr. Simmons. I'm Brenda Smith."

"Hi, Brenda. Please call me Josh."

"Thank you, Josh. I've been told you want to hear about my job and see where I work!"

"Yes, I'm glad the office told you I was coming."

"Actually, Josh, I'm an artist. I took art in high school and then went to a school for art and design. My favorite classes were always in fashion."

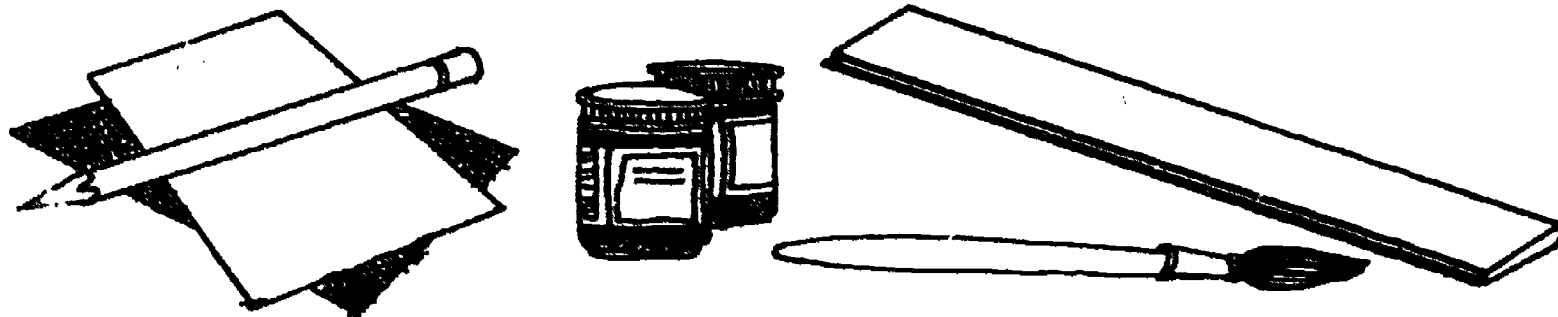
"Then why didn't you go into making designer jeans or something like that?" Josh asked.

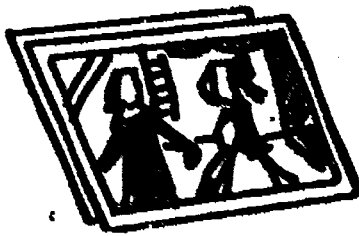
"In a way, I did. My last job was designing fabric for clothing. It was fun. I used to travel a lot, meeting with buyers and other designers in the fashion industry. And I can't count the number of fashion shows I went to."

"That sounds so exciting. Why did you leave your job?"

Brenda explained, "It was exciting, but the competition was beginning to wear me down. I always had to be better than some other designer. This job is more relaxing and I can settle down and have a family. That's one thing I could never do in my other job. I traveled too much."

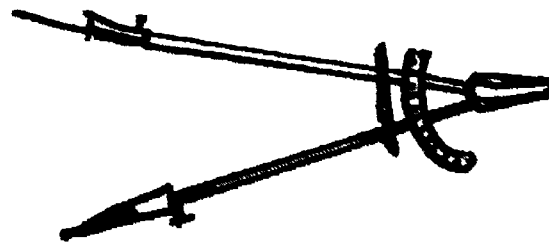
Brenda and Josh walked around her studio. She showed him many fabric samples that she uses. As Josh looked around the room, he saw a lot of supplies. There were pencils, paper, paint, brushes, drawing boards, rulers, looms, cameras, and more.





Across

1. used to take photographs
3. to draw quickly
4. place where textile designer works
7. Brenda's job title (2 words)
11. strain, pressure
12. a person who draws and paints
13. current style of dress
14. to go from place to place
16. argued
17. people who purchase clothes and materials
18. another word for material (cloth)
19. to plan or sketch out
20. same as 12 across

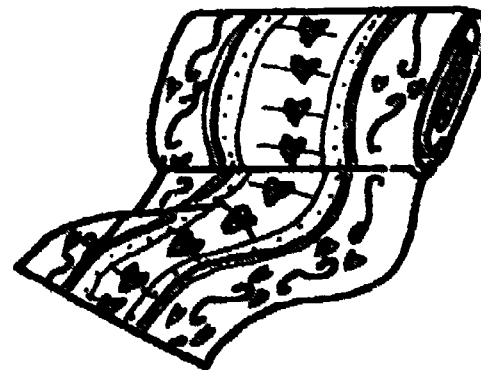


Across (cont.)

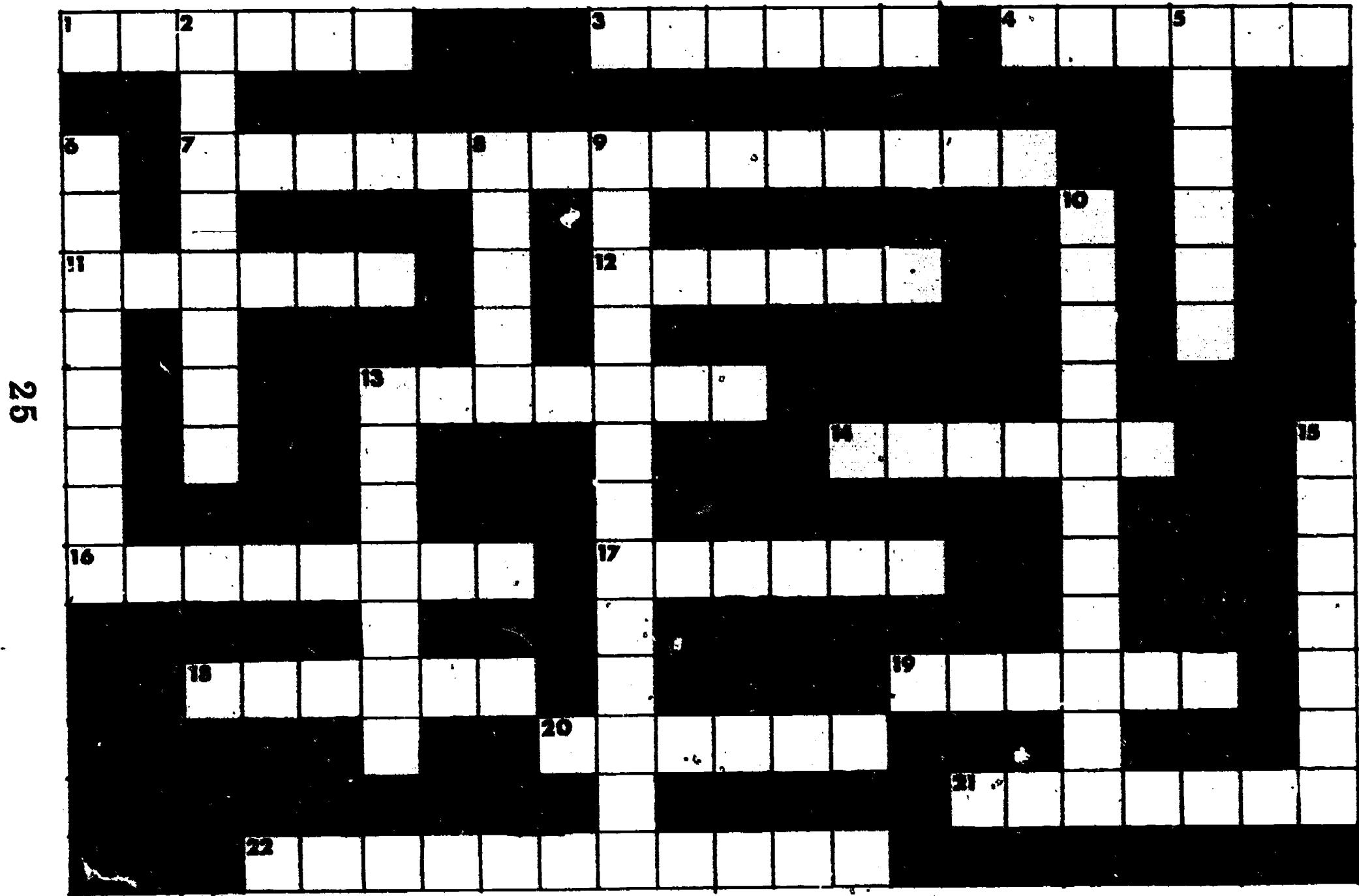
21. things used to draw
22. the textile designer's name

Down

2. another name for fabric
5. jobs, chores
6. reached a decision
8. machines used to weave material
9. tables used for sketching
10. a contest, match
13. a large place where Brenda and all the other workers do their jobs
15. tools used in painting



# Crossword Puzzle



25

# Scrambled Words

Unscramble the words below to make words related to the career of textile designer.

1. ixteelt \_\_\_\_\_
2. snidgere \_\_\_\_\_
3. starti \_\_\_\_\_
4. sihoanf \_\_\_\_\_
5. bacfir \_\_\_\_\_
6. slepam \_\_\_\_\_
7. doitus \_\_\_\_\_
8. clinep \_\_\_\_\_
9. reppa \_\_\_\_\_
10. cearam \_\_\_\_\_
11. urrel \_\_\_\_\_
12. shrub \_\_\_\_\_
13. niapt \_\_\_\_\_
14. olom \_\_\_\_\_



# Chemist

This chemist attended college for a total of 6 years. She works at Grant Automotive Industries. Her job includes mixing dyes for fabrics and plastics used in making automobile upholstery.



# Chemist

Josh said, "The chairman told me you'd be working hand in hand with the chemist. What do textile designers have to do with chemists?"

"Hee, a lot," said Brenda. "The chemists produce synthetic fabrics for me to use. They also make the dyes for the fabrics. After making a dye, the chemist tests it for quality. The chemist also tests dyes he didn't make."

"Do the chemists do anything else?" asked Josh.

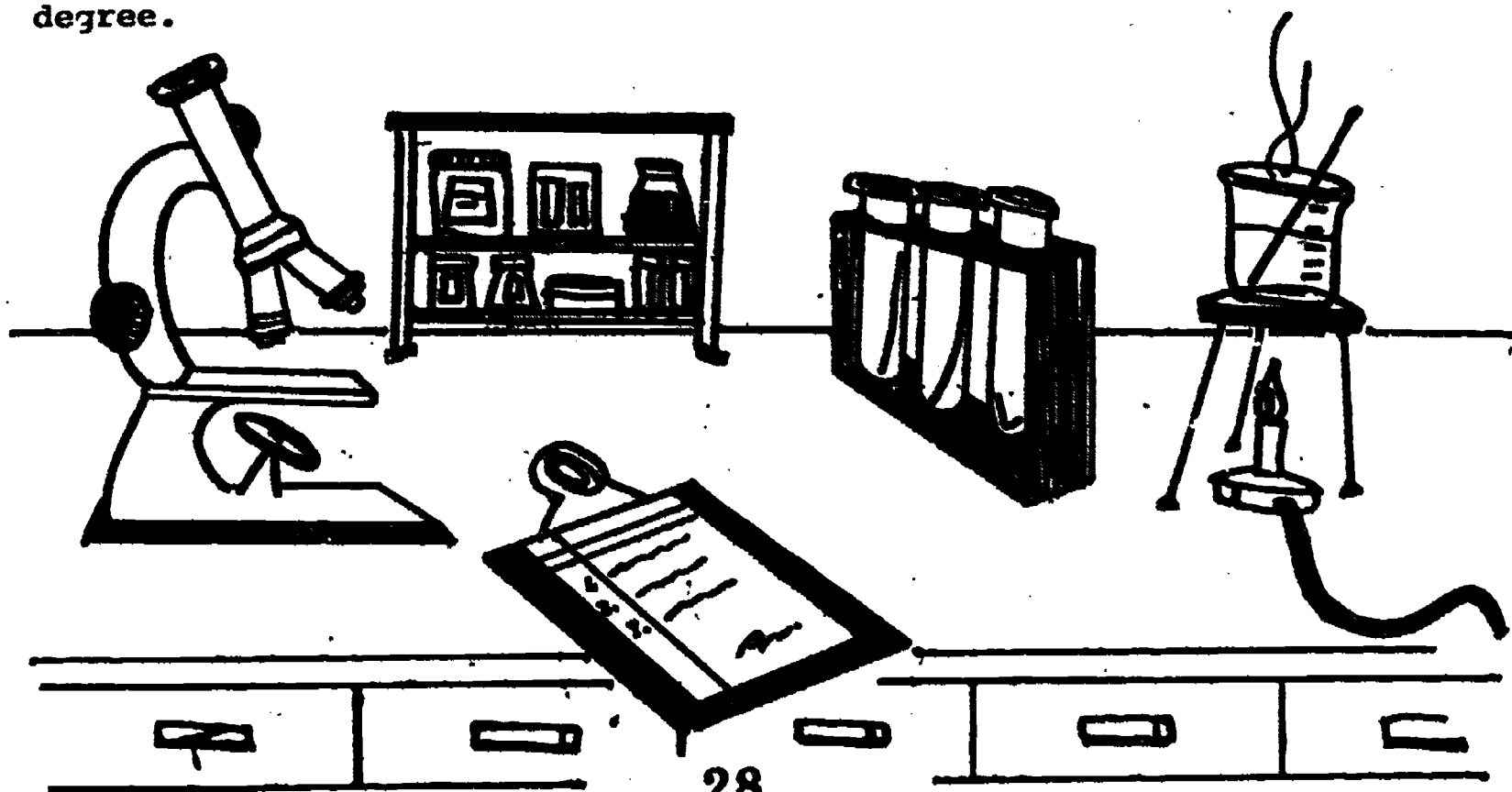
"Sure. They make synthetic fuels for the cars to run on. The fuels always need to be improved and tested for quality. The chemist records all his observations. Then, the data can be plotted on a graph or a chart."

Josh asked, "Brenda, will you take me to the chemistry lab?"

"Sure," said Brenda. "Let's go."

Once in the lab, Josh saw rows of tables. On each table was a microscope, racks of test tubes, burners, and a rack of tools. Each tool rack had a pair of gloves, a pair of tweezers, a knife, and other tools. All the workers looked busy in the well-lighted lab.

Josh glanced to the left and he saw a small room. Brenda explained that the room was an office. That's where all the files were kept. All information had to be strictly recorded. On the wall were several diplomas. Some were from colleges, and others were from graduate schools. Each of the research chemists had a Master's degree in chemistry and each assistant had a Bachelor's degree.



# Word Puzzle

Use the sentence clues on the bottom half of the page to fill in the blanks in the words on the top half of the page.

1.     \_\_\_ \_\_\_ C   \_\_\_ \_\_\_ \_\_\_ \_\_\_
2.     \_\_\_ \_\_\_ \_\_\_ \_\_\_ H   \_\_\_ \_\_\_ \_\_\_
3.     \_\_\_ E   \_\_\_ \_\_\_ \_\_\_ \_\_\_
4.     \_\_\_ \_\_\_ \_\_\_ M   \_\_\_ \_\_\_ \_\_\_
5.     \_\_\_ I   \_\_\_ \_\_\_ \_\_\_
6.     \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ S
7.     \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ T   \_\_\_ \_\_\_ \_\_\_

\*\*\*\*\*

1. A chemist uses a \_\_\_\_\_ to make objects look larger
2. Chemists use chemicals to make \_\_\_\_\_ fabrics and fuels.
3. Chemicals are sometimes mixed in glass containers called \_\_\_\_\_.
4. A worker who knows about and uses chemicals is called a \_\_\_\_\_.
5. Information is kept in \_\_\_\_\_.
6. The chemist used \_\_\_\_\_ to pick up the fabric sample and place it in the vat of dye.
7. A chemist works in a \_\_\_\_\_ which is a large room that contains all of the equipment he needs to do experiments.

# Word Search

Directions: Find the listed words in the puzzle.

synthetic fabrics

dyes

tests

quality

fuels

improved

observations

data

plotted

graph

chart

lab

table

microscope

tubes

burners

racks

tools

gloves

tweezers

knife

files

records

research

degree

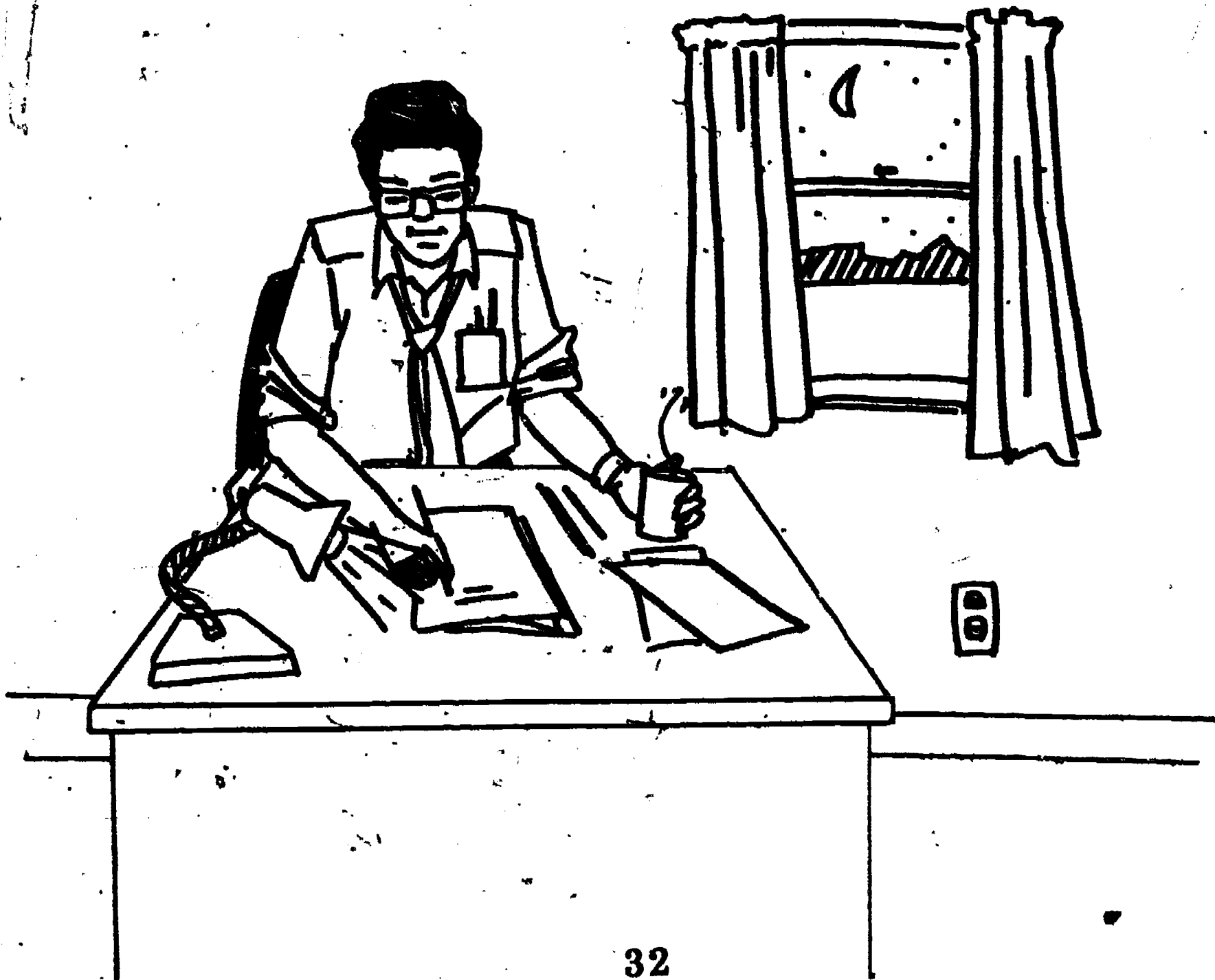


D Y A P D S O C G I C S U B H E O T J  
 M N E S Y N T H E T I C F A B R I C S  
 V Q U A L I T Y B L E D K N G R E E Z  
 I M A R E S E A R C H S Y S E F I N K  
 Y M L F I K H D S T A D R E W Q X S O  
 T O I V C R B L P O A R C D S T Y B T  
 E R T M S I O W M T G O E A A F S W E  
 S N Y L J O Z B O K A C H T G E E P  
 T E S L T I F U E L S E A A R E L E O  
 S W B A L M P G R C H R C V Z B L G C  
 J B H M O P L R A S S H A E A R A R S  
 C H A R T R O A C E W T R T O L G E O  
 I S C G X O T P K R I S G L O V E S R  
 N K T U N V T H S O T W E R G E D C  
 T U B E S E E F N S B U R N E R S U I  
 P E R L F D D S E S E L I F D O W D M

## Union Representative

Josh was surprised to find out that it was 4:30. He had spent his whole day at Grant Automotive Industries. After thanking Brenda, Josh went back to his car and drove home. He knew that his job wasn't over yet. The union leaders would want to know the results of his meeting with the board of directors. Josh was pleased with himself. He helped solve problems between the workers and the management, and he learned about two more jobs.

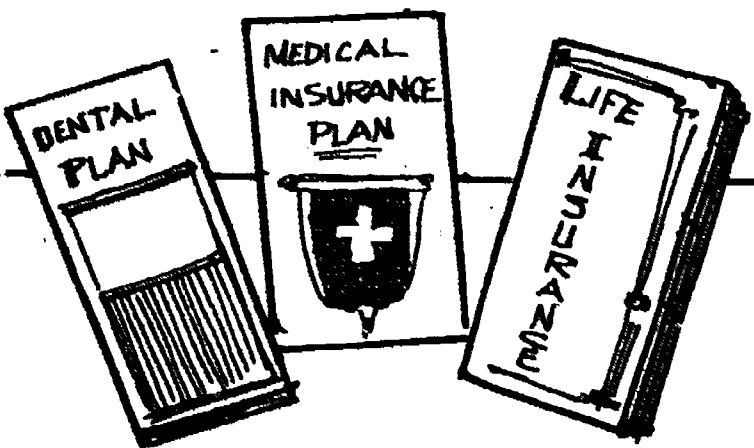
That night, Josh was very tired. His day still wasn't over. He had to prepare for the next day of being a union representative.



# Logical Validity

In each of the following paragraphs, draw a line through the sentence which does not belong.

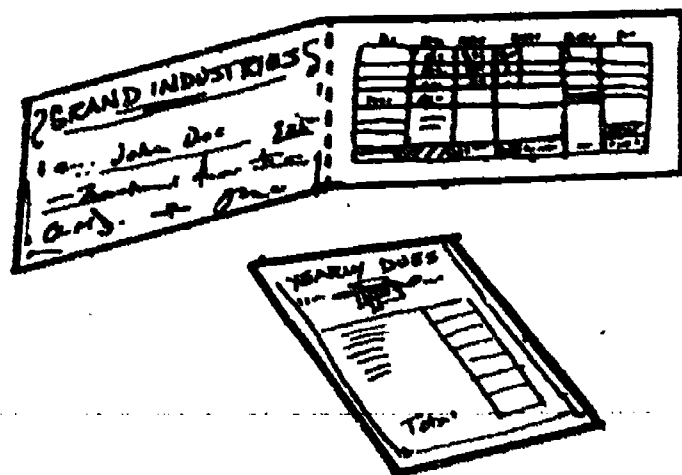
1. Josh Simmons is a union representative. He helps the members of his union learn about the benefits their union provides. Some unions provide health, dental, and life insurance for their members. The word union means connection. Unions may provide help for unemployed members. Most unions help members solve problems at work.



3. When a worker has a problem on the job, he may see his union representative. The union representative will help the worker file a grievance form. Unions use many different forms. The grievance form explains the problem the worker is having on the job. The union representative gives the grievance paper to the company management. Usually the company must respond to the grievance within a certain amount of time. The union representative may help the worker and the management solve the problem fairly.



2. Unions collect dues from all union members. This means that each member pays a certain amount of money to belong to the union. Usually, these membership dues are taken out of, or deducted from, workers' paychecks. The dues collected from members' paychecks are used to provide benefits to the union's members. Some of the money is also used to pay union employees like representatives, secretaries, and other office staff. Due and do are homonyms.



4. Union representatives check on the working conditions in the factories where their members work. Working conditions include concerns like temperature, lighting, ventilation, safety equipment, and health hazards. The union representative makes sure his workers have the best working conditions available. Some union representatives drive many miles.



# Crossword Puzzle

## Across

1. Josh received \_\_\_\_\_ as a union member. (education)
2. task
5. a dispute
7. Josh is a \_\_\_\_\_ representative.
8. Josh helped the assembly workers get better conditions in their new \_\_\_\_\_. (formal agreement)
10. grievance \_\_\_\_\_ (forms)
12. hard \_\_\_\_\_ (head protection)
13. At night, a union representative must \_\_\_\_\_ for the next day. (get ready)
17. An argument between management and workers. (about jobs or wages)
18. Josh is one.
20. to \_\_\_\_\_ a dispute (settle)
21. The story started in the \_\_\_\_\_. (time of day)
22. Josh studied this to become a union representative. (college course)
24. Grant Automotive Industries (initials)

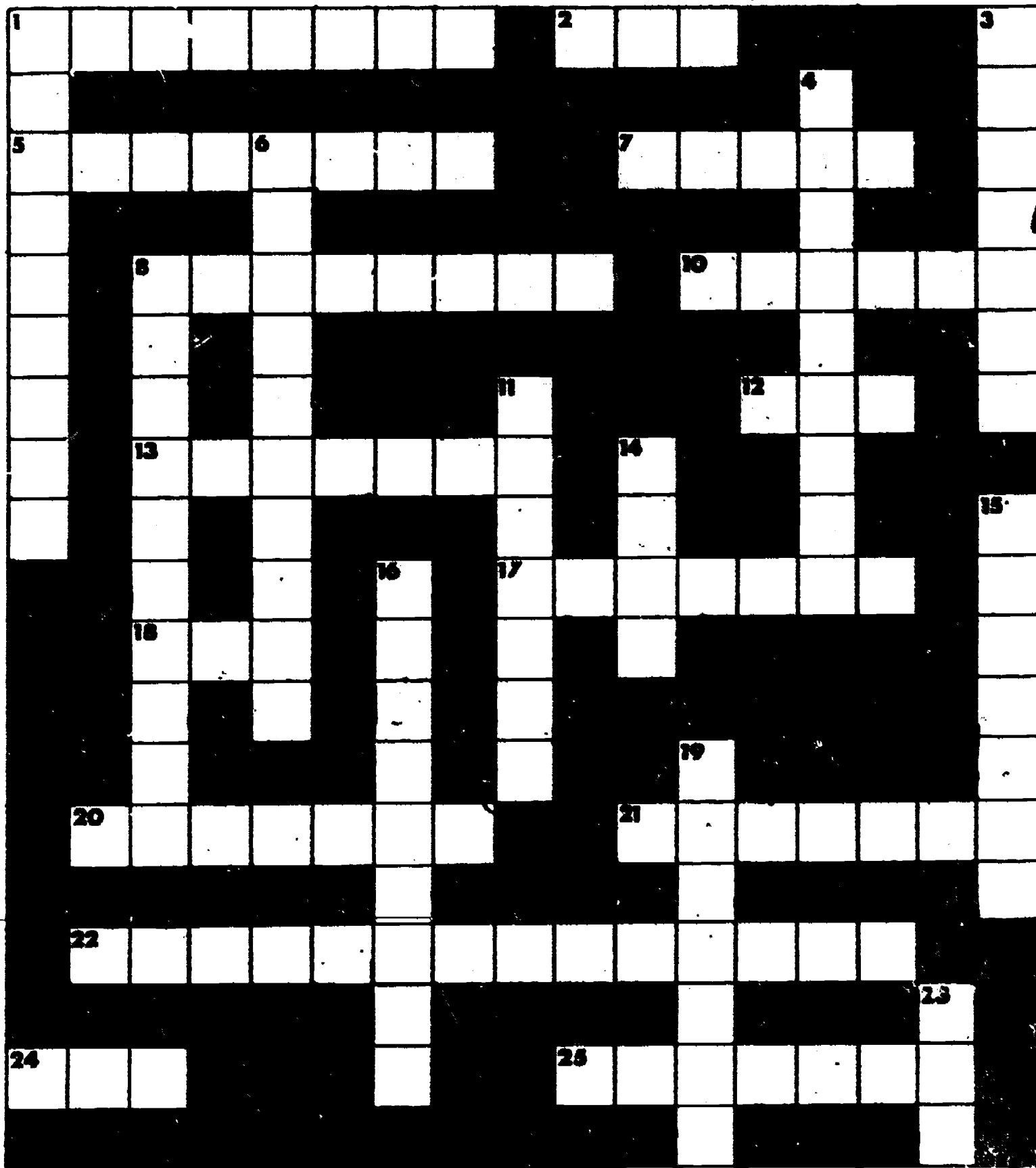
## Across (cont.)

25. Josh reads up-to-date union literature. Word for up-to-date.

## Down

1. A union representative does a lot of this from job to job.
3. safety \_\_\_\_\_ (eye protection)
4. another word for grievance
6. the bosses
8. When two parties in a dispute come to an agreement.
11. A union representative must do this often to keep informed.
14. The main character's first name.
15. An institution of higher learning. A union representative went there.
16. \_\_\_\_\_ science (college course)
19. People who are employed at the factory. They had a dispute with the management.
23. Josh \_\_\_\_\_ breakfast before he left the house.





# Word Puzzle

Use the sentence clues below to help you fill in the word puzzle on the facing page. For more difficulty, cover the WORD BANK until you need to see it.

1. Josh Simmons is a representative for \_\_\_\_\_ members.
2. Workers join unions to improve working \_\_\_\_\_.
3. Workers join unions to get higher \_\_\_\_\_.
4. Josh helps his members solve \_\_\_\_\_.
5. The bosses at the factory are called the \_\_\_\_\_.
6. Josh tries to get both sides to \_\_\_\_\_ on a solution.
7. Listening to problems and thinking of solutions is called \_\_\_\_\_.
8. An argument between management and labor is called a \_\_\_\_\_.
9. When a worker has a complaint against the management, the worker files \_\_\_\_\_ papers.
10. Folders and pamphlets for the members to read are called \_\_\_\_\_.
11. Josh learned about making speeches in his public \_\_\_\_\_ course.
12. Josh learned about dealing with people in his political \_\_\_\_\_ course.
13. Josh mediates disputes to help labor and management reach an \_\_\_\_\_.
14. Josh uses his car to \_\_\_\_\_ between jobs.
15. The workers in a union dispute are called \_\_\_\_\_.
16. Josh carries books and \_\_\_\_\_ for union members to read.
17. Grievance is another word for \_\_\_\_\_.
18. Josh helps labor and management \_\_\_\_\_ problems.
19. Josh uses legal \_\_\_\_\_ books to check on laws.

1. U \_ \_ \_ \_ \_
2. \_ \_ \_ \_ \_ N \_
3. \_ \_ \_ \_ \_ I \_
4. \_ \_ \_ O \_ \_ \_ \_ \_
5. \_ \_ \_ N \_ \_ \_ \_ \_
6. \_ \_ \_ R \_ \_ \_
7. \_ \_ \_ E \_ \_ \_ \_ \_
8. \_ \_ \_ P \_ \_ \_ \_ \_
9. \_ \_ \_ R \_ \_ \_ \_ \_
10. \_ \_ \_ E \_ \_ \_ \_ \_
11. \_ \_ \_ S \_ \_ \_ \_ \_
12. \_ \_ \_ E \_ \_ \_ \_ \_
13. \_ \_ \_ N \_ \_ \_ \_ \_
14. \_ \_ \_ T \_ \_ \_ \_ \_
15. \_ \_ \_ A \_ \_ \_ \_ \_
16. \_ \_ \_ T \_ \_ \_ \_ \_
17. \_ \_ \_ I \_ \_ \_ \_ \_
18. \_ \_ \_ V \_ \_ \_ \_ \_
19. \_ \_ \_ E \_ \_ \_ \_ \_

**WORD BANK**

- |            |            |          |
|------------|------------|----------|
| agree      | labor      | salaries |
| agreement  | literature | science  |
| complaint  | management | solve    |
| conditions | mediate    | speaking |
| dispute    | pamphlets  | travel   |
| grievance  | problems   | union    |
|            | reference  |          |



# Review

Review the facts about workers in the Manufacturing Career Cluster by completing the outline on the following pages. You may look back at the chapters about workers to fill in the blanks.

## I. Union Representative

### A. Training

1. \_\_\_\_\_
2. \_\_\_\_\_

### B. Work Places

1. \_\_\_\_\_
2. \_\_\_\_\_

### C. Tasks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### D. Tools and Equipment

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## II. Welder

### A. Training

1. \_\_\_\_\_
2. \_\_\_\_\_

### B. Work Places

1. \_\_\_\_\_
2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**III. Machinist**

**A. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**IV. Assembly Worker**

**A. Training**

1. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_

\_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_

2. \_\_\_\_\_

**V. Textile Designer**

**A. Training**

1. \_\_\_\_\_

2. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_

2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_

\_\_\_\_\_

**D. Tools and Equipment**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**VI. Chemist**

**A. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

**C. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_

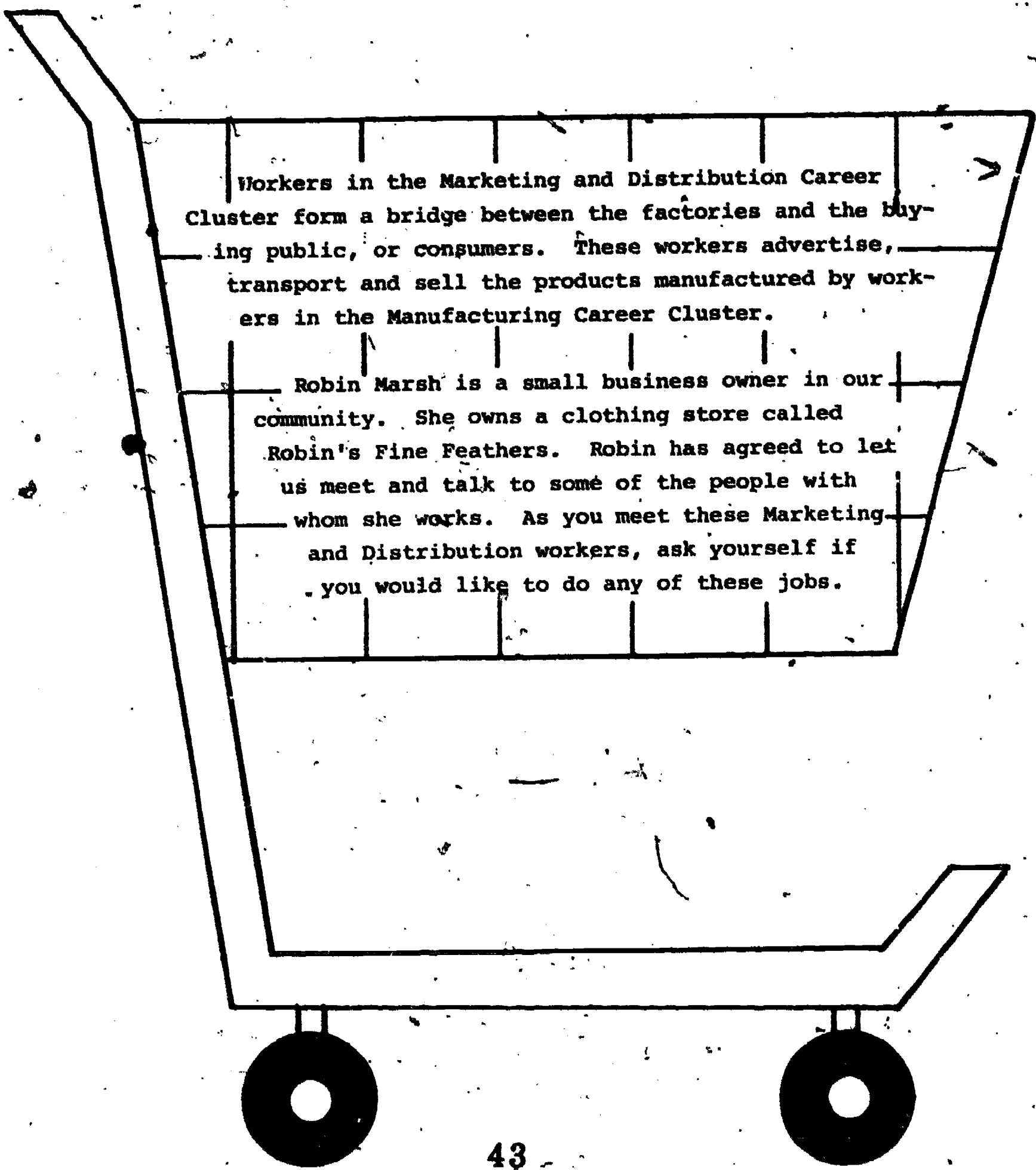
**D. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Write a short story about your favorite worker in the Manufacturing career cluster. Be sure to write why this worker is your favorite.



# Marketing and Distribution



Workers in the Marketing and Distribution Career Cluster form a bridge between the factories and the buying public, or consumers. These workers advertise, transport and sell the products manufactured by workers in the Manufacturing Career Cluster.

Robin Marsh is a small business owner in our community. She owns a clothing store called Robin's Fine Feathers. Robin has agreed to let us meet and talk to some of the people with whom she works. As you meet these Marketing and Distribution workers, ask yourself if you would like to do any of these jobs.

## Product Word Puzzle

The items made by the workers in the Manufacturing Career Cluster are brought to the consumers by the workers in the Marketing and Distribution Career Cluster. These same items are bought and used by consumers.

Use the word clues below to fill in the blanks in the puzzle on the facing page. Each line of the puzzle is the name of something that is manufactured, distributed, and bought by consumers.


1. used to pound nails
2. used to carry water
3. something to sit on
4. piece of women's clothing
5. what you watch at home
6. piece of men's clothing
7. used to serve food
8. removes tops from containers (2 words)
9. used to cool food
10. used to cut wood
11. chocolate treat (2 words)
12. makes holes in wood
13. you take this when you are sick
14. you hang this at the window
15. worn on the foot
16. what you ride in
17. used to clean the teeth
18. cuts paper
19. women's shirt
20. musical instrument
21. used to cook food
22. tool used to install screws
23. used to wash floors
24. used to cut the grass (2 words)

|     |    |       |       |       |       |       |       |       |  |  |  |  |  |  |  |  |  |  |  |
|-----|----|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|--|--|--|--|--|--|--|
|     | 1. | _____ | _____ | _____ | M     | _____ | _____ |       |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 2.    | _____ | A     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     | 3. | _____ | _____ |       | _____ | R     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 4.    | _____ | K     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 5.    | _____ | E     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     | 6. | _____ | _____ |       | _____ | T     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 7.    | _____ | I     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 8.    | _____ | N     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
| 9.  |    | _____ | _____ |       | _____ | G     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 10.   | _____ | A     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 11.   | _____ | N     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 12.   | _____ | D     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 13.   | _____ | D     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
| 14. |    | _____ | _____ |       | _____ | I     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 15.   | _____ | S     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 16.   | _____ | T     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
| 17. |    | _____ | _____ |       | _____ | R     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 18.   | _____ | I     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 19.   | _____ | B     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 20.   | _____ | U     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 21.   | _____ | T     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
| 22. |    | _____ | _____ |       | _____ | I     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 23.   | _____ | O     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |
|     |    |       |       | 24.   | _____ | N     | _____ | _____ |  |  |  |  |  |  |  |  |  |  |  |

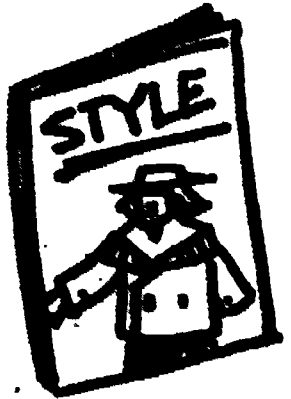
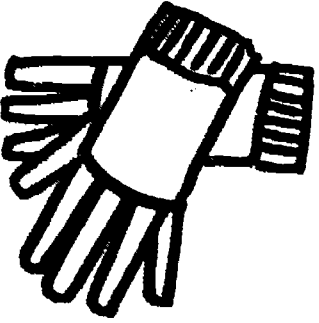
# Buyer

This buyer purchases clothing for Robin's Fine Feathers. He tries to buy fashions that he knows customers will like and buy.

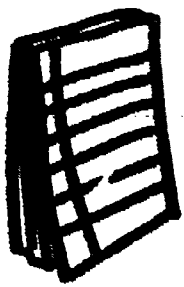





Sam Isaacs is the buyer for Robin's Fine Feathers. He meets with clothing wholesalers to buy the clothes that are sold in Robin's store. In order to buy wisely, Sam must know what the current fashions are, what his customers like to buy, and the type of merchandise his store offers the consumer.



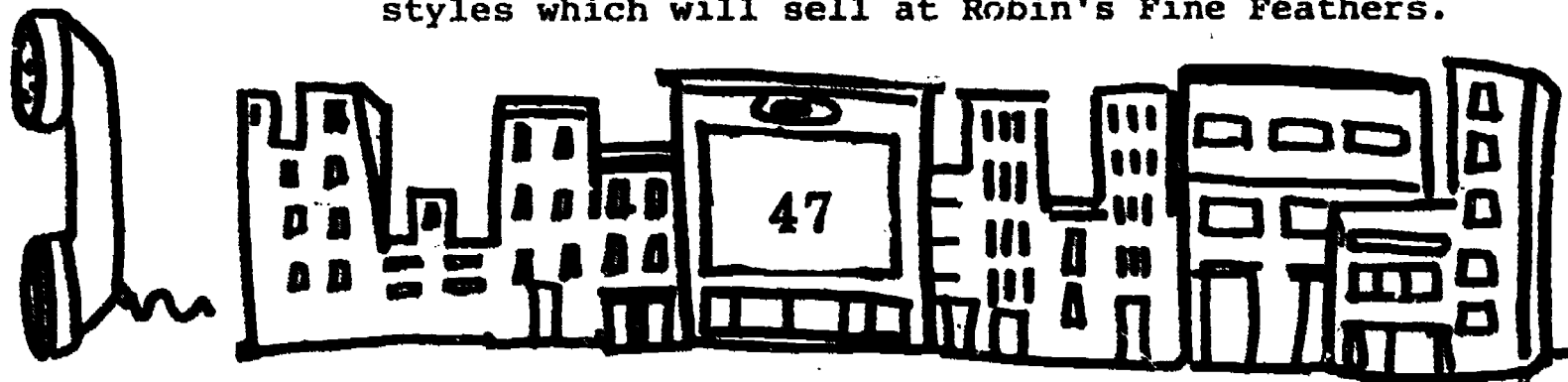
Sam works in an office in the store. He uses a telephone to set up appointments with clothing wholesalers and sales representatives. His shelves are packed with newspapers, fashion magazines, and brochures from clothing wholesalers. He uses these to keep informed on the current clothing fashions. These tools also help Sam know about changes and new ideas in the fashion world. Sam works in his office with a calculator and order blanks to purchase new items for the store. Occasionally, he has to return to the manufacturer orders that are not right for Robin's Fine Feathers.



Another part of Sam's job is to keep track of what customers are buying. So, he spends some time in the store talking with salespeople and customers. This helps him know what clothes to reorder.



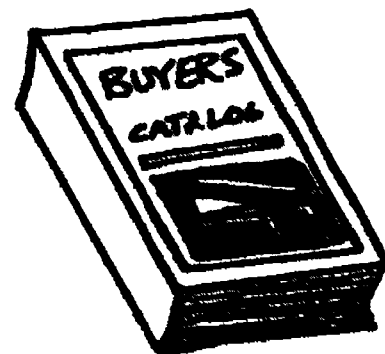
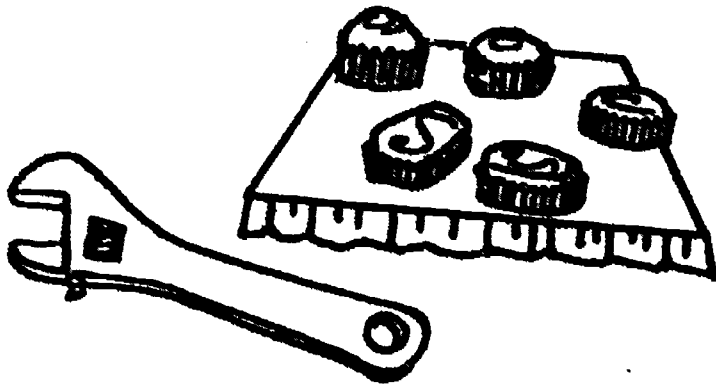
Occasionally, Sam travels to the city to attend fashion shows put on by the large fashion "houses." At fashion shows Sam sees the very latest in clothing styles. This helps him select styles which will sell at Robin's Fine Feathers.





Sam began his career straight from high school. He worked as a salesperson in a large clothing store chain in the city. After a few years as a successful salesperson, Sam joined a training program offered by the store. Through this program, Sam learned the skills he needed to be a buyer. After working with the buying department at the store for several years, Sam decided he'd had enough city living. His experience at the store helped him get the job as buyer for Robin's Fine Feathers.

Sam enjoys working with fashions, but other buyers may work for department store chains, hardware stores, specialty shops, or mail-order houses. In many small businesses, the owner of the shop or the manager does the buyer's job. In larger businesses, the owner hires a person like Sam to handle the buying for the store.



# Synonyms

Synonyms are words that have the same meaning. For each word in the left-hand column there is a word that means the same in the right-hand column. Draw a line to connect each word in the left-hand column to its synonym in the right-hand column.

- |             |            |
|-------------|------------|
| 1. career   | up-to-date |
| 2. buy      | like       |
| 3. current  | buyer      |
| 4. consumer | employs    |
| 5. customer | types      |
| 6. styles   | profession |
| 7. store    | employee   |
| 8. enjoy    | user       |
| 9. hires    | shop       |
| 10. worker  | purchase   |

.....

Choose five of the words from the left-hand column. On a separate sheet of paper write a sentence using each of the words. Now write another set of sentences using the synonyms for each of the words you chose. You may use the same sentence twice by inserting the synonym in place of the word you chose from the left-hand column.

# Work Site Word Search

A buyer's job is to order products for a store to sell to the public. A store's buyer also keeps track of what products are in stock and which products are selling best.

Large stores hire a buyer or maybe several buyers to keep track of all of these important areas for the store. Smaller stores may not hire a buyer. The buyer's job may be done by the store owner or the store manager.

In any case, the buyer's job is very important and in every store there is someone who does the buyer's job.

There are 25 words hidden in the puzzle on the facing page. All of the words name different kinds of stores where buyers might work. See how many of the store names you can find before you check the list below. All of the words are written in the puzzle from left to right and from top to bottom.

\*\*\*\*\*

antique

appliance

auto parts

book

boutique



candy

clothing

department

discount

flower



furniture

gift

grocery

hardware

jewelry

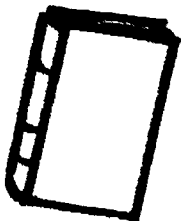
lawn and garden

office supply

pet

pharmacy

shoe



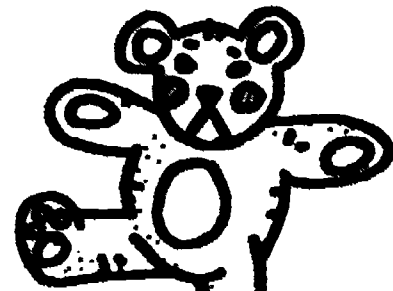
souvenir

sporting goods

stationery

supermarket

toy





D E P A R T M E N T C L O T H I N G  
S T A T I O N E R Y B A X O A N V L  
U S A U N D K A M C L W M Y R W B V  
P O F L O W E R W C A N D Y D B O O  
E U D I S C O U N T Y A Y K W Z U M  
R V R J X W F S B Z X N Y L A U T S  
M E U Y I T F I O Z C D X J R O I D  
A N G I F T I R O Q P G R J E W Q L  
R I S Z A O C H K K I A N T I Q U E  
K R T H B N E V P H A R M A C Y E N  
E B O M R G S S J W D D R S R P U Q  
T E R F I L U H K N J E W E L R Y T  
O E E G C S P O R T I N G G O O D S  
H E H Q G B P E G D V Q P U P E V O  
F D J A P P L I A N C E E B T U S T  
F P I A C D Y F U R N I T U R E A O  
A U T O P A R T S C G R O C E R Y F

# Synonyms

Fill in the blank in each sentence. The word you use should be a synonym for the word typed below each blank.

1. Sam filled out an order blank to \_\_\_\_\_ a new line of ladies' blouses.  
(buy)
2. Sam joined a training program to learn the skills he needed for his \_\_\_\_\_.  
(career)
3. Sam is one of the \_\_\_\_\_ at Robin's Fine Feathers.  
(workers)
4. Sam tries to order clothes that the \_\_\_\_\_ will like.  
(users)
5. Sam orders different clothing \_\_\_\_\_ that will appeal to a variety of customers.  
(types)
6. Sam \_\_\_\_\_ attending fashion shows.  
(likes)
7. Sam learns about \_\_\_\_\_ fashions from wholesalers, fashion magazines, and fashion shows.  
(up-to-date)
8. Robin \_\_\_\_\_ Sam to be the buyer for Robin's Fine Feathers.  
(hired)
9. Sam works in an office in the \_\_\_\_\_.  
(shop)
10. \_\_\_\_\_ come into Robin's Fine Feathers to \_\_\_\_\_ clothing.  
(Buyers)  
(purchase)
11. Clothing customers like to buy \_\_\_\_\_ clothing styles.  
(current)
12. Robin's Fine Feathers \_\_\_\_\_ several salespersons.  
(employs)

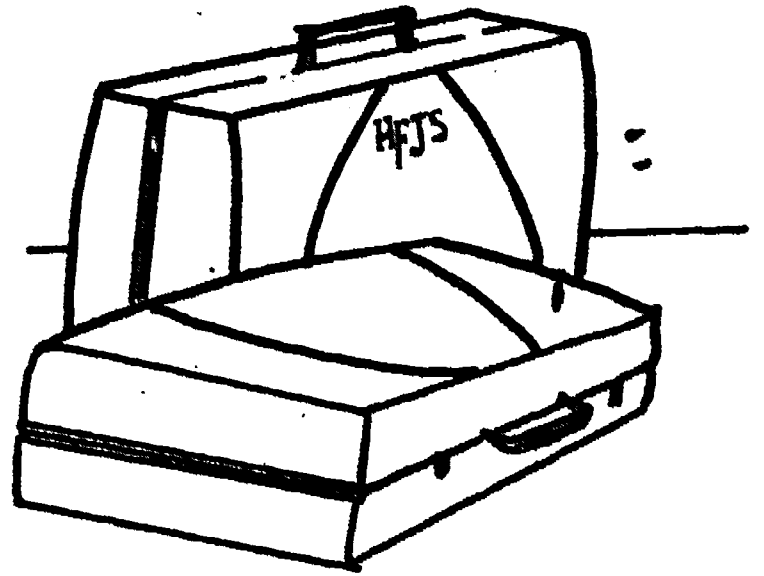
# Sales Representative

Sales representatives visit stores to display and demonstrate manufacturers' products. They sell products to store owners and buyers. The owners and buyers then sell the same products to the public.



# Sales Representative

Harold Shorr is a sales representative for a large clothing manufacturer. He met with Robin and Sam at the store to introduce a new line of ladies' blouses. Sam helped Harold carry in the large suitcases containing the clothing samples. When Harold had all of the sample blouses arranged on the display racks, he pointed out the special features of each new style and fabric.



When Harold finished presenting the new blouses, he talked with Sam and Robin. They talked about the styles and fabrics that would sell best at Robin's Fine Feathers. Harold showed Sam the price list and talked about the special prices for certain blouses.

After Sam decided how many blouses he wished to order, Harold filled out an order blank. He used a calculator to total the amount of the sale. Harold gave one copy of the order to Sam and kept a copy to return to the manufacturer.

Before Harold left Robin's Fine Feathers, he checked the stock in the



store to see how other products he displays were selling. He talked with the salespeople to see how his products were selling in comparison with other manufacturers' products. Harold left a brochure filled with product descriptions of all the lines of clothing his manufacturer makes.

Harold's job as sales representative is somewhat different than the jobs held by salespeople. While salespeople sell directly to the consumers (people who will use the product), Harold sells to the stores where the consumers buy products. While salespeople usually sell one or two items to a consumer, Harold, as a sales representative, sells

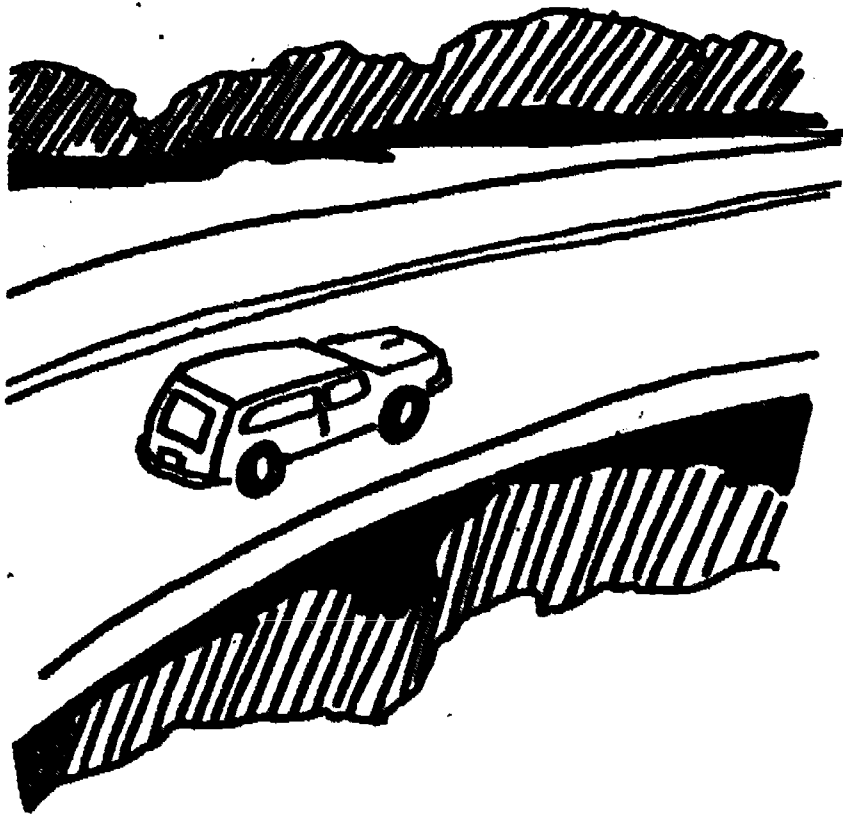
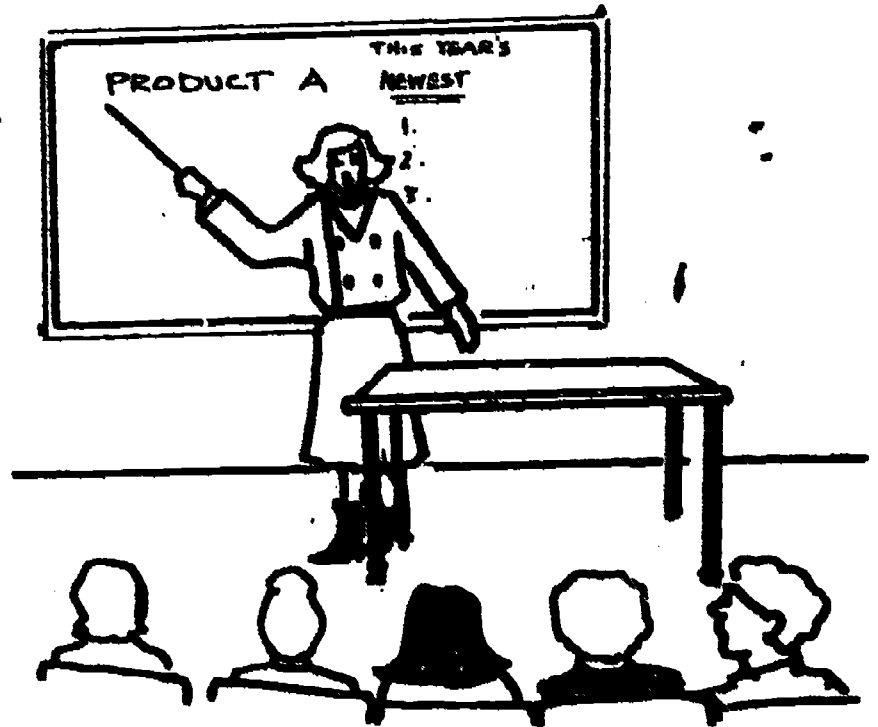
dozens of items to his customers (the stores). Some salespeople travel from door to door in a community selling products to consumers. As a sales representative, Harold travels in five states to sell clothing to different stores.

Harold has other duties, also. He keeps track of the accounts for the different stores that buy his products. Sometimes he delivers products or samples and gives advice about the best way to display products so they will sell better. Sometimes Harold attends trade conferences where he learns about new products, new display aids, and new ways to sell products.

Harold began his career right out of high school. He worked as a salesperson in a large women's clothing store. His experience with clothing helped him get a job as sales representative for a clothing manufacturer. The company trained him to sell their products to stores. Harold went to night school to take courses in bookkeeping, public speaking, and public relations, so he could be a better representative.

Harold enjoys most parts of his job. He likes meeting and working with a variety of people. He likes working in a variety of places. Most of the time Harold is "on the road". Sometimes he works in an office he shares with other sales representatives. This office is in the administration wing of the factory. He often does paperwork in his home.

Harold does not enjoy all of the traveling. He hopes to become district manager so he can work in the office all of the time.



# Scrambled Words

Unscramble the words below to spell words that are associated with sales representatives. Then write the circled letters in numerical order on the blanks at the bottom of the page. How quickly can you find the secret word?

1. cesaltus  1     16     19
2. yispiad cark     15
3. crepi stii  8     3
4. redro knalb     7     13
5. tallocaruc     2
6. cruhbore     4
7. arc     9
8. spleams     5
9. sturpdoc     11
10. tosser     10
11. coatnuc     14
12. dedrielev     17     18
13. freenconce     6
14. trufcaneraum     12

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

# Sentence Meaning

Fill in the blanks in each sentence below. Use the words from the Scramble Puzzle on the facing page to fill in the blanks.

1. Harold uses his \_\_\_\_\_ to travel to different stores.
2. The blouses were hung on a \_\_\_\_\_ so they could be seen better.
3. Harold stopped at several \_\_\_\_\_ to show the new line of ladies' blouses.
4. Harold learned about new sales methods at the trade \_\_\_\_\_ last week.
5. Harold's company makes other \_\_\_\_\_ besides ladies' blouses.
6. The sample blouses were kept in a large \_\_\_\_\_.
7. The \_\_\_\_\_ had colorful pictures of the new line of dresses.
8. Sometimes Harold \_\_\_\_\_ samples and displays to the stores.
9. Harold works for a women's clothing \_\_\_\_\_.
10. Harold keeps track of orders for each store's \_\_\_\_\_.
11. The buyer looked for the cost of each item on the \_\_\_\_\_.
12. Harold removed the \_\_\_\_\_ from the suitcase and hung them on the display rack.
13. Harold wrote the items that the store wanted on an \_\_\_\_\_.
14. He used a \_\_\_\_\_ to total the cost of the order.
15. Harold worked as a \_\_\_\_\_ for a manufacturer of ladies clothing.



# Making Inferences

Each selection below describes part of the job of a certain sales representative. Read each selection. Use the clues in each selection to help you decide the kind of products each sales representative is selling. Use the word bank at the bottom of the page to help you write the type of product each sales representative is selling on the line in each selection. Use a dictionary to look up words you don't know. Not all of the words in the word bank will be used.

1. Evelyn stopped at each store about once a month. Each time she showed buyers new perfumes or face creams. This month she introduced a new line of nail polish at a special price. Evelyn is a sales representative for a company that makes \_\_\_\_\_.

2. Jack checked the display of toys. These seemed to be selling well. He noticed that the store was buying shampoos from another manufacturer. Before Jack left the store, he showed the buyer the new price list for flea and tick products. Jack is a sales representative for a company that manufactures \_\_\_\_\_ products.

3. Helena worked with the salesperson to show him how to set up an appealing display. Coats and trousers were set up closest to the aisle. Neckties and belts were hung on a specially made rack. Helena works for a \_\_\_\_\_ manufacturer.

4. Jay used a special order form to write down the buyer's order. The store had ordered several spools of wire, 4 dozen light switches, 4 dozen outlet boxes, and 8 dozen fuses. Jay works for a company which manufactures \_\_\_\_\_.

5. Megan stopped at the factory to pick up a supply of samples. When she left the factory, she had a carful of samples of cake flour, icing sugar, and various kinds of fillings. Megan is a sales representative for a manufacturer of \_\_\_\_\_.

\*\*\*\*\* Word Bank \*\*\*\*\*

sporting goods

pet care-

cosmetics

bakery needs

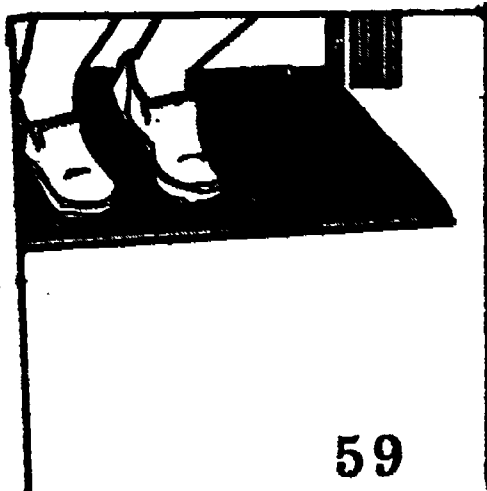
electrical supplies

men's clothing



# Accountant

This accountant keeps track of all of the money going into and out of Robin's Fine Feathers. She knows how much money the store is taking in and uses this money to pay the store's bills.



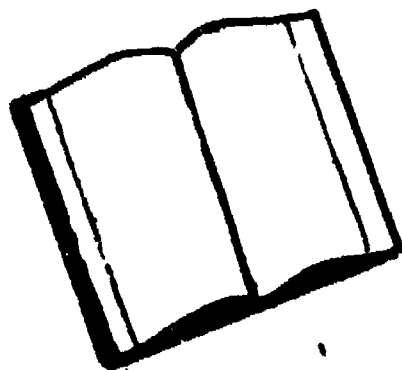
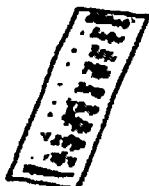
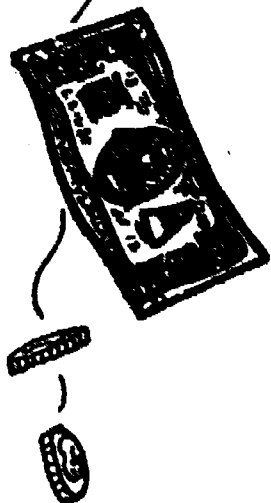
# Accountant

Twice a week Robin visits her accountant, Jackie Stein. Jackie takes care of all the paperwork that deals with the flow of money into and out of the store. Robin's Fine Feathers is only one of Jackie's clients. She does accounting for several businesses in her community.

Jackie learned her accounting skills in the Women's Air Force. She had always liked mathematics. After leaving the Air Force, Jackie was in an automobile accident that left her confined to a wheelchair. She found that she could continue her career as an accountant by setting up an office in her home. She keeps in touch with her clients by telephone.

Jackie helps her clients set up efficient bookkeeping systems. She tells them what information she needs to know and the best way to organize the information. Jackie keeps track of money coming into the store by checking the cash register receipts. She also figures how much sales tax needs to be paid to the government and puts that much aside in a special account. Robin brings receipts from all of the bank deposits, so Jackie can keep track of how much money is in the account. Sometimes Jackie makes bank deposits by mail, but more often Robin does the banking.

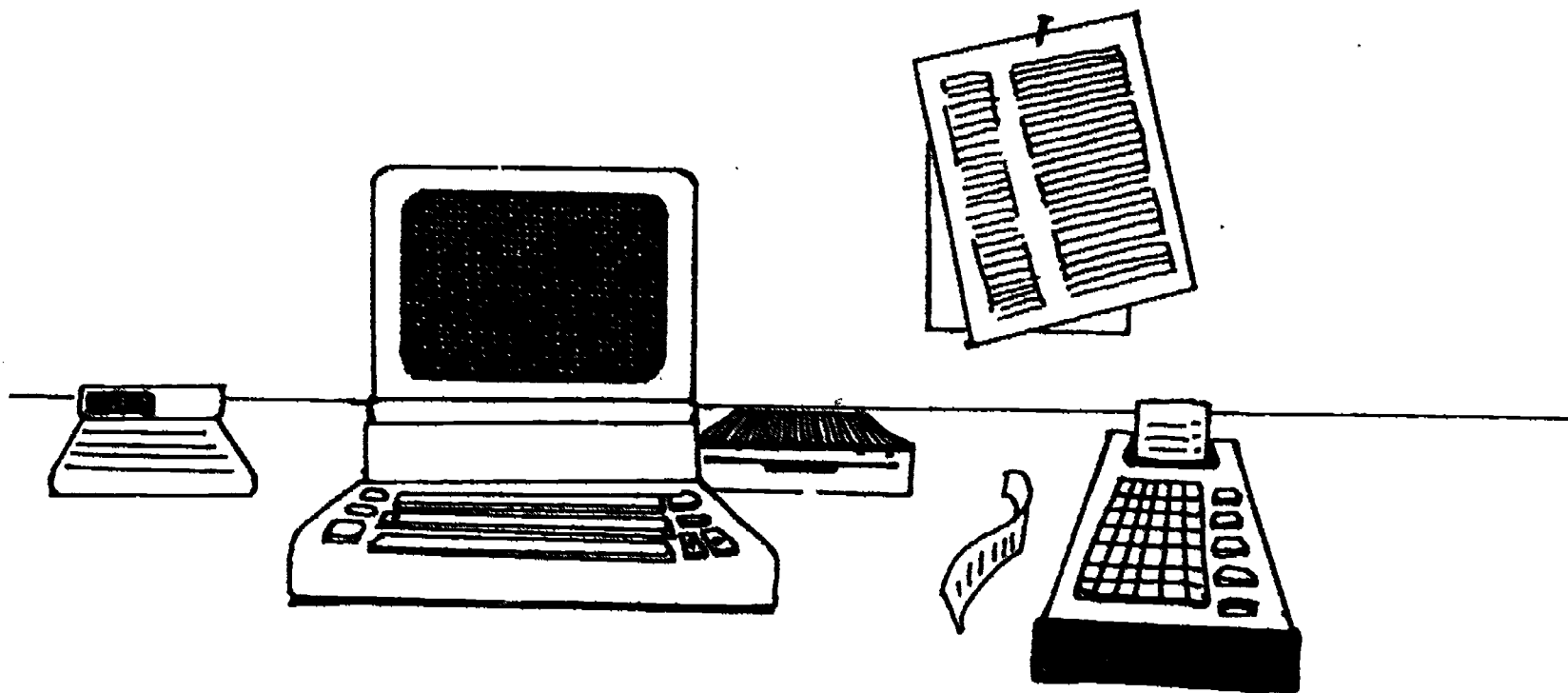
Jackie also keeps track of all the money that goes out of the store. Robin keeps copies of all orders and brings them to Jackie. Jackie enters each amount into a ledger, or special book used for accounting. Jackie writes the



checks to pay rental on the store, electricity, heat, and employees wages.

Jackie uses a calculator and an adding machine to help her manage all of the numbers. She also has a computer to help her store financial information for her different clients. She uses many different forms including banking withdrawals and deposits, order forms and invoices, and state and federal tax forms.

Jackie enjoys her career as an accountant. She likes working with numbers and with people.



# Accountant Word Puzzle

Use the sentence clues at the bottom of the page and the letter clues on the top of the page to fill in the blanks in the puzzle below.

|       |       |       |   |       |  |
|-------|-------|-------|---|-------|--|
|       |       | 1.    | d | _____ |  |
| 3.    | 2.    | _____ | c | _____ |  |
| _____ | _____ | _____ | c | _____ |  |
|       | 4.    | _____ | o | _____ |  |
|       |       | 5.    | u | _____ |  |
| 6.    | _____ | _____ | n | _____ |  |
| 7.    | _____ | _____ | t | _____ |  |
|       | 8.    | _____ | d | _____ |  |
|       |       | 9.    | n | _____ |  |
| 10.   | _____ | _____ | t | _____ |  |

\*\*\*\*\*

1.  $2+4+36=$  is an \_\_\_\_\_ problem.
2. A machine used to add and subtract is called a \_\_\_\_\_.
3.  $32 \times 21 =$  is a \_\_\_\_\_ problem.
4. In the problem " $48 \div 12 =$ ", 12 is called the \_\_\_\_\_.
5. The answer to an addition problem is called a \_\_\_\_\_.
6.  $48 \div 12 =$  is a \_\_\_\_\_ problem.
7. The answer to a division problem is called a \_\_\_\_\_.
8.  $\frac{1}{2}$  is an example of a \_\_\_\_\_.
9. The top numeral in a fraction is called the \_\_\_\_\_.
10.  $15 - 6 =$  is a \_\_\_\_\_ problem.

# Number Words

Jackie writes the checks to pay the bills for Robin's Fine Feathers. On a check, the amount is written in numerals and in words. Match each numeral written in the left-hand column to the same numeral, written in words in the right-hand column. Draw a line between each matching pair.

- |               |   |
|---------------|---|
| 1. \$469.96   | two hundred forty-six dollars and fifty-eight cents.                  |
| 2. \$4.29     | four hundred sixty-eight dollars and ninety-six cents.                |
| 3. \$48.39    | four thousand six hundred eighty-nine dollars and twenty-eight cents. |
| 4. \$24.56    | four hundred sixty-nine dollars and ninety-six cents.                 |
| 5. \$468.96   | three hundred forty-seven dollars and ninety-two cents.               |
| 6. \$245.68   | two thousand four hundred fifty-six dollars and eighty-nine cents.    |
| 7. \$4,689.28 | four dollars and twenty-nine cents.                                   |
| 8. \$2,456.89 | twenty-four dollars and fifty-six cents.                              |
| 9. \$246.58   | forty-eight dollars and thirty-nine cents.                            |
| 10. \$347.92  | two hundred forty-five dollars and sixty-eight cents.                 |

\*\*\*\*\*

Write the words for each of the numbers below.

1. \$1.69 \_\_\_\_\_
2. \$13.74 \_\_\_\_\_
3. \$75.49 \_\_\_\_\_
4. \$123.68 \_\_\_\_\_
5. \$2,357.05 \_\_\_\_\_

# Commercial Artist

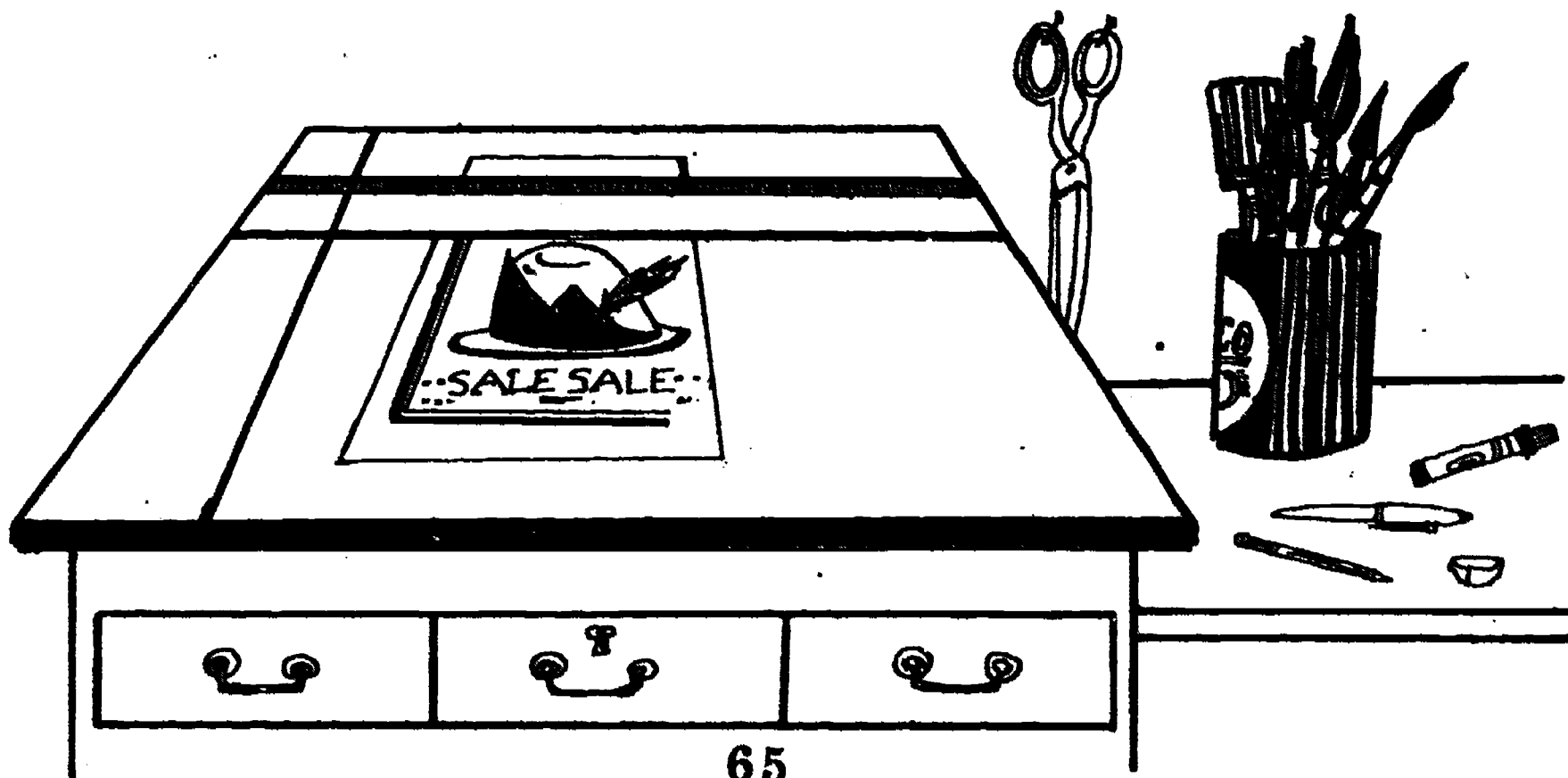
This commercial artist uses a light table, ruler, and compass to draw and letter advertisements. Her artwork helps sell clothing for Robin's Fine Feathers.



Back at the store, Robin met with Fay Lattimore, the commercial artist. Robin had hired Fay to plan the advertising for Robin's Fine Feathers' pre-holiday sale. Fay had brought several different advertisements for Robin to see. Robin and Fay discussed each advertisement and Robin quickly chose two that she liked. After compromising on the colors that would be used, Fay and Robin chose the final advertisement that would represent Robin's Fine Feathers.

Fay is a free lance artist. This means that she is not employed by any company. She works for herself, taking whatever commercial art jobs she chooses. Fay works in a studio that is well lighted. Her studio contains all of the tools and equipment she needs to design advertising copy. Fay works at a lighted drafting table that slants. She uses pens, brushes, pencils, and felt-tipped markers to draw. She may use ink, paints, or crayons to add color to her designs. In addition, Fay uses scissors, erasers, glue, compasses, and rulers.

All commercial artists develop a portfolio, or group of samples of their best work. Fay began her portfolio in high school. Her collection of work from her high school art classes helped her when





she applied to a college with a good commercial art program. As she completed her college art courses, Fay updated her portfolio by adding new samples of her best work. This updated portfolio helped Fay get a job with a large advertising firm. She received specific training in advertising and much experience on this job. Now that Fay is on her own, she shows her portfolio to new clients who may wish to hire her. She still updates her portfolio often.

Fay enjoys her work as a free lance commercial artist. She does a variety of work. Sometimes she designs "ads" for newspapers, magazines or television. She has even designed some greeting cards, wrapping paper and billboards. Working to meet deadlines is often hectic, but Fay feels that she handles the pressure well. It is a real challenge to work fast and complete artwork that makes her feel proud of her job.





# Outlining

Fill in the blanks in the outline below using the words and phrases from the word bank on the right-hand side of the page.

## I. Commercial Artist

### A. Tasks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### B. Tools and Equipment

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### C. Training

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Word Bank

Commercial art program  
in college

pens and ink

paint and brushes

designs advertisements

experience with an adver-  
tising company

discusses work with clients

rulers and scissors

high school art classes

updates portfolio

lighted drafting table

Choose one of the subtopics outlined above and write a short paragraph telling about the commercial artist and that subtopic.

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# Scrambled Words

Each of the scrambled words below is associated with the career of commercial artist. When all of the words are unscrambled, write the circled letters in numerical order on the lines at the bottom of the page. How quickly can you find the secret message?

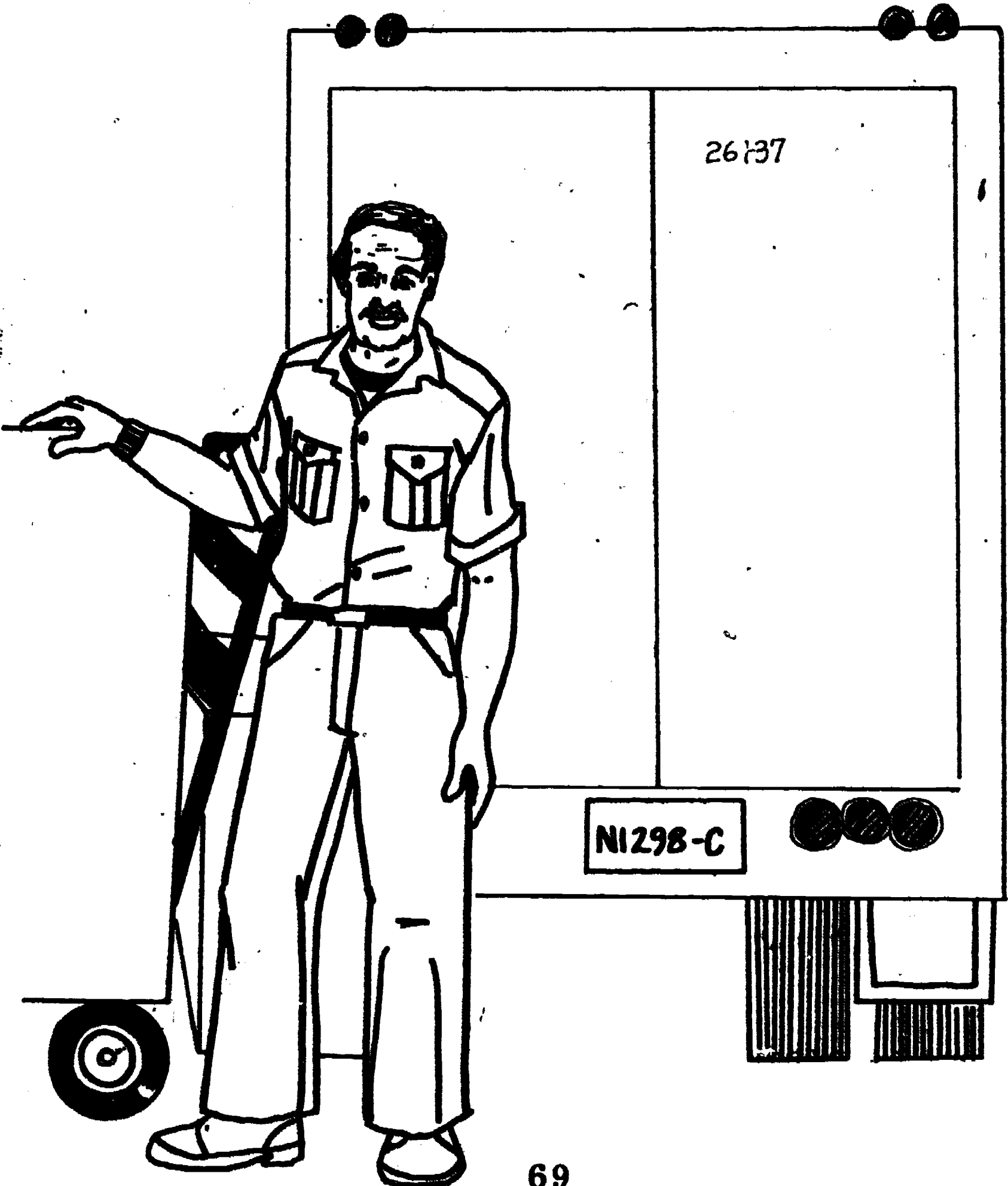
1. treadgnivis ○    ○  
11                      5
2. reef clane    ○                      ○  
6                                      1,7
3. toisud ○                      ○  
15                                      2
4. gradnift blate                      ○  
10
5. enp \_\_\_\_\_
6. shrub ○  
12
7. anipt                      ○  
13
8. toilproof                      ○                      ○  
16                                      8
9. sp'eam                      ○
10. adeliden                      ○                      ○  
3,4                                      9                                      14

\*\*\*\*\*

|    |    |    |    |    |    |   |   |   |    |
|----|----|----|----|----|----|---|---|---|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 |   |   |   |    |

# Trucker

This trucker delivers women's clothing from the factory to stores around the country. Today he is delivering goods to Robin's Fine Feathers.



# Trucker

In the middle of the afternoon, Sam announced that a new delivery of products had arrived. The truck was just backing into the loading dock. When the truck was parked, the driver opened the back doors and unloaded the goods. He used a hand cart to wheel the large boxes of clothing into the storeroom. As he moved the boxes into the storeroom, he checked off each item on his freight bill. When every item was accounted for, he asked Sam to sign the freight bill. The bill would be returned to the manufacturer to prove that the shipment had been received by Robin's Fine Feathers.

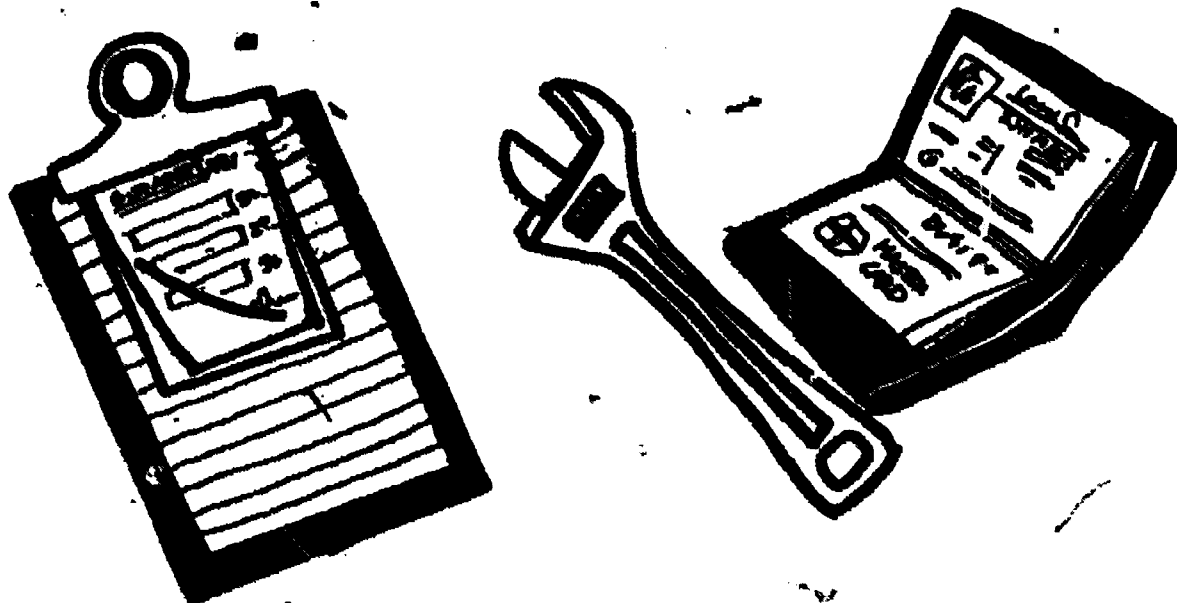
Dick Henson, the trucker, works for a large clothing manufacturer. He delivers loads of clothing in a three-state area. Each of his trips begins with loading the truck at the manufacturing plant. Sometimes Dick loads the truck himself and sometimes employees in the shipping department load for him. Dick always makes sure the load is balanced and secure before he closes the truck. Just before he leaves the plant loading dock, Dick looks over the freight bills to see which items are to be delivered at each of his stops.

Most of Dick's time is spent driving. Because most stores are located in downtown areas, Dick must drive the truck through heavy traffic areas. He uses his C.B. radio to contact other truck drivers who may be able to warn him about traffic hazards. Dick uses road maps to help him find his way to new locations.

Besides driving, Dick has other tasks. He keeps a daily activity log which tells the time he started and the times of all of his stops. He must keep track of the freight bills and make sure that each is signed properly. Sometimes he has to do emergency repairs on his truck if it breaks down on a trip. He carries a tool kit with him at all times.

In order to drive large trucks, Dick needed to have a chauffeur's license. He went to a training school to learn the skills he needed to pass the test for his chauffeur's license. At the school, Dick learned how to drive large trucks, tricks for loading securely, and about laws which concern trucks. When he got the job driving for the clothing manufacturer, the company trained him to do the paperwork they required.

Dick is using this job to gain experience. He would like to start a trucking company of his own in a few years. The skills and knowledge he learns on this job will help him start his own business.



# Outlining

Use the words and phrases in the word bank on the right-hand side of the page to fill in the blanks in the outline below.

## I. Trucker

### Word Bank

#### A. Tasks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

truck drivers' training school

drives the truck

hand cart

chauffeur's license

keeps track of freight bills

loads and unloads the truck

truck

#### B. Tools and Equipment

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

tool kit

makes emergency repairs

road maps

freight bill

keeps daily activity log

#### C. Training and Requirements

1. \_\_\_\_\_
2. \_\_\_\_\_

# Trucker Word Puzzle

Use the letter clues at the top of the page and the sentence clues at the bottom of the page to complete the puzzle.

1. t \_ \_ \_ \_ \_
2. \_ r \_ \_ \_
3. \_ \_ \_ u \_ \_ \_ \_ \_
- (2 words) 4. \_ \_ \_ \_ c \_ \_ \_
5. \_ \_ \_ \_ k
- (2 words) 6. \_ \_ e \_ \_ \_ \_ \_ \_
- (2 words) 7. r \_ \_ \_ \_ \_

\*\*\*\*\*

1. A collection of things used to repair a truck is called a \_\_\_\_\_.
2. The person who operates a vehicle is called a \_\_\_\_\_.
3. The kind of license a driver needs to operate a large truck is called a \_\_\_\_\_.
4. A tool used to move boxes to and from a truck is called a \_\_\_\_\_.
5. A large vehicle used to deliver goods is called a \_\_\_\_\_.
6. A listing of the goods to be delivered is called a \_\_\_\_\_.
7. A paper showing routes in a certain area is called a \_\_\_\_\_.

# Outlining

Fill in the blanks in the outline below. You may look back at the stories to help you remember.

## Marketing and Distribution Review

### I. Buyer - Sam Isaacs

#### A. Tasks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### B. Tools and Equipment

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### C. Training

1. \_\_\_\_\_
2. \_\_\_\_\_

#### D. Work Places

1. \_\_\_\_\_

### II. Sales Representative - Harold Shorr

#### A. Tasks

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### B. Tools and Equipment

1. \_\_\_\_\_



2. \_\_\_\_\_
3. \_\_\_\_\_

**C. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_

**D. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**III. Accountant - Jackie Stein**

**A. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_

**B. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**C. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_

**D. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

**V. Commercial Artist**

**A. Tasks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. Tools and Equipment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**C. Training**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**D. Work Places**

1. \_\_\_\_\_
2. \_\_\_\_\_

On a separate sheet of paper make an outline similar to those above about the career of trucker.

B 6

Pre Post  
Treatment  
Control

Date \_\_\_\_\_

Pleasant Print

Name \_\_\_\_\_  
Last name First name Middle initial

School \_\_\_\_\_ Town \_\_\_\_\_

Age \_\_\_\_\_ Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Reading level \_\_\_\_\_ Instrument \_\_\_\_\_

Part 1 - Matching

**DIRECTIONS:** In the columns below, there are terms and definitions about work. Match each worker in Column A with an item listed in Column B. On the line in front of each worker, write the letter of the answer you choose. There are more answers than questions, but there is only one best answer for each question.

**SAMPLE:** Match the workers in Column A with the tools in column B.

Column A

- C 1. Dancer  
B 2. Janitor  
D 3. Tailor

Column B

- A. Blackboard  
B. Broom  
C. Costume  
D. Sewing Machine



Match the workers in Column A with the most useful kinds of school subjects in Column B.

Column A

- \_\_\_\_\_ 1. Accountant
- \_\_\_\_\_ 2. Textile Designer
- \_\_\_\_\_ 3. Union Representative

Column B

- A. Art
- B. Math
- C. Physics
- D. Speech & social studies

Match the workers in Column A with the types of work they do in Column B.

- \_\_\_\_\_ 4. Assembly Worker
- \_\_\_\_\_ 5. Sales Representative
- \_\_\_\_\_ 6. Union Representative

- A. Creates new compounds like synthetic fuels or food
- B. Investigates complaints about working conditions
- C. Packs or puts together one type of item over & over in a full working day.
- D. Sells products made by large companies to retail stores

Match the workers in Column A with the work places in Column B.

Column A

- \_\_\_\_\_ 7. Chemist
- \_\_\_\_\_ 8. Truck Driver
- \_\_\_\_\_ 9. Welder

Column B

- A. Factories that manufacture metal products
- B. Laboratories
- C. Loading stations at manufacturing plants
- D. Studios in advertising agencies

Match the workers in Column A with the skills needed in Column B.

Column A

- 10. Buyer
- 11. Commercial Artist
- 12. Machinist

Column B

- A. Designing Advertising displays that will persuade people to buy products
- B. Performing these operations: setting up, cutting, dowel fitting, drilling, & boring
- C. Purchasing merchandise which will appeal to store customers
- D. Transporting goods from warehouses, factories, & farms to distributors

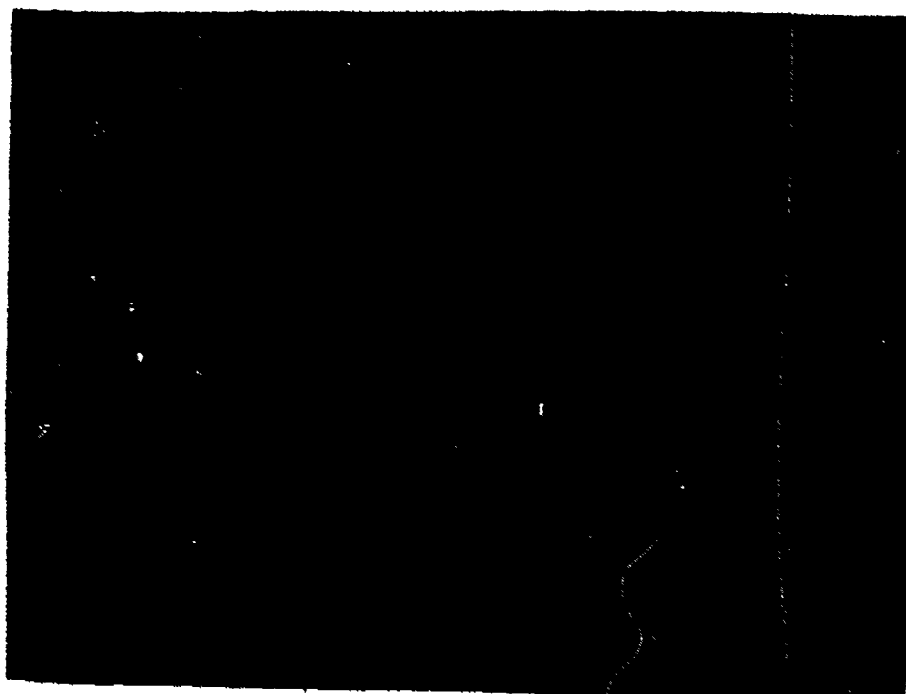


Part II - Multiple Choice

**DIRECTIONS:** Each question below has 4 answer choices. Choose the item that best answers the question. On the line in front of each question, write the letter of the answer you choose.

**SAMPLE:**

- B 1. The name of the worker who uses an easel on the job is:
- A. Actor
  - B. Artist
  - C. Housekeeper
  - D. Musician



- \_\_\_\_\_ 13. Which worker is most likely to use a light table & compass on the job?
- A. Accountant
  - B. Assembly Worker
  - C. Buyer
  - D. Commerical Artist
- \_\_\_\_\_ 14. Which job is part of the marketing & distribution work cluster?
- A. Chemist
  - B. Machinist
  - C. Sales Representative
  - D. Welder
- \_\_\_\_\_ 15. An association of workers which helps protect rights of its members is a
- A. Boycott
  - B. Competition
  - C. Labor Union
  - D. Profit
- \_\_\_\_\_ 16. Which job is most likely to require formal apprenticeship training?
- A. Assembly Worker
  - B. Buyer
  - C. Truck Driver
  - D. Welder
- \_\_\_\_\_ 17. Which job requires the most formal education or training?
- A. Chemist
  - B. Sales Representative
  - C. Textile Designer
  - D. Truck Driver



\_\_\_\_\_ 18. Which job requires the least formal education or training?

- A. Accountant
- B. Assembly Worker
- C. Machinist
- D. Textile Designer

\_\_\_\_\_ 19. Kelly wants to learn how to build with wood so that she can make a doll house to give her younger sister on her birthday in 2 months. Her older brother will lend her the tools she needs, but he won't be able to teach her how to use the tools because he works evenings & weekends. What is the least helpful thing for Kelly to do?

- A. Build the doll house without any help
- B. Figure out how much time it'll take her to learn from a book about how to build a doll house
- C. Find someone else who can help her
- D. Know her values

\_\_\_\_\_ 20. Mark's goal is to improve his math skills. What should he do first?

- A. Ask for help from his teacher & his friend, who knows how to do math well
- B. Check his progress every week
- C. Do five extra math problems every day
- D. Do two extra math problems every day

**Student Activities**

RC014956

B6-DNEA-1

# Clear Values—Take Aim



Direct

Dr. [Name]

Director

Office

Inter

Dr. [Name]

Director

Office

1983

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INFORMATION CENTER (ERIC).

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## DECISIONS BASED ON VALUES

Some people have the same things that are most important to them. Sometimes what is important to one person may not matter to another person.

How can you be sure that your values are really your own? Think about one of your values, and then ask yourselves the questions below.

Are you proud of your value?

That's PRIZING

Whose idea is it?

That's CHOOSING

Do your values reflect your ideas, or someone else's?

Is this value really right for you?

Will you stand up for your values even when it makes you unpopular?

That's ACTING

Do you let others know about your values?

Do you use your values in everyday life?

The decisions you can make are decisions based on your values.



DIRECTIONS

The suits: Accountant, Buyer, Commercial Artist, Sales Representative, and Trucker.  
Each card has 3 cards: 1 Choose, 2 Prize, and 3 Act.

Obtain the suits after all the cards have been placed.

Spread the "A-frame shooting gallery" up.

In the "shooting gallery," separate the cards into 3 decks according to card numbers.

Marbles with.

Two players shoot a marble through triangle in "shooting gallery" and pick a card from the deck of the same number.

Keep the card you pick and shoot again. OR you may pick a card from another deck (and not shoot again), OR return the card to the deck and give change top card of any of the 3 decks (and not shoot again).

As you play again, you may give up your spot to another player or with player.

HAVE FUN!

fold in half to make "shooting gallery"



BUYER

ACCOUNTANT

I chose my job as a  
buyer because I like  
making important  
decisions.

I chose to work as  
an accountant because  
I know that I have the  
skills to



**CHOOSE**

**CHOOSE**

B6-DMGA-1

B6-DMGA-1

**1**

**CHOOSE**

**1**

**CHOOSE**

**CHOOSE**

B6-DMGA-1

Cut out 5 cards along vertical and horizontal lines.



**2**  
**PRIZE**

B6-DMGA-1

**2**  
**PRIZE**

B6-DMGA-1

**2**  
**PRIZE**

B6-DMGA-1

**2**  
**PRIZE**

B6-DMGA-1

**PRIZE**

B6-DMGA-1

Cut out 5 cards along vertical and horizontal lines.



**BUYER**

**ACCOUNTANT**

Being a buyer makes

I'm proud to be an

because I'm

accountant because I

help others to

buy

products they need

because I allow me

**TRUCKER**

I am proud of getting



### BUYER

To be a good buyer, I must keep up with trends and know what customers want.

### ACCOUNTANT

As an accountant I always stay alert and pay attention to details. Sloppiness could cost me my job.

### SALES REPRESENTATIVE

I prove to myself and others that I'm good at my job by always knowing about the products I sell and by being polite to customers.

### COMMERCIAL ARTIST

To be a good commercial artist, I make sure that everything I draw is of good quality.

### TRUCKER

Since so many people are depending on me, I will always get my deliveries to their destinations on time.

Cut out 5 cards along vertical, and horizontal lines.



**3**  
**ACT**

**3**  
**ACT**

**3**  
**ACT**

**3**  
**ACT**

B6-DMGA-1

B6-DMGA-1

**3**  
**ACT**

251

cut out  
this triangle  
on a separate  
piece of paper

cut out  
this triangle  
on a separate  
piece of paper

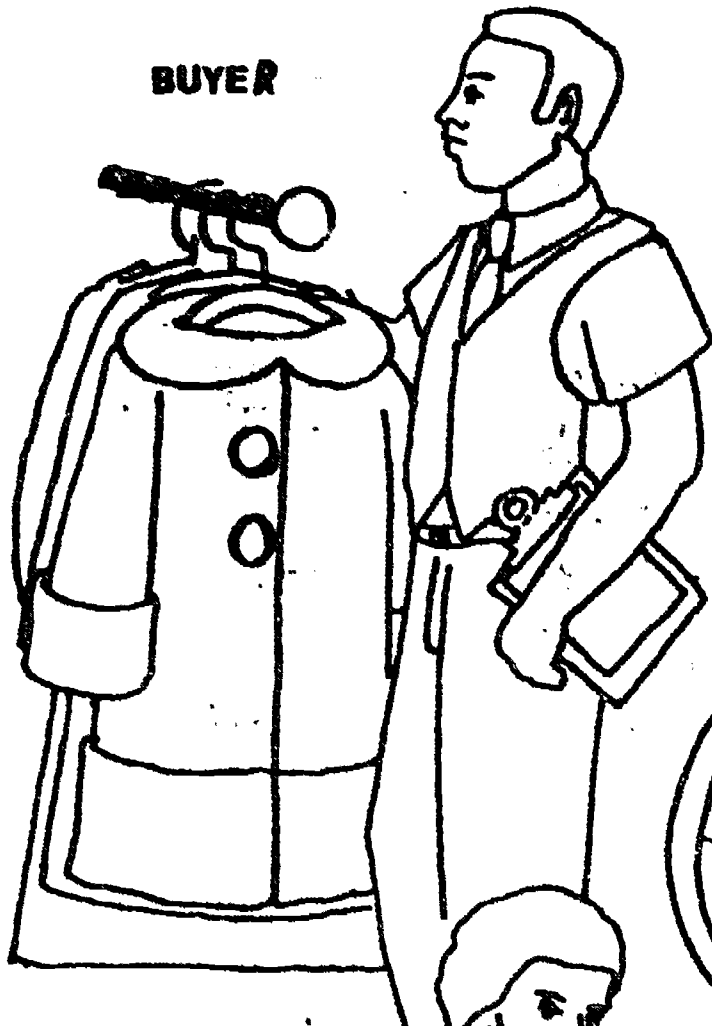
cut out  
this triangle  
on a separate  
piece of paper



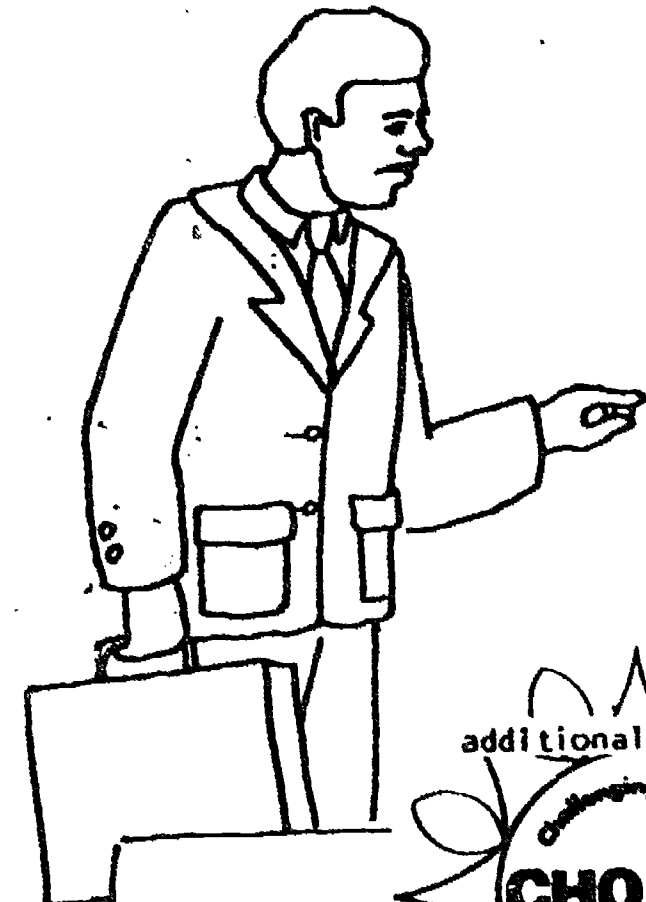


SALES REPRESENTATIVE

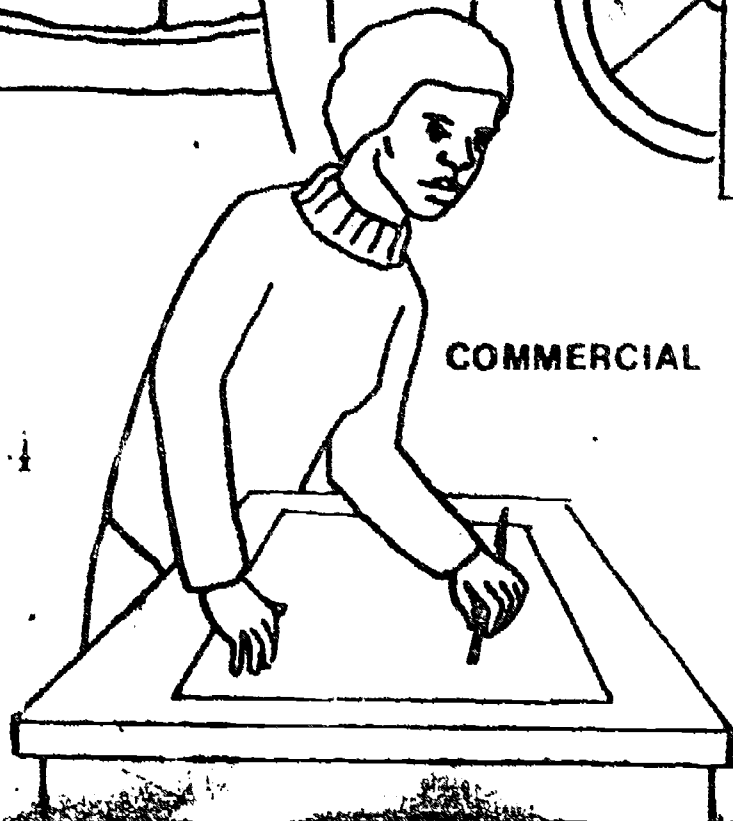
BUYER



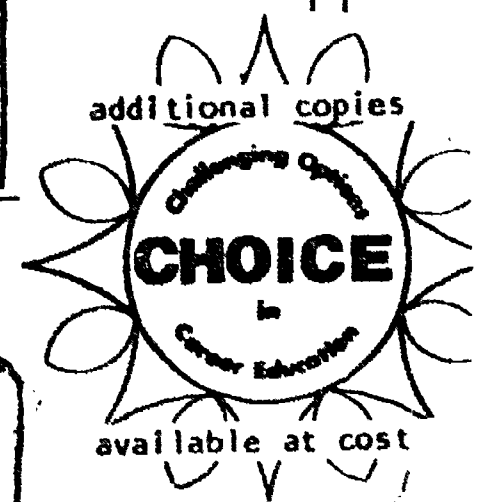
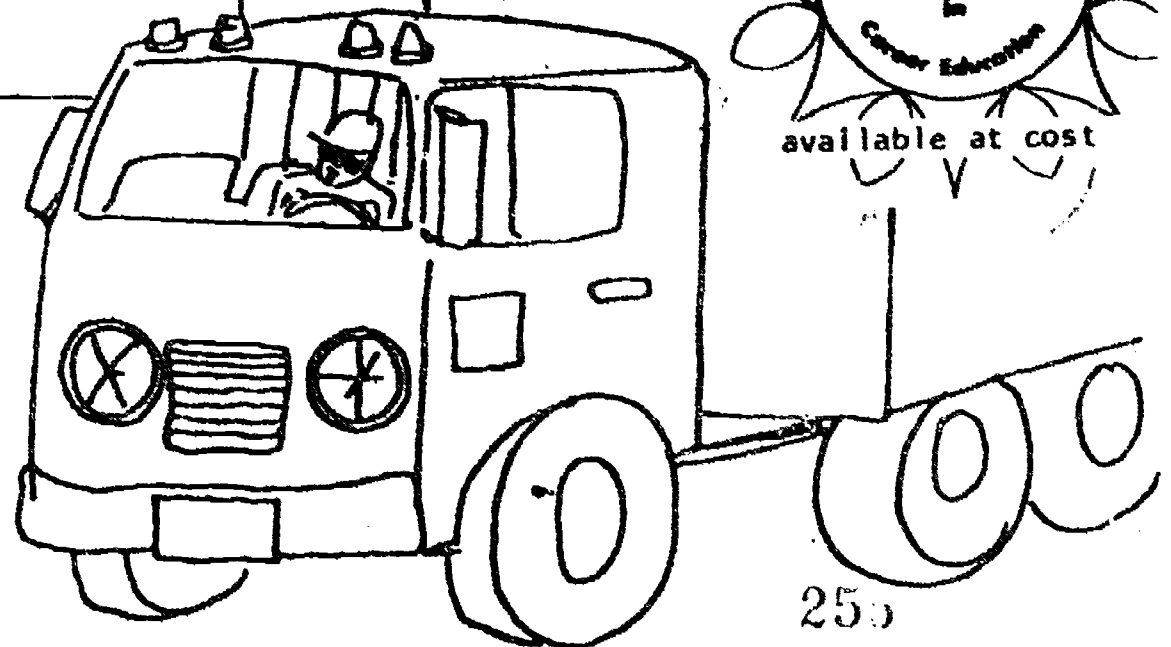
ACCOUNTANT



COMMERCIAL ARTIST



TRUCKER



# Goal Steps Bingo



**Directions:**

Use bingo activity.

**Materials:**

**Included:**

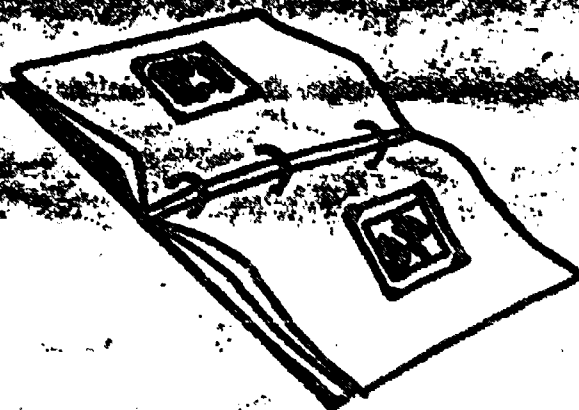
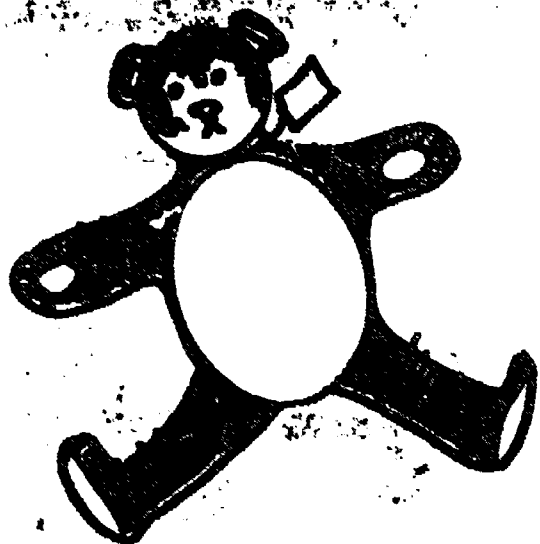
- 6 Bingo cards
- 138 Calling cards
- 60 Markers

**Needed:**

None



# GOAL STEPS BINGO



Have a Yard Sale

Have a Yard Sale

Have a Yard Sale

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Have a Yard Sale

Have a Yard Sale

Have a Yard Sale

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Have a Yard Sale

Have a Yard Sale

Have a Yard Sale

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Build a Bookcase

Have a Yard Sale

Have a Yard Sale

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

|  |  |  |
|--|--|--|
| <p>FIND OUT</p> <p>Tell friends what you are doing. See if they want to take part in the sale.</p> | <p>FIND OUT</p> <p>Ask family member or friend to help move items outside and collect money.</p> | <p>CHECK PROGRESS</p> <p>Count money every hour.</p>                       |
| <p>CHECK PROGRESS</p> <p>Make sure you have plenty of bags</p>                                     | <p>CHECK PROGRESS</p> <p>Look over merchandise to see what kinds of things sell quickly.</p>     | <p>CHECK PROGRESS</p> <p>Ask someone to check on the signs you put up.</p> |
| <p>ACT</p> <p>Take money and give change.</p>  | <p>ACT</p> <p>Bargain with people.</p>   | <p>ACT</p> <p>Move all items to be sold outside.</p>                       |
| <p>ACT</p> <p>Sit on a comfortable chair.</p>  | <p>CHECK PROGRESS</p> <p>See if price stickers are falling off and replace them.</p>             | <p>PLAN</p> <p>Choose paint or varnish to finish wood.</p>                 |



Cut out 12 cards on vertical and horizontal lines.

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Build a Bookcase

Make a Photo  
Scrapbook

Make a Photo  
Scrapbook

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

|   |  |   |
|---|--|---|
| <p>MODIFY GOALS</p> <p>Make a scrapbook showing only <u>some</u> of the places you have lived.</p>    | <p>ACT</p> <p>Paste materials into book.</p>                           | <p>ACT</p> <p>Place materials in the right order.</p>   |
| <p>ACT</p> <p>Collect photos.</p>   | <p>ACT</p> <p>Draw pictures to fill in where there are no photos.</p>  | <p>ACT</p> <p>Next to pictures, write about what happened at each place.</p>                              |
| <p>CHECK PROGRESS</p> <p>Check pictures with a family member to make sure they are labeled right.</p> | <p>CHECK PROGRESS</p> <p>Make sure you keep to your time schedule.</p> | <p>CHECK PROGRESS</p> <p>As soon as you finish showing one place in the book, check it off your list.</p> |
| <p>CHECK PROGRESS</p> <p>Check with your teacher for shortcut methods.</p>                            | <p>CHECK PROGRESS</p> <p>Number each page you complete.</p>            | <p>PLAN</p> <p>Clear a work space and organize tools.</p>   |

✂ Cut out 12 cards along vertical and horizontal lines.

Build a Bookcase

Build a Bookcase

Build a Bookcase

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Build a Bookcase

Build a Bookcase

Build a Bookcase

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Build a Bookcase

Build a Bookcase

Build a Bookcase

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Build a Bookcase

Build a Bookcase

Build a Bookcase


B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

|   |  |  |
|---|--|--|
| <p>ACT</p> <p>Measure and cut wood using tape measure and saw.</p>                        | <p>ACT</p> <p>Return tools to Uncle Joe and clean up work space.</p>                     | <p>ACT</p> <p>Apply varnish or paint.</p>  |
| <p>ACT</p> <p>Sand wood surfaces.</p>   | <p>ACT</p> <p>Join bookcase sections using hammer and nails.</p>                         | <p>MODIFY GOALS</p> <p>Make only 1 book shelf.</p>   |
| <p>MODIFY GOALS</p> <p>Teach younger sister how to use tools.</p>                         | <p>MODIFY GOALS</p> <p>Become a carpenter's assistant.</p>                               | <p>CHECK PROGRESS</p> <p>Check the measurements of each part with diagram before joining them.</p> |
| <p>CHECK PROGRESS</p> <p>Are you working on it enough to have it finished in 4 weeks?</p> | <p>CHECK PROGRESS</p> <p>Check to see if finished bookcase will fit in proper space.</p> | <p>CHECK PROGRESS</p> <p>Check to see if your biggest books fit in the bookcase.</p>               |



 Cut out cards along dotted lines.

B6-DMGA-2

| Find Out  | Plan   | Act   | Check Progress   | Modify Goals  |
|---|--|---|--|---|
| <p>How much time?<br/>17 days until Christmas.</p>  | <p>Decide who will get the potholders.</p>                               | <p>Arrange loops on loom in correct color sequence.</p> | <p>Find weaving mistakes before removing finished potholder.</p>                           | <p>Take an extra week to make potholders and give them out at New Year's.</p> |
| <p>Experiment with different potholders in the kitchen to see which fabric you like best.</p> | <p>Choose colors for potholders based on relatives' favorite colors.</p> | <p>Weave loops.</p>                                     | <p>Ask family cook to try out the first one you make.</p>                                  | <p>Make only 8 potholders.</p>  |
| <p>Ask how much the loops for 15 potholders will cost.</p>                                    | <p>Buy materials.</p>  | <p>Name<br/>your<br/>own</p>                            | <p>Check to see if you're keeping to time schedule.</p>                                    | <p>Sew potholders together to make a small rug for one person.</p>            |
| <p>Go to hobby store to find out how many loops you'll need for 15 potholders.</p>            | <p>Set aside time each day to work on potholders.</p>                    | <p>Make finished edges.</p>                             | <p>Check loops after you've made 5 potholders to be sure you'll have enough to finish.</p> | <p>Make extra potholders to give to a friend.</p>                             |
| <p>Ask cousin Wilene to show you how to use loom.</p>   | <p>Assemble loom.</p>  | <p>Wrap finished potholders to give as presents.</p>    | <p>Name<br/>your<br/>own</p>   | <p>Sell potholders to a local craft store.</p>                                |

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|  |   |   |
|--|---|---|
| <p><b>PLAN</b></p> <p>Put prices on each item.</p>                                     | <p><b>PLAN</b></p> <p>Write an ad for local papers: "Rain or Shine."</p>  | <p><b>PLAN</b></p> <p>Pick a protected place where you can hold a sale if it rains.</p>         |
| <p><b>PLAN</b></p> <p>Put up signs all over the neighborhood.</p>                      | <p><b>PLAN</b></p> <p>Gather tables, stands, bags, chairs, and money box.</p>   | <p><b>MODIFY GOALS</b></p> <p>Hold a big yard sale for all the people in your neighborhood.</p> |
| <p><b>MODIFY GOALS</b></p> <p>Organize an auction for the whole neighborhood.</p>      | <p><b>MODIFY GOALS</b></p> <p>Advertise a few things you'd like to sell in a local paper; leave telephone number.</p> | <p><b>MODIFY GOALS</b></p> <p>Wait for a church rummage sale.</p>                               |
| <p><b>MODIFY GOALS</b></p> <p>Rent a place where your sale can be held every week.</p> | <p><b>FIND OUT</b></p> <p>Look through all your things and decide what can be sold.</p>                               | <p><b>FIND OUT</b></p> <p>Obstacle: It may rain.</p>  |

 Cut out 12 cards on vertical and horizontal lines.

|  |  |   |
|--|--|---|
| <p>PLAN</p> <p>Who will get the potholders?</p>                    | <p>PLAN</p> <p>Choose colors for potholders based on relatives' favorite colors.</p> | <p>PLAN</p> <p>Buy materials.</p>   |
| <p>PLAN</p> <p>Set aside time each day to work on potholders.</p>  | <p>PLAN</p> <p>Assemble loom.</p>  | <p>ACT</p> <p>Arrange loops on loom in correct sequence.</p>                                      |
| <p>ACT</p> <p>Weave loops.</p>                                     | <p>ACT</p> <p>Make finished edges.</p>   | <p>ACT</p> <p>Wrap finished potholders to give as presents.</p>                                   |
| <p>MODIFY GOALS</p> <p>Sell potholders to a local craft store.</p> | <p>MODIFY GOALS</p> <p>Make extra potholders to give to a friend.</p>                | <p>MODIFY GOALS</p> <p>Take an extra week to make potholders and give them out at New Year's.</p> |

Make 15  
Potholders

B6-DMGA-2

Make 15  
Potholders

B6-DMGA-2

Make 15  
Potholders

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Make 15  
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Make 15  
Potholders

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Make 15  
Potholders

B6-DMGA-2

Make 15  
Potholders

B6-DMGA-2

*Scissors icon* Cut out cards along dotted lines.

B6-DMGA-2

| Find Out   | Plan   | Act  | Check Progress  | Modify Goals  |
|--|--|--|---|---|
| Read diagram plans to find out what materials you'll need. | Measure books to find best size for shelves. | Measure and cut wood using tape measure and saw.   | Check the measurements of each part with diagram before joining them. | Become a carpenter's assistant.                     |
| Go to lumber yard to find out what wood will cost.         | Clear a work space and organize tools        | Join bookcase sections using hammer and nails.     | Are you working on it enough to have it finished in 4 weeks?          | Teach younger sister how to use tools.              |
| Obstacle:<br>Doesn't have tools.                           | Practice using tools on scrap wood.          | Sand wood surfaces.                                | Check to see if your biggest books fit in the bookcase.               | Name<br>your<br>own                                 |
| Ask Uncle Joe to lend you tools.                           | Choose paint or varnish to finish wood.      | Apply varnish or paint.                            | Name<br>your<br>own   | Make a bookcase plus a shelf for plants in 4 weeks. |
| How much time?<br>4 weeks.                                 | Buy wood and paint or varnish.               | Return tools to Uncle Joe and clean up work space. | Check to see if finished bookcase will fit in proper space.           | Make only 1 book shelf.                             |



✂ Cut out cards along dotted lines.

B6-DMGA-2

| Find Out   | Plan                                     | Act  | Check Progress   | Modify Goals  |
|--|--|--|--|---|
| Look at other scrapbooks to see how they are organized.              | Decide on size and number of pages.      | Collect photos.  | Make sure you keep to your time schedule.                                    | Make a scrapbook showing only <u>some</u> of the places you have lived. |
| Ask teacher for help.  | Name<br>your<br>own                      | Draw pictures to fill in where there are no photos.        | Number each page you complete.   | Take 5 weeks to complete the scrapbook.                                 |
| How much time?<br>3 weeks  | List all the places you have ever lived. | Next to pictures, write about what happened at each place. | Check pictures with a family member to make sure they are labeled right.     | Make a book of stories about all the places you have lived in.          |
| Look for photos of all the places you have lived.                    | Gather the materials you'll use.         | Place materials in the right order.                        | As soon as you finish showing one place in the book, check it off your list. | Name<br>your<br>own   |
| Obstacle:<br>You don't have photos of all the places you have lived. | Set aside time each day to work on it.   | Paste materials into book.                                 | Check with your teacher for shortcut methods.                                | Make a book with only drawings of all the places you have lived.        |



|   |  |  |
|---|--|--|
| <p>FIND OUT</p> <p>Look at other scrapbooks to see how they are organized.</p>              | <p>FIND OUT</p> <p>Ask teacher for help.</p>   | <p>FIND OUT</p> <p>How much time?<br/>3 weeks.</p>                 |
| <p>FIND OUT</p> <p>Look for photos of all the places you have lived.</p>                    | <p>FIND OUT</p> <p>Obstacle:<br/>You don't have photos of all the places you have lived.</p> | <p>PLAN</p> <p>Decide on size and number of pages.</p>             |
| <p>PLAN</p> <p>List all of the places you have ever lived.</p>                              | <p>PLAN</p> <p>Gather the materials you'll use.</p>  | <p>PLAN</p> <p>Set aside time each day to work on it.</p>          |
| <p>MODIFY GOALS</p> <p>Make a book with only drawings of all the places you have lived.</p> | <p>MODIFY GOALS</p> <p>Make a book of stories about all the places you have lived in.</p>    | <p>MODIFY GOALS</p> <p>Take 5 weeks to complete the scrapbook.</p> |

 Cut out 12 cards on vertical and horizontal lines.

**X** Cut out cards along dotted lines.

B6-DMGA-2

| Find Out   | Plan   | Act                                       | Check Progress   | Modify Goals   |
|--|--|---|--|--|
| <p>Name<br/>your<br/>own</p>   | <p>Put prices on each item.</p>                                      | <p>Move all items to be sold outside.</p> | <p>Count money every hour.</p>   | <p>Organize an auction for the whole neighborhood.</p>                                     |
| <p>Look through all your things and decide what can be sold.</p>                   | <p>Write an ad for local papers: "Rain or Shine."</p>                | <p>Name<br/>your<br/>own</p>              | <p>Make sure you have plenty of bags.</p>                              | <p>Rent a place where your sales can be held every week</p>                                |
| <p>Tell friends what you are doing. See if they want to take part in the sale.</p> | <p>Pick a protected place where you can hold a sale if it rains.</p> | <p>Sit on a comfortable chair.</p>        | <p>See if price stickers are falling off and replace them.</p>         | <p>Wait for a church rummage sale.</p>   |
| <p>Obstacle:<br/>It may rain.</p>  | <p>Put up signs all over the neighborhood.</p>                       | <p>Bargain with people.</p>               | <p>Ask someone to check on the signs you put up.</p>                   | <p>Advertise a few things you'd like to sell in a local paper; leave telephone number.</p> |
| <p>Ask family member or friend to help move items outside and collect money.</p>   | <p>Gather tables, stands, bags, chairs, and money box.</p>           | <p>Take money and give change.</p>        | <p>Look over merchandise to see what kinds of things sell quickly.</p> | <p>Hold a big yard sale for all the people in your neighborhood.</p>                       |

|   |   |  |
|---|---|--|
| <p><b>CHECK PROGRESS</b></p> <p>Check to see if seeds are germinating and plants are growing.</p> | <p><b>CHECK PROGRESS</b></p> <p>Are you keeping the weeds pulled?</p>   | <p><b>CHECK PROGRESS</b></p> <p>Log growing times of vegetables.</p>                       |
| <p><b>PLAN</b></p> <p>Set aside time every day to pull weeds, get rid of pests.</p>               | <p><b>PLAN</b></p> <p>Measure garden space and use graph paper to make diagrams.</p>                            | <p><b>PLAN</b></p> <p>Draw plant symbols on planting diagram of garden.</p>                |
| <p><b>PLAN</b></p> <p>Write down planting dates for each kind of vegetable.</p>                   | <p><b>FIND OUT</b></p> <p>Measure the space available for garden.</p>   | <p><b>FIND OUT</b></p> <p>Ask a store clerk how many plants will fit into your garden.</p> |
| <p><b>FIND OUT</b></p> <p>How much time? 3-month growing season.</p>                              | <p><b>FIND OUT</b></p> <p>Find out what items will cost (seeds or plants, fertilizer, tools, stakes, etc.).</p> | <p><b>FIND OUT</b></p> <p>Go to lumber yard to find out what wood will cost.</p>           |

Grow a Large  
Garden

B6-DMGA-2

Grow a Large  
Garden

B6-DMGA-2

Grow a Large  
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Grow a Large  
Garden

B6-DMGA-2

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|--|---|---|
| <p><b>MODIFY GOALS</b></p> <p>Make only 8 potholders.</p>  | <p><b>MODIFY GOALS</b></p> <p>Set potholders together to make a small rug for one person.</p>             | <p><b>CHECK PROGRESS</b></p> <p>Find weaving mistakes before removing finished potholder.</p>                             |
| <p><b>CHECK PROGRESS</b></p> <p>Ask family cook to try out the first one you make.</p>                               | <p><b>CHECK PROGRESS</b></p> <p>Check to see if you're keeping to time schedule.</p>                      | <p><b>CHECK PROGRESS</b></p> <p>Count loops after you've made 5 potholders to make sure you'll have enough to finish.</p> |
| <p><b>FIND OUT</b></p> <p>Ask cousin Wilene to show you how to use loom.</p>   | <p><b>FIND OUT</b></p> <p>Ask how much the loops for 15 potholders will cost.</p>                         | <p><b>FIND OUT</b></p> <p>How much time? 17 days until Christmas.</p>   |
| <p><b>FIND OUT</b></p> <p>Experiment with different potholders in the kitchen to see which fabric you like best.</p> | <p><b>FIND OUT</b></p> <p>Go to hobby store to find out how many loops you'll need for 15 potholders.</p> | <p><b>MODIFY GOALS</b></p> <p>Make a bookcase plus a shelf for plants in 4 weeks.</p>                                     |

 Cut out 12 cards on vertical and horizontal lines.

|  |   |  |
|--|---|--|
| <p><b>PLAN</b></p> <p>Set up time on an afternoon when someone experienced can help.</p> | <p><b>PLAN</b></p> <p>Copy the specifications for the engine you're working on from a motor manual.</p> | <p><b>FIND OUT</b></p> <p>Obstacle:<br/>Lack of experience.</p>  |
| <p><b>FIND OUT</b></p> <p>Read about which steps are taken to do a car tune-up.</p>      | <p><b>FIND OUT</b></p> <p>How much time?<br/>4 hours.</p>   | <p><b>FIND OUT</b></p> <p>Read about how to use tools.</p>       |
| <p><b>MODIFY GOALS</b></p> <p>Take an auto-shop course.</p>                              | <p><b>MODIFY GOALS</b></p> <p>Watch someone else do the tune-up.</p>                                    | <p><b>MODIFY GOALS</b></p> <p>Become a mechanic's assistant.</p> |
| <p><b>MODIFY GOALS</b></p> <p>Just change spark plugs.</p>                               | <p><b>MODIFY GOALS</b></p> <p>Do a tune-up on a different car each Saturday.</p>                        | <p><b>ACT</b></p> <p>Change spark plugs.</p>                     |

 Cut out 12 cards on vertical and horizontal lines.

Tune Up a Car

B6-DMGA-2

Tune Up a Car

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Tune Up a Car

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Tune Up a Car

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| <p>PLAN</p> <p>Buy wood and paint or varnish.</p>  | <p>FIND OUT</p> <p>Obstacle:<br/>Doesn't have tools.</p>                          | <p>PLAN</p> <p>Practice using tools on scrap wood.</p>  |
| <p>FIND OUT</p> <p>How much time?<br/>4 weeks.</p> | <p>FIND OUT</p> <p>Read diagram plans to find out what materials you'll need.</p> | <p>FIND OUT</p> <p>Ask Uncle Joe to lend you tools.</p> |



Cut out 6 cards on vertical and horizontal lines.

Build a Bookcase

Build a Bookcase

Build a Bookcase

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

Build a Bookcase

Build a Bookcase

Build a Bookcase

B6-DMGA-2

B6-DMGA-2

B6-DMGA-2

|  |  |   |
|--|--|---|
| <p>MODIFY GOALS</p> <p>Can vegetables.</p>                   | <p>MODIFY GOALS</p> <p>Open a roadside vegetable stand.</p>              | <p>MODIFY GOALS</p> <p>Plant a smaller garden.</p>  |
| <p>MODIFY GOALS</p> <p>Sell vegetables to a local store.</p> | <p>MODIFY GOALS</p> <p>Plant more of vegetables that are doing well.</p> | <p>ACT</p> <p>Make a scarecrow, plant marigolds and herbs to keep pests away.</p>                 |
| <p>ACT</p> <p>Till and fertilize garden area.</p>            | <p>ACT</p> <p>Pick vegetables when they're ready.</p>                    | <p>ACT</p> <p>Plant seeds or set plants.</p>  |
| <p>ACT</p> <p>Pull weeds, cultivate around plants.</p>       | <p>FIND OUT</p> <p>Obstacle:<br/>There will be garden pests.</p>         | <p>CHECK PROGRESS</p> <p>See if you need to spray plants with soapy water to keep pests away.</p> |

Grow a Large  
Garden

B6-DMGA-2

Grow a Large  
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Grow a Large  
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Grow a Large  
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Build a Bookcase

B6-DMGA-2

Grow a Large  
Garden

B6-DMGA-2

Grow a Large  
Garden

B6-DMGA-2



Cut out cards along dotted lines.

| Find Out  | Plan  | Act  | Check Progress   | Modify Goals                                   |
|---|---|--|--|--|
| Read about which steps are taken to do a car tune-up. | Decide on the best order of tune-up steps and make a schedule.                | Change spark plugs.                          | Start car after each step to check each procedure.             | Do a tune-up on a different car each Saturday. |
| How much time?<br>4 hours.                            | Name<br>your<br>own   | Fill battery; clean and grease terminals.    | Ask an experienced person to supervise or check each step.     | Just change spark plugs.                       |
| Obstacle:<br>Lack of experience.                      | Borrow tools.   | Replace contact points, condenser and rotor. | Use your list of engine specifications to check for accuracy.  | Become a mechanic's assistant.                 |
| Read about how to use tools.                          | Set up time on an afternoon when someone experienced can help.                | Adjust timing.                               | Use timing light to check timing.                              | Take an auto-shop course.                      |
| Name<br>your<br>own                                   | Copy the specifications for the engine you're working on from a motor manual. | Replace gas filter.                          | Use a tachometer to test for correct voltage, idle speed, etc. | Watch someone else do the tune-up.             |

✂ Cut out cards along dotted lines.

E6-DMCA-2

Find Out

Plan

Act

Check Progress

Modify Goals

Measure the space available for garden.

Measure garden space and use graph paper to make diagram.

Till and fertilize garden area.

Name your own

Plant a smaller garden.

Ask a store clerk how many plants will fit into your garden.

Name your own

Plant seeds or set plants.

Check to see if seeds are germinating and plants are growing.

Plant more of vegetables that are doing well.

Find out what items will cost (seeds or plants, fertilizer, tools, stakes, etc.).

Draw plant symbols on planting diagram of garden.

Pull weeds, cultivate around plants.

Are you keeping the weeds pulled?

Sell vegetables to a local store.

How much time?

3-month growing season

Write down planting dates for each kind of vegetable.

Make a scarecrow, plant marigolds and herbs to keep pests away.

Log growing times of vegetables.

Open a roadside vegetable stand.

Obstacle:

There will be garden pests.

Set aside time every day to pull weeds, get rid of pests.

Pick vegetables when they're ready.

See if you need to spray plants with soapy water to keep pests away.

Can vegetables.

|  |   |   |
|--|---|---|
| <p>ACT</p> <p>Replace gas filter</p>   | <p>ACT</p> <p>Replace contact points, condenser and rotor.</p>                              | <p>ACT</p> <p>Fill battery; clean and grease terminals.</p>                     |
| <p>ACT</p> <p>Adjust timing</p>  | <p>CHECK PROGRESS</p> <p>Use a tachometer to test for correct voltage, idle speed, etc.</p> | <p>CHECK PROGRESS</p> <p>Use timing light to check timing.</p>                  |
| <p>CHECK PROGRESS</p> <p>Use your list of engine specifications to check for accuracy.</p> | <p>CHECK PROGRESS</p> <p>Ask an experienced person to supervise or check each step.</p>     | <p>CHECK PROGRESS</p> <p>Start car after each step to check each procedure.</p> |
| <p>PLAN</p> <p>Decide on the best order of tune-up steps and make a schedule.</p>          | <p>PLAN</p> <p>Borrow tools.</p>  | <p>PLAN</p> <p>Measure hooks to find best size for shelves.</p>                 |



Cut out 12 cards on vertical and horizontal lines.



Tune Up a Car

B6-DMGA-2

Tune Up a Car

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Tune Up a Car

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Tune Up a Car

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Tune Up a Car

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Tune Up a Car

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

**DECIDE  
DECIDE**

**Know Values**

**Know  
Options  
and  
Out-  
comes**

**Use  
Resources**

**Find Out  
Obstacles  
Helpers  
How Much  
Time**

**What's  
Going  
On? What  
do you  
want?**

# Research Goal



### Directions:

1. Follow the directions inside to make an outline.
2. Choose something you are interested in learning about, read about it, write an outline, and write an article about it.

### Materials:

- Included:
- Directions
  - Outline
  - Article
- Needed:
- Pencil and paper
  - Dictionary
  - Encyclopedia (or other reference book)



2011

## Outlining

An outline is a type of plan that lists information in a clear and orderly way. When you write a report or give a speech, you use an outline of the most important things.

On the next page is an outline which describes the methods and distribution steps of paper-making.

Copy the words in the list of paper.

Next, write a word in each blank space. For every blank space, write a word in the list which you think you need to look up. Be sure of their meanings.

Then, write a word in each blank space you try to complete. It is helpful to look up "words" you do not understand about paper-making.

Finally, write the word in each blank space in the outline.

Paper-Making / Manufacturing, Marketing, and Distribution

I. Raw Materials

A. Paper \_\_\_\_\_

B. \_\_\_\_\_ trees from forests of  
made \_\_\_\_\_

C. \_\_\_\_\_ by trucks to paper  
mills \_\_\_\_\_

II. Manufacturing in the Mill

A. \_\_\_\_\_ and mash the

\_\_\_\_\_ for the pulp.

\_\_\_\_\_ belts that  
to \_\_\_\_\_

\_\_\_\_\_ even \_\_\_\_\_

\_\_\_\_\_ the paper.

\_\_\_\_\_ call a

III. Marketing / How Sold

A. Manufacture \_\_\_\_\_ advertising to \_\_\_\_\_ their  
products.

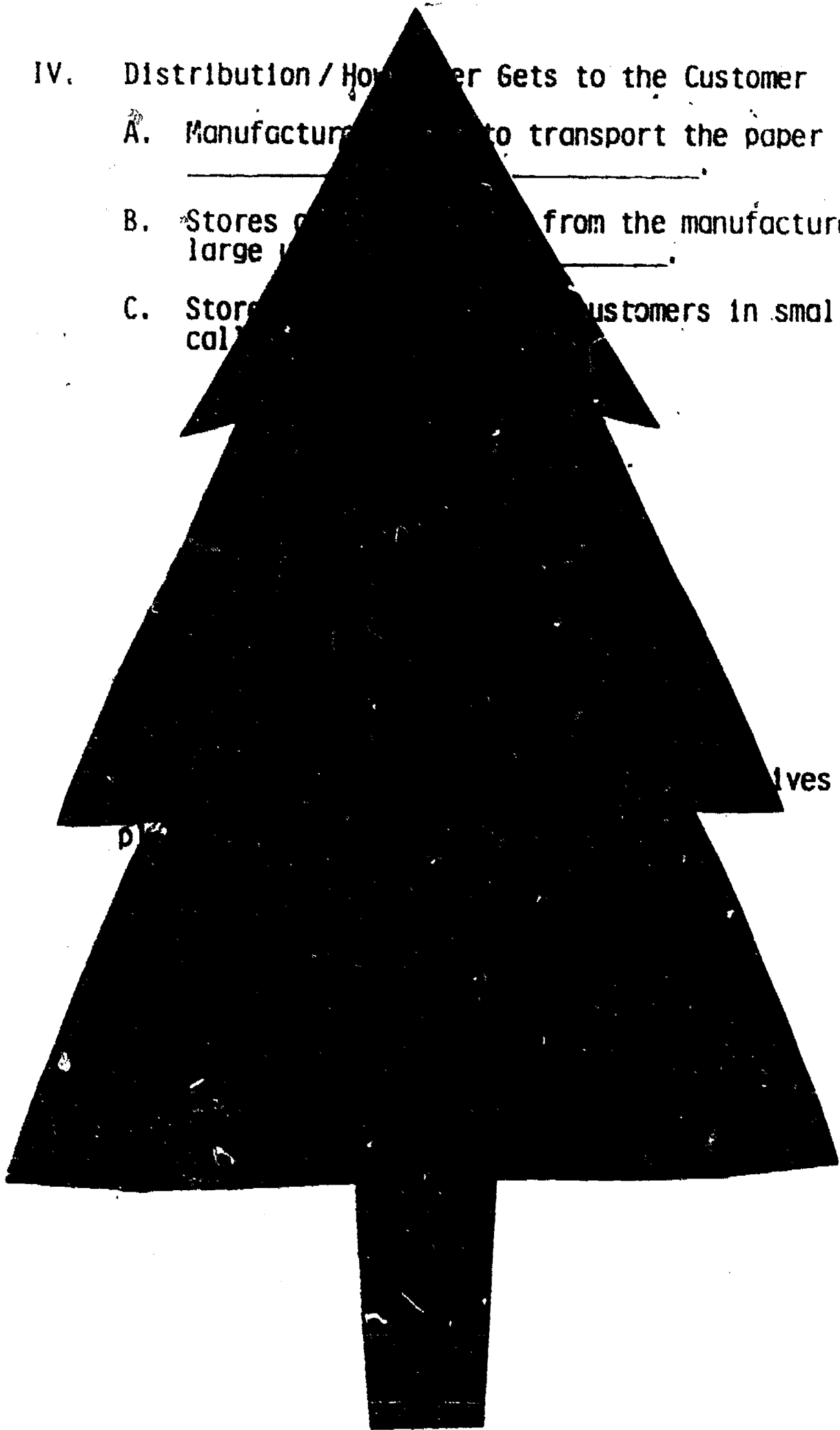
B. \_\_\_\_\_ talk to people and try  
to sell their \_\_\_\_\_

IV. Distribution / How Paper Gets to the Customer

A. Manufacture \_\_\_\_\_ to transport the paper

B. Stores \_\_\_\_\_ from the manufacturer in large \_\_\_\_\_

C. Stores \_\_\_\_\_ customers in small units called \_\_\_\_\_



ives

D



Paper Making:

Manufacturing, and Distribution

Trees are used in which many products are made. Some of these products are made from trees into paper and products where people can buy

products  
is a  
made

be  
product.  
not

a product. Sometimes advertising of a product may cost as much, or more, than the cost of making the product.

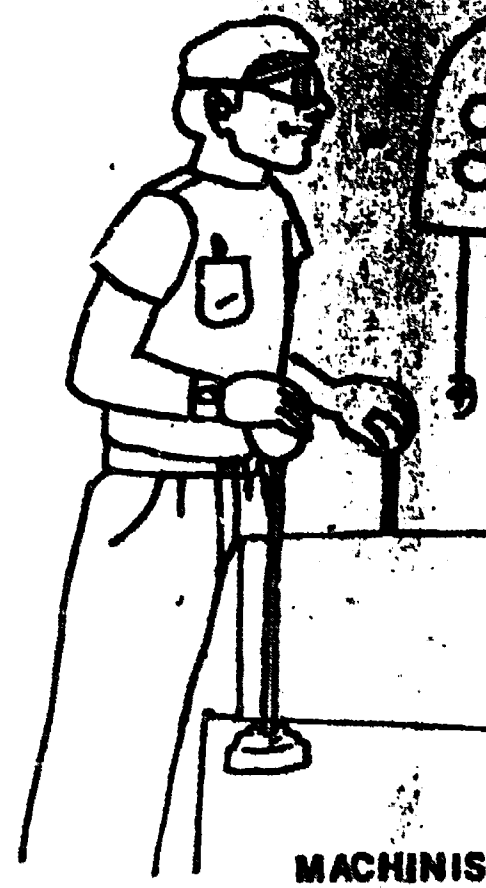
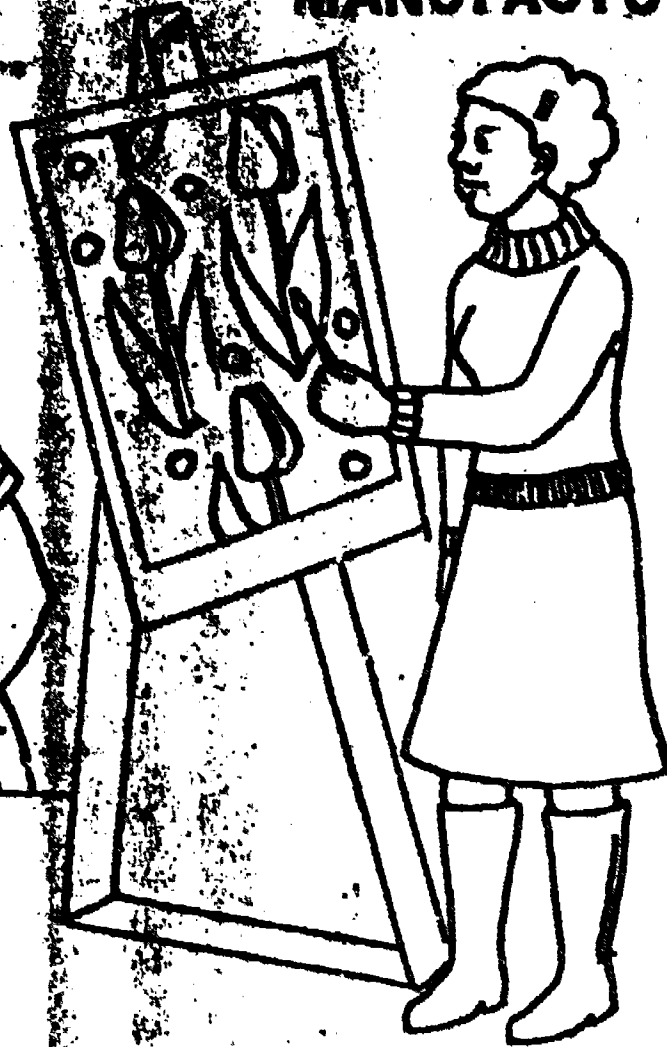
Commercial artists are people who design and sometimes create advertisements. People who talk to customers and show them products are called sales representatives. Sales representatives convince customers to buy a product.

Once a person wants to buy it, it is their job to get it to them. Getting products to stores and houses where they are sold to customers is called distribution. Sales representatives are interested in getting products to customers as cheaply as possible. They use trucks and airplanes to distribute products. They also use railroads.

Level B6

# MANUFACTURING

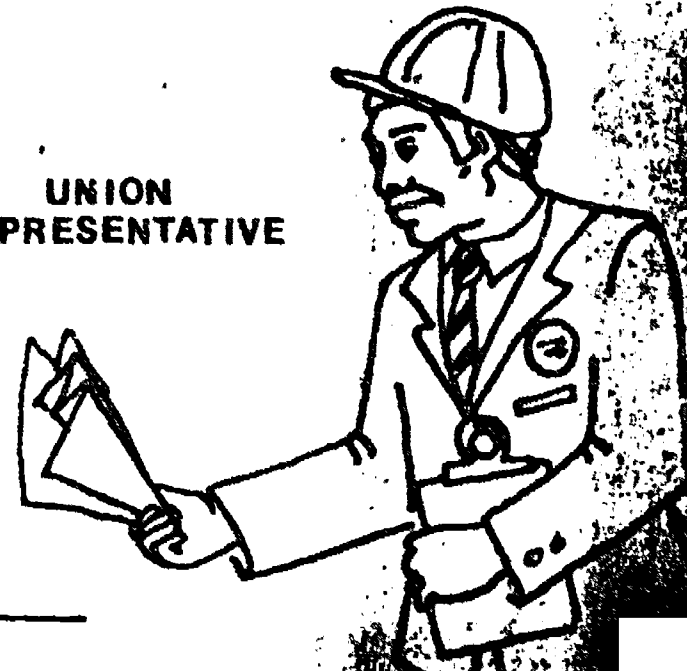
ASSEMBLY WORKER



TEXTILE DESIGNER



UNION REPRESENTATIVE



# Competition and Profit



**Directions:**

Read the directions inside to use this decision making/ goal attaining activity.

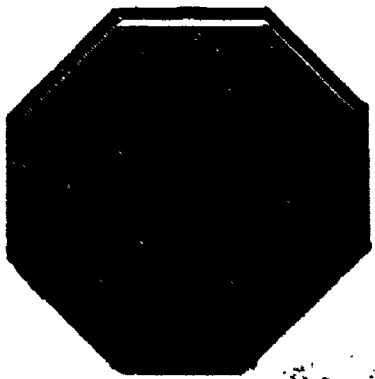
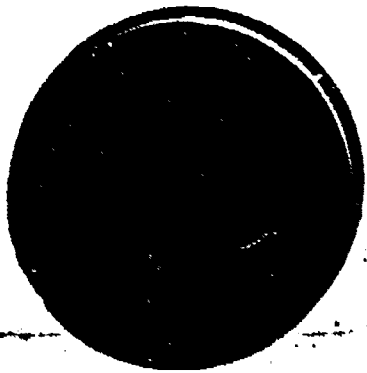
**Materials:**

**Included:**

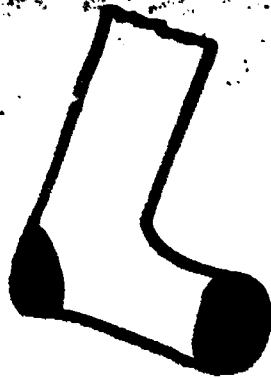
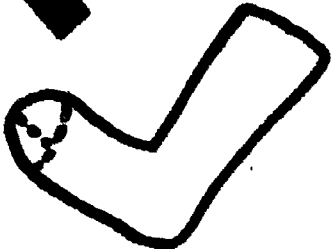
- Game board
- Directions booklet
- 33 Cards

**Needed:**

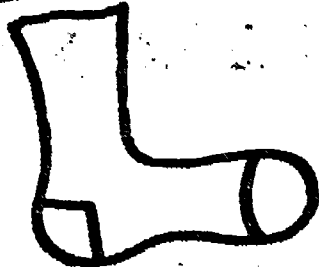
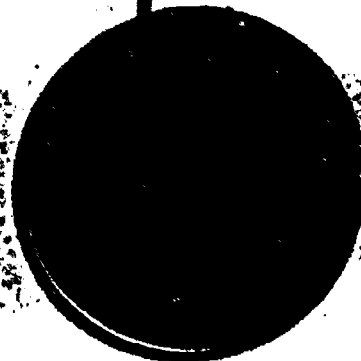
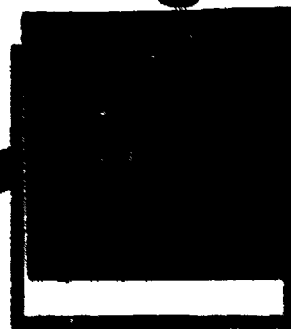
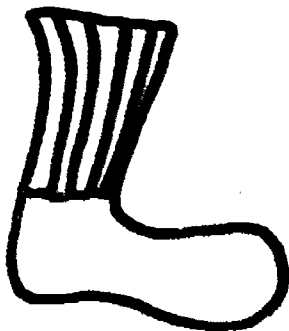
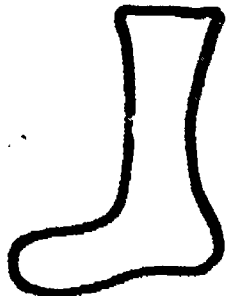
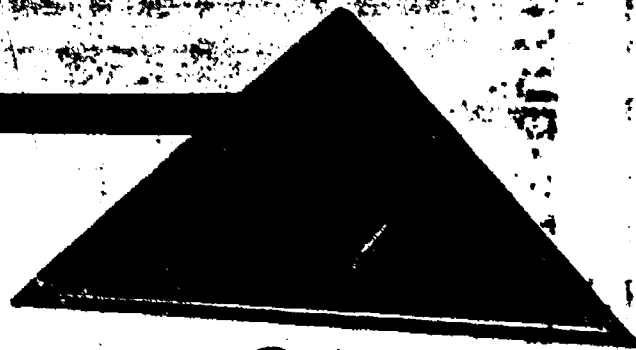
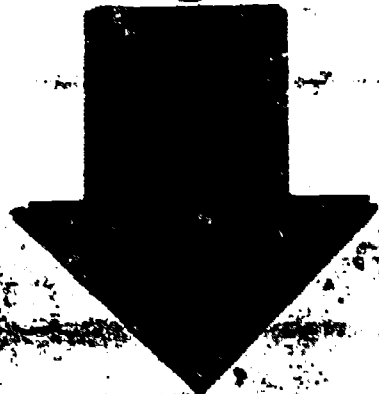
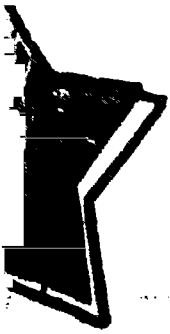
- Play money
- Coins



**START**







Get ready...

1. Each player starts the game with \$500.
2. Remove the MODIFY GOAL cards from the deck and keep them, face down, under edge of board till a player lands on MODIFY GOAL.
3. Shuffle remaining cards and deal 4 to each player. Place remaining cards with money in "bank."
4. Players use coins (penny, nickel, etc.) for markers, and a coin to determine number of spaces to move.

Get set...

1. Who goes first?  
Flip a coin.
2. How many spaces?  
Flip again.  
  
Heads: move 1 space.  
Tails: move 2 spaces.



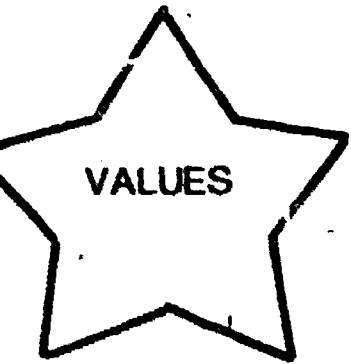
Cut out instruction booklet along solid lines, then fold booklet in half along broken line with "Get ready....," "Get set..." pages on inside of booklet.



## Go!

1. For each titled space you land on, you must buy a card from the "bank" or from another player (\$50) unless you already have one, and you must follow the directions on the card.
2. Except at CHECK PROGRESS and MODIFY GOAL, where you can go back to HELPERS or INFORMATION SOURCES or buy a card. (You can't do both.)
3. The winner will be the player who reaches GOAL first (competition) and has \$1,000 (profit).

## How to Play Competition and Profit



VALUES

You value a quality product. It takes time to make good socks (miss 1 turn), but they sell for more money (get \$200).

VALUES

You value labor relations. Give your employees a raise (pay each player \$50). Your employees are very happy and work harder (take an extra turn).

VALUES

You value sales volume. Manufacture more socks (miss 1 turn) and make more money (get \$100).

 Cut out three cards on vertical and horizontal lines.



CHECK  
PROGRESS



?  
DECIDE



CHECK  
PROGRESS



CHECK  
PROGRESS

### DECIDE

The commercial artists you contracted with are 2 weeks late with an advertising campaign. According to your contract with them, you can refuse to buy their ad or fine them. You like the ad, so you decide to fine them (get \$50 from each player).

### CHECK PROGRESS

Sales are still going up. You have \$300 more than you thought you'd have at this point.

### CHECK PROGRESS

The winter is not as cold as everyone predicted it would be. Sales are down. You have \$300 less than you thought you'd have at this point.

### CHECK PROGRESS

Everything is going along according to your plan. Get \$50.



OPTIONS  
& OUTCOMES

TIME NEEDED

OPTIONS  
& OUTCOMES

TIME NEEDED

### TIME NEEDED

Your socks are selling faster than you thought they would. Make \$200 and take an extra turn.

### OPTIONS AND OUTCOMES

Sell 5 dozen pairs of socks retail for \$100 and take an extra turn.

OR

Sell 25 dozen pairs of socks wholesale for \$200 and miss 1 turn.

### OPTIONS AND OUTCOMES

Everybody, it seems, will be selling socks for the winter. Competition is stiff. Try to be first with a product (go to ACT, and get ^50).

OR

Find out how to make better socks and try to be first with a high quality product (go back to HELPERS).

### OPTIONS AND OUTCOMES

Speed up production: pay an extra sales representative \$100 so you can make a profit in 1 week, and go to VALUES.

OR

Maintain your production schedule: keep your present staff and make a profit in 2 weeks (miss 1 turn).



### OBSTACLES

Labor and management are deadlocked: machinists want more coffee breaks. You have to hire an extra machinist. The wage you must pay is \$100.

### OBSTACLES

The truck bringing your shipment of new sock materials breaks down. Fix it yourself for \$50 and miss 1 turn.

### OBSTACLES

Your supplier is temporarily out of new sock materials. Miss 1 turn, while you wait 1 week for shipment of materials.

### HELPERS

One of your assembly workers finds a way to cut out 2 steps in making socks. You make \$200.



OBSTACLES



OBSTACLES



HELPERS



OBSTACLES

HELPERS

Your chemist has found a synthetic substitute for new sock materials. You're no longer dependent on the supplier. Make \$100 and take an extra turn.

HELPERS

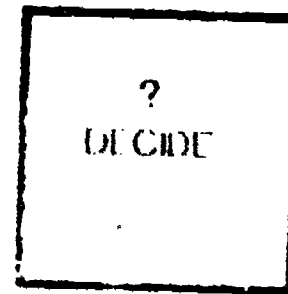
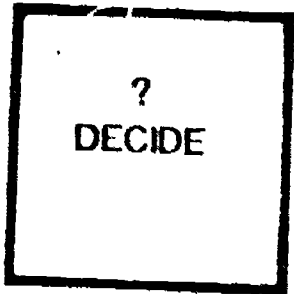
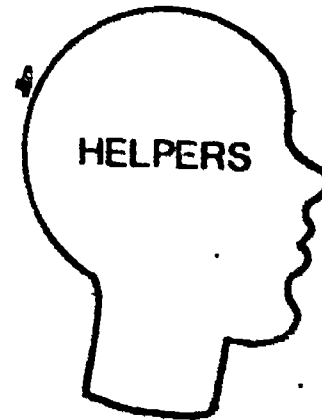
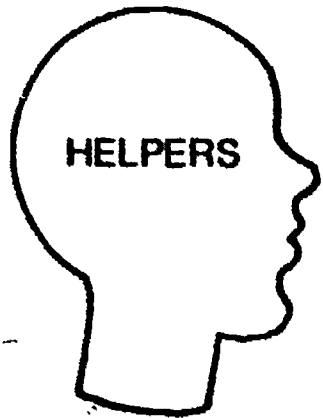
Your accountant tells you that you have \$100 more than you thought.

DECIDE

You've spent a week trying to decide whether to sell wholesale or retail and still can't make up your mind. Go back to OPTIONS AND OUTCOMES.

DECIDE

Consumers are boycotting your socks. You need a lot more information on advertising before you can decide what to do. Go back to INFORMATION SOURCES.



INFORMATION SOURCES

INFORMATION SOURCES

TIME NEEDED

TIME NEEDED

### INFORMATION SOURCES

You get an "inside" tip: an unusually cold winter is coming. Socks will be in great demand. Pay \$50 for the tip.

### INFORMATION SOURCES

You get an "inside" tip: an unusually cold winter is coming. Socks will be in great demand. Pay \$50 for the tip. And you are very inexperienced, so spend a day reading about new sock materials. Miss 1 turn.

### TIME NEEDED

The truckers' union is on strike. Miss 1 turn while the union representative negotiates a settlement.

### TIME NEEDED

The new sock material turns out to be high flammable. Pay a \$50 fine. And you need to do more reading. Go back to INFORMATION SOURCES.

 Cut out four cards on vertical and horizontal lines.

PLAN

You plan carefully with your accountant and save \$50.

PLAN

You plan to take the necessary time to manufacture a high quality product. Miss 1 turn, and collect \$50 for every titled step you land on between here and GOAL.





PLAN

PLAN

ACT

Sales are up. Take another turn.

ACT

Pay off all your debts (give \$50 to each player).

ACT

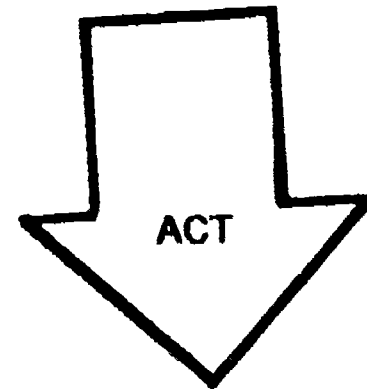
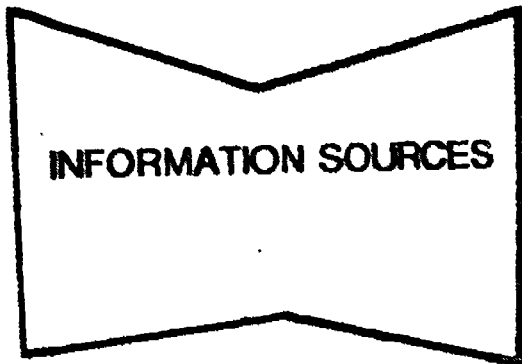
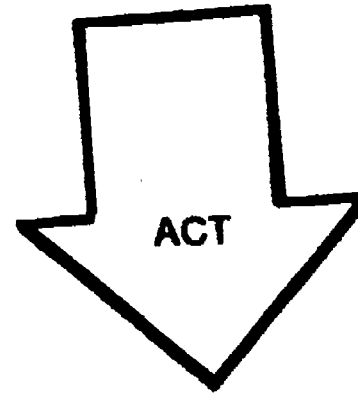
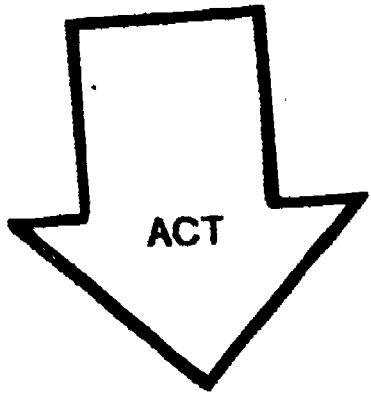
You start selling socks to department store buyers. You make \$100.

INFORMATION SOURCES

You spend a day reading about new sock materials. Miss 1 turn.

 Cut out four cards on vertical and horizontal lines.

227



MODIFY GOAL

It's the coldest winter in history. You get \$1000.

MODIFY GOAL

The style of your socks is very popular. You make an extra \$300 and give your staff of textile designers each a bonus (\$50 to each player).

MODIFY GOAL

It's the warmest winter in history. You lose \$500.

PLAN

You plan to market your socks as quickly as possible. Go to ACT.

MODIFY GOAL

MODIFY GOAL

PLAN

MODIFY GOAL

331

99

# Jeze's the Name/Adventure's the Game



## Directions:

Read the story about someone who follows all the steps on the decision making/goal attaining pathway and mountain.

## Materials:

Included:  
Story  
Pictures

Needed:  
None

# Jezze's the Name/Adventure's the Game







News Weekly contest prize  
was a rafting trip down the  
Colorado River. The winner  
would have to sell the most  
News Weekly papers. I wanted  
to win the trip. So I worked  
hard to get **WHAT I WANTED**

...the people in River Terrace have money. They like to

"Jesse," he said, "as an ex-convict carrier, I know  
that the people in River Terrace have money. They like to  
spend their money."

I thanked J.P. Dunbar and he left.



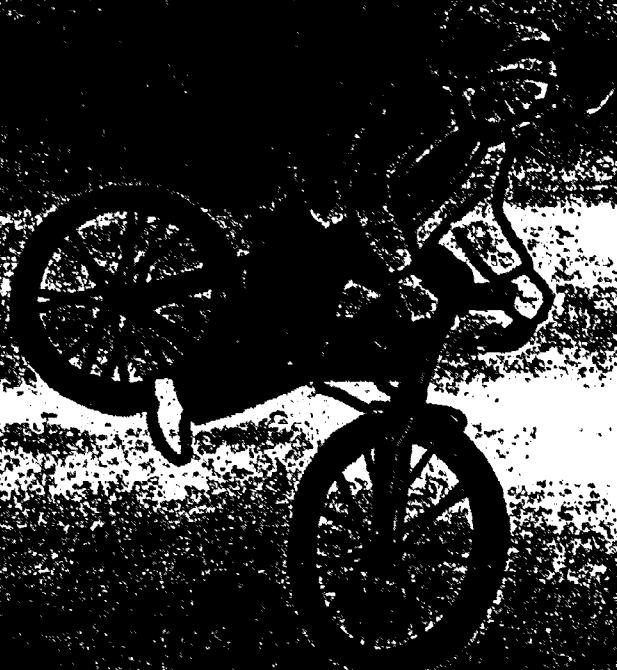
2.





I went home and started READING the map. It showed all the houses in my neighborhood. I saw that my block had the most houses. The distance from the race was three miles. I didn't have as many houses. I didn't have any...



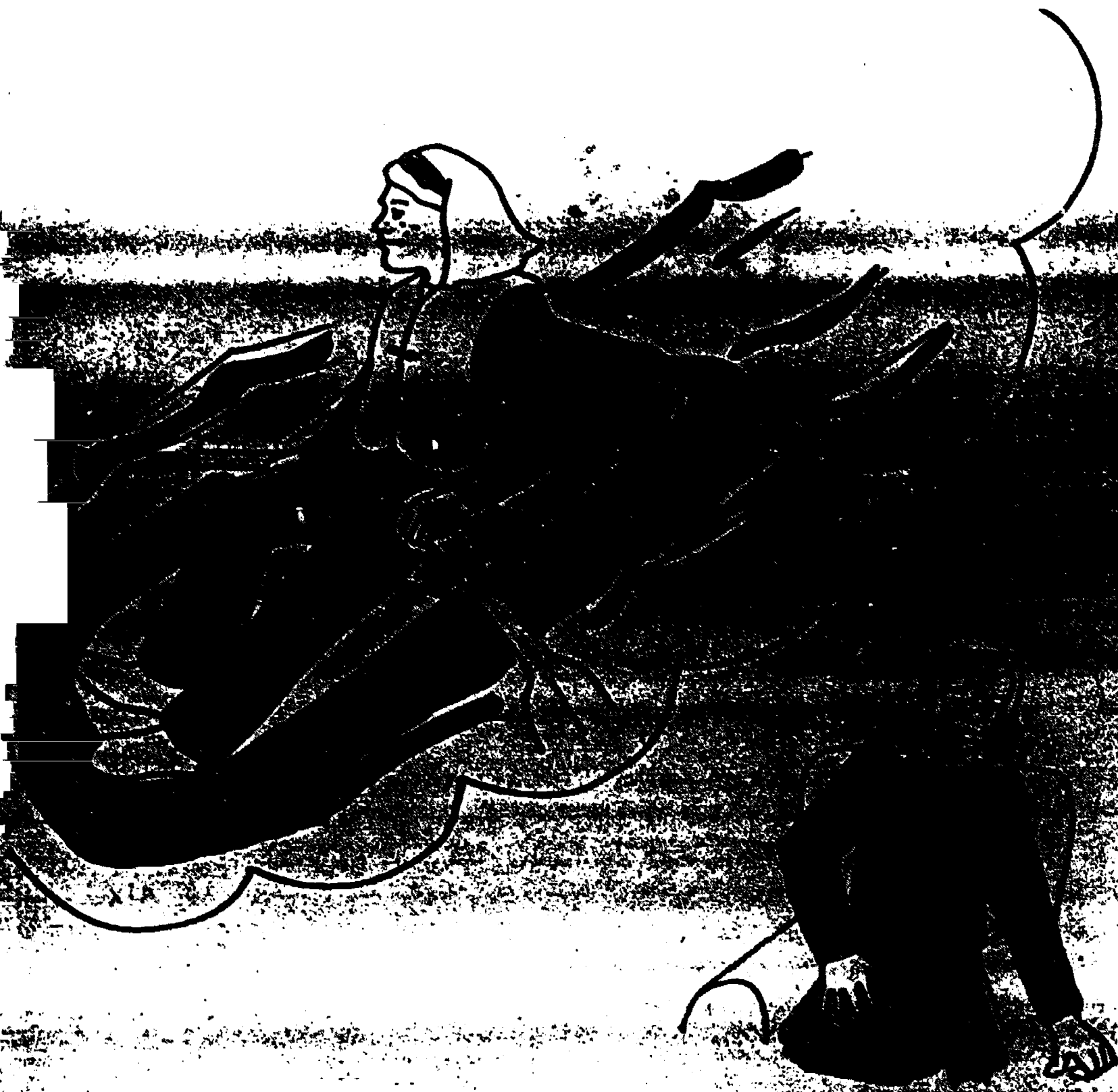




... I had to **FIND OUT** if there were any **OBSTACLES**, who my **HELPERS** should be, and **TIME NEEDED** to sell enough to win the contest.

**OBSTACLES!** Now I wouldn't have enough time after school to ride my bike to the newspaper, sell papers, and get home in time for dinner. The contest would close in six months. Now I needed to sell **THE** more than to ride six miles and sell enough to win the contest.

as hard to sell papers in my own neighborhood.



I really wanted to go on the rafting trip, but I had to promise to help A. and I valued the adventure, and I VALUED keeping promises. But I also VALUED doing things all by myself.





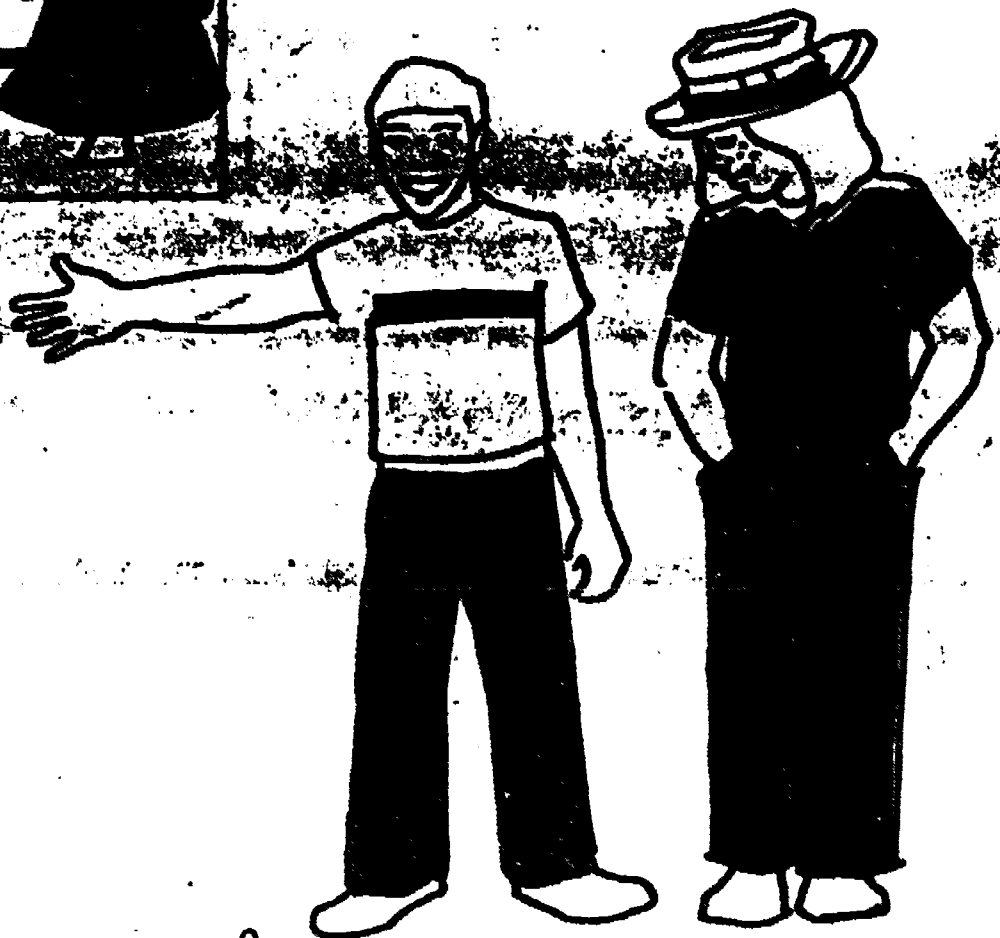


Three months went by. I CHECKED my PROGRESS  
by finding out if others in the contest were doing  
I was ahead of them in sales. I knew if I kept  
working hard I could win it.

Now the ID  
the Colorado River

Al and I have started to work on this year's  
contest. This year News Weekly is giving the  
grand prize to two winners. The prize is a two-  
week hike.

I bet Al and I will go on that hike!



# Lefty's Leather



**Directions:**

Read the story about someone who follows all the steps on the decision making/goal attaining pathway and mountain.

**Materials:**

**Included:**  
Story  
Pictures

**Needed:**  
None



# *Lefty's Leather*





"WHAT'S GOING ON, LARRY?"

"Hey, Bob Smith!"

"Are you still making leather stuff at home ... wallet cases?"

"Yeah, and I'm still holding at retail. I want to see if I can get some stuff out of most stores, but I'm not sure about that yet, though. How about you, what are you up to these days?"

"I'm still living at the same place, and handling the place. You know, I'm still doing the same old thing. I'm still living at the same place, and handling the place. You know, I'm still doing the same old thing. I'm still living at the same place, and handling the place. You know, I'm still doing the same old thing." 143



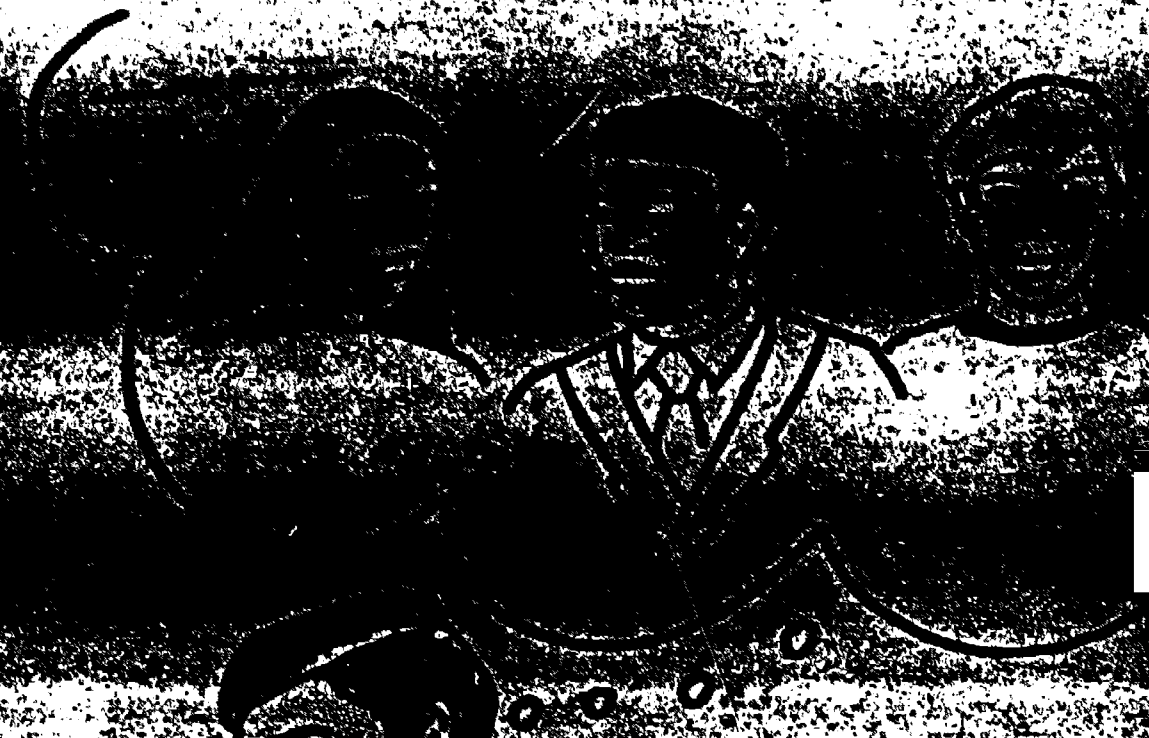
anybody. My...  
learned how to make the...  
... ..

appreciate your help."

"Sounds great, Lefty. I can't wait to eat pasteles when I see you  
Wednesday night. I gotta get on with my work now."

"See you, Bob."

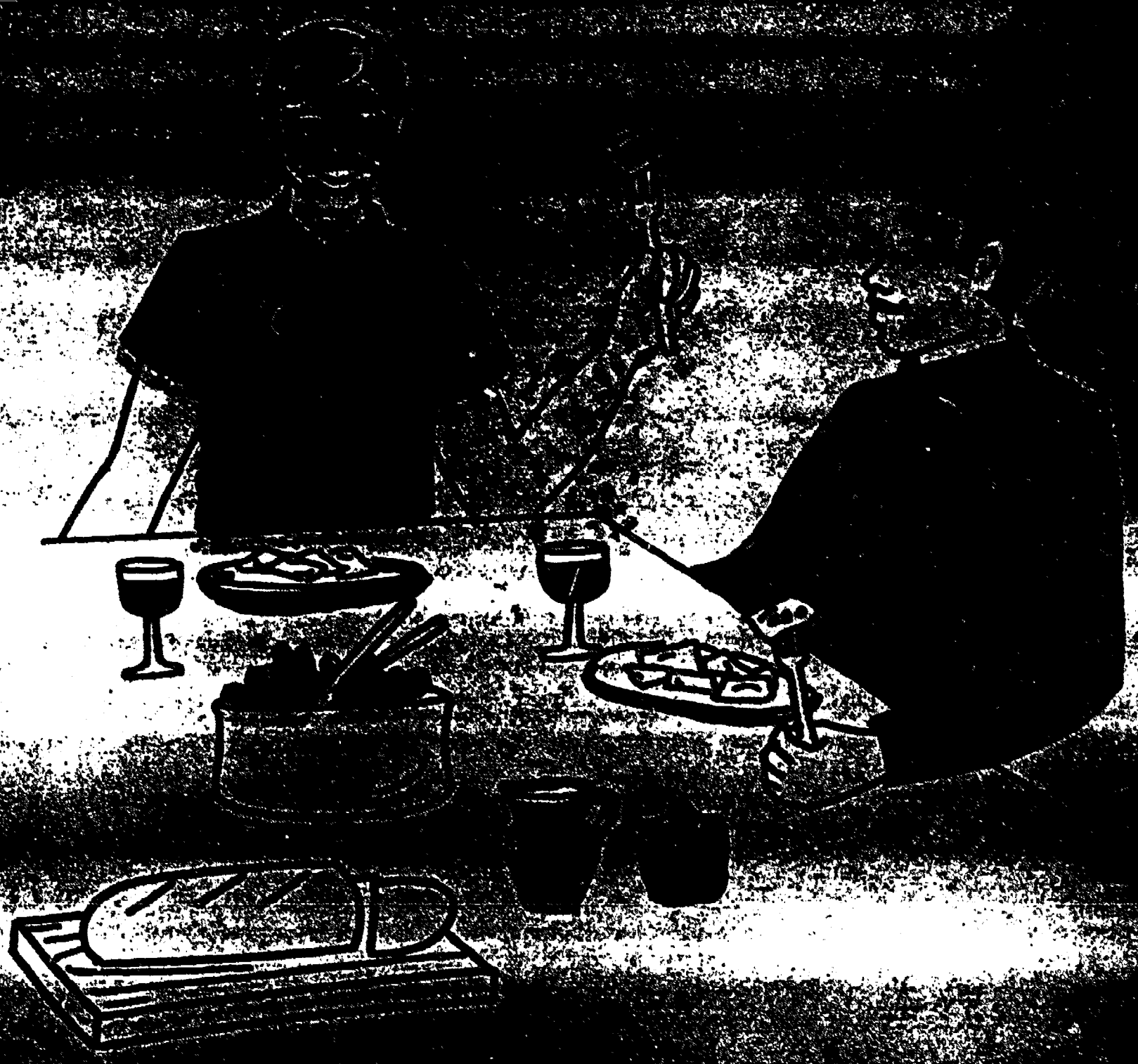




was...  
Hatch...  
and Hatch... they would do all the leather work. The OUTCOME would be  
Lefty... the work of the sales rep. The third OPTION was to hire  
both of the other leather workers. The OUTCOME? The three of them  
would all learn the ropes together. They'd all share the duties for  
leather working and selling.



...has never tasted it. Will...



"Sure, Bob. Hey, are you interested in going into business with me?"

"No thanks, Marty. This place I work for now makes a lot of sense."

"I'm a brother, and I'm a brother, and I've got to think about your own VALUES before you choose any of the options you were talking about."

"Well, one of my VALUES is learning all parts of a business. Another is dealing nice leather goods with a lot of variety."

"Sounds just like you. Any more?"

"Yeah. I value sharing the work load."

"Okay. I guess that leaves you just one thing to DECIDE."

"Yeah. I'll talk to Marty and Heather about coming into business with me. We can learn the ropes together."



# Left's Leather



The three leather workers talked things over and decided to work together.

Marty, Seather, and Lefty made a PLAN to look through catalogs. They agreed on styles they'd

After six months, they CHECKED their PROGRESS. The business was doing very well. They'd made more money than they expected, but they weren't working together as well as they wanted.



"I need more space," said Heather. "Sometimes I need privacy to think about new designs."

"Me, too," said Marty. "The room in your home just isn't big enough any more."

Heather said, "I need more space. I need more privacy. I need more room to think about new designs."



Heather, Marty, and Lefty moved their business to the storefront. The day they moved, Bob invited them to supper to celebrate reaching their goal.

"I learned how to make the best pasteles you ever tasted," Bob said.





# Speaking of Me



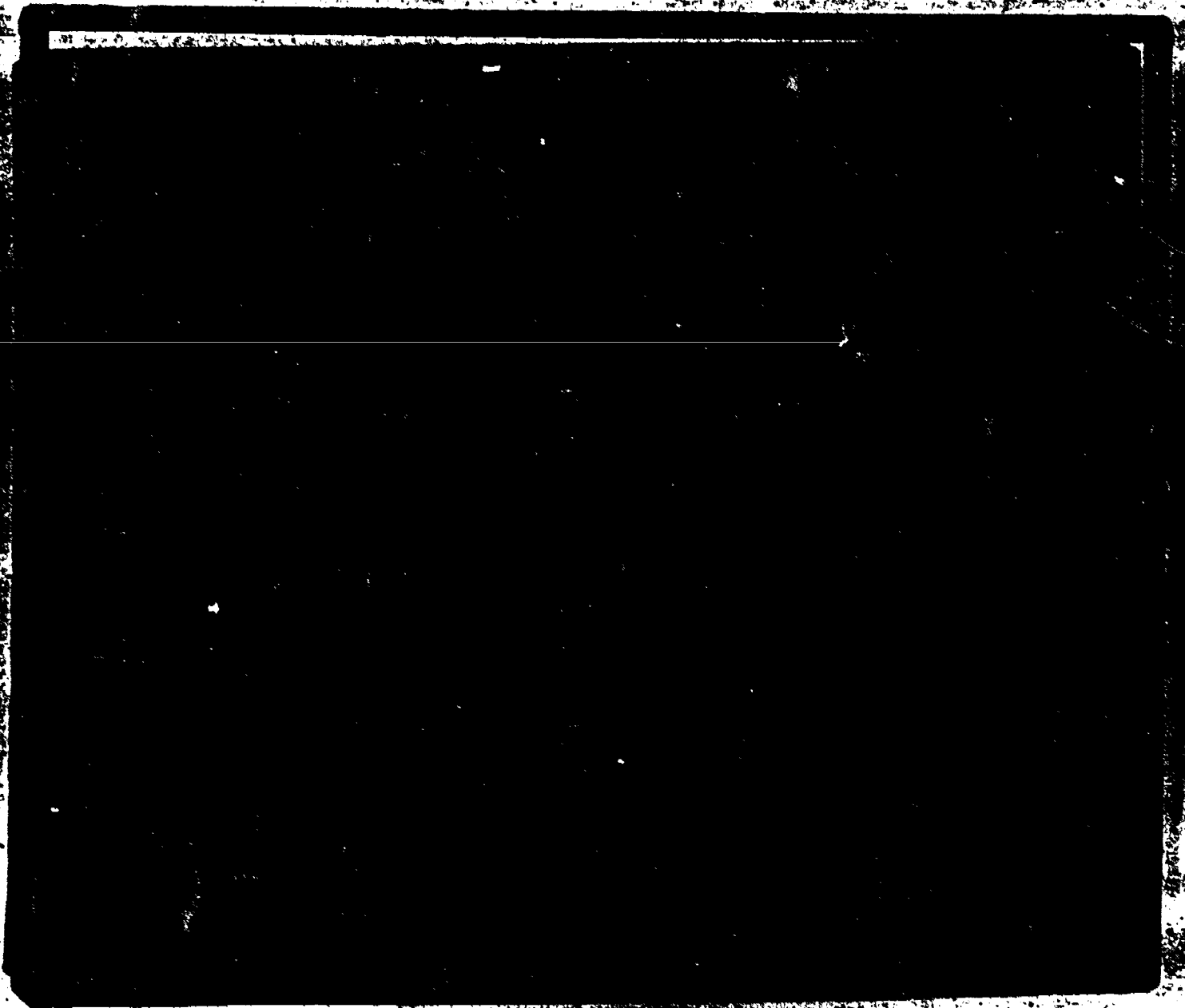
and the word

otions to,  
about yourself.

per



# Speaking Of Me



**HON L ACT**

honest

cooperative

dependable

fair

friendly

honest

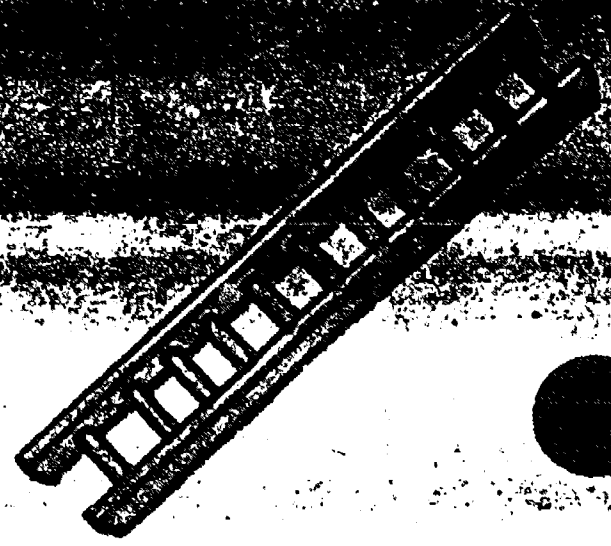
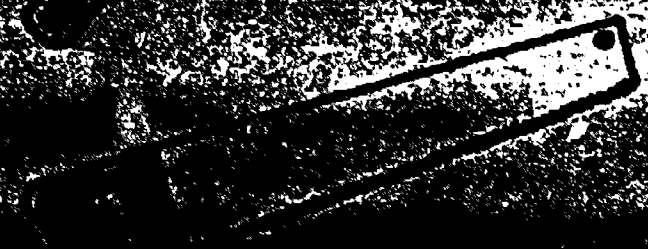
imaginative

logical

loving

proud

respectful





things like to do

be alone

be with

bring

buy things

dance

daydream

do school work

eat

get presents

give presents

go on picnics

go to parties

hike

roll

run

see movies

sing

play a sport

read

run

see movies

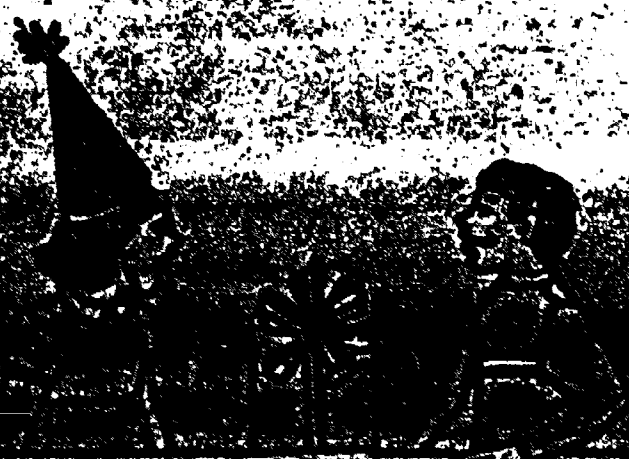
sing

talk

travel

watch TV

write





#2  
HOW I LOOK



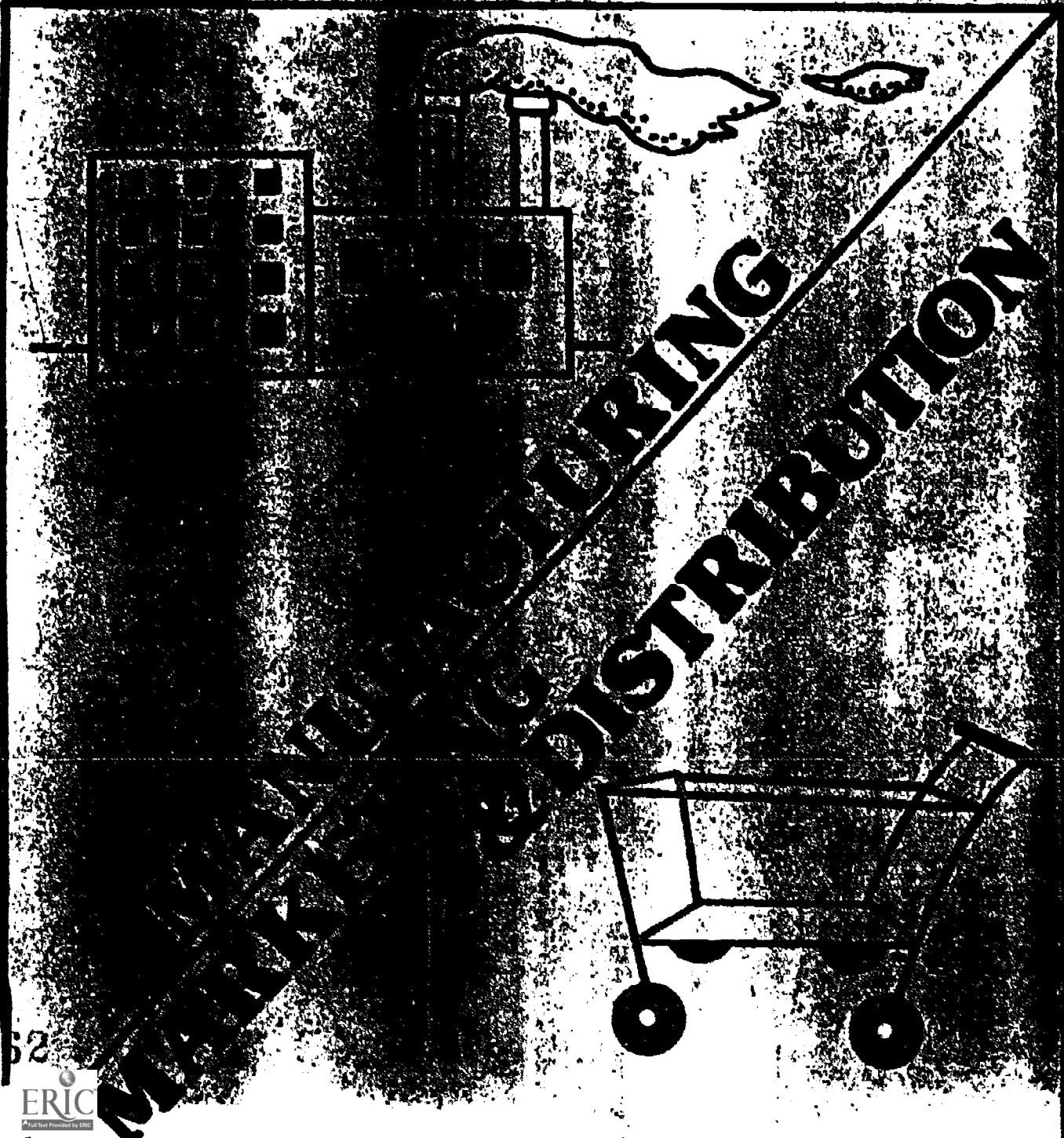
agile  
athletic  
energetic  
playful

THINGS I HAVE



animals  
books  
clothes  
collections  
money  
pets  
sports equipment  
tools

36-11-14 Tell Tales

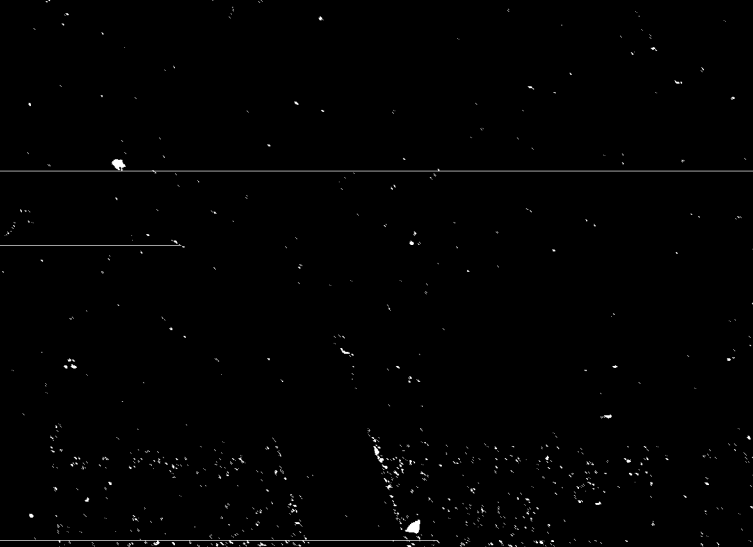
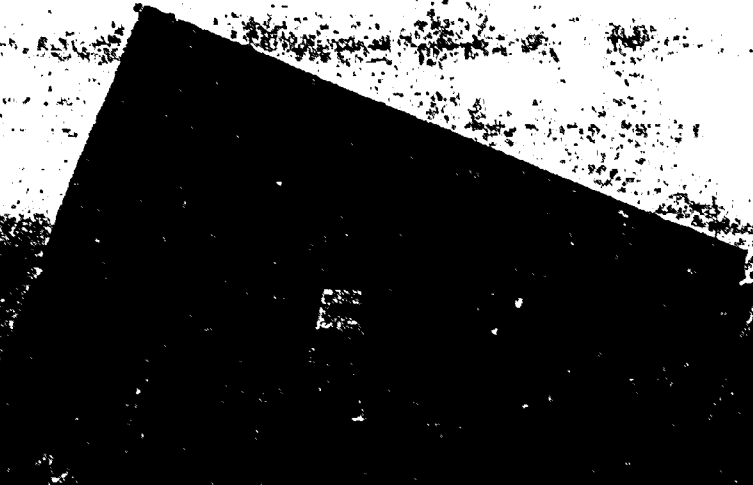
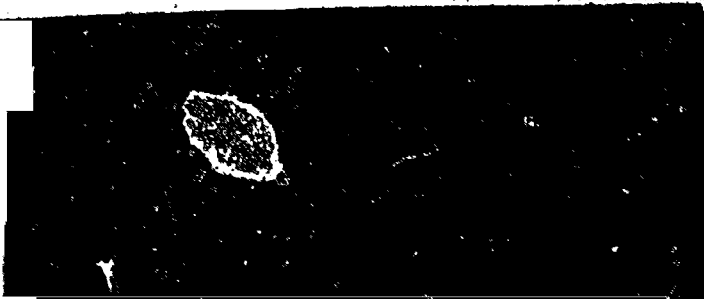


Directions inside  
"Tales" of

paper










|   |   |
|---|---|
|   | I don't care for getting caught at playing softball in the living room. |
| I don't care for cleaning the garage.   | I care about playing soccer well.                                       |
| I care about reading five books a week. | I care about delivering newspapers.                                     |

 Cut out five cards on vertical and horizontal lines.

#1

Things I Care About  
Doing (PRIZED  
ACTIVITIES)/Things I  
Don't Care About  
Doing (UNPRIZED  
ACTIVITIES)

**B6-SA-4**

#1

Things I Care About  
Doing (PRIZED  
ACTIVITIES)/Things I  
Don't Care About  
Doing (UNPRIZED  
ACTIVITIES)

**B6-SA-4**

#1

Things I Care About  
Doing (PRIZED  
ACTIVITIES)/Things I  
Don't Care About  
Doing (UNPRIZED  
ACTIVITIES)

**B6-SA-4**

#1

Things I Care About  
Doing (PRIZED  
ACTIVITIES)/Things I  
Don't Care About  
Doing (UNPRIZED  
ACTIVITIES)

**B6-SA-4**

#1

Things i C  
Things I Care About  
Doing (PRIZED  
ACTIVITIES)/Things I  
Don't Care About  
Doing (UNPRIZED  
ACTIVITIES)

**B6-SA-4**

|   |   |
|---|---|
| <p>I have a pet dog named</p>   |   |
| <p>Blue, who barks day<br/>and night and guards<br/>the house.</p>          | <p>I have a piano that<br/>I practice on dally.</p>     |
| <p>I have a diary.</p>  | <p>I have a bicycle that<br/>I put together myself.</p> |
| <p>I have a set of<br/>colored pencils given<br/>to me for my birthday.</p> |   |

cut out five cards on vertical and horizontal lines.

#2

#2

MY THINGS

MY THINGS

B6-SA-4

B6-SA-4

#2

MY THINGS

#2

B6-SA-4

MY THINGS

B6-SA-4

#2

MY THINGS

B6-SA-4

I am generous with  
my things.

I am patient with  
children and animals.

I always turn in my  
projects.

I am honest when  
taking tests in  
school.

I am cooperative with  
other children in  
school.

✂ Cut out five cards on vertical and horizontal lines.

#3

— MY ACTIONS —

B6-SA-4

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4



DIRECTIONS

SET UP:

1. Start a discard pile by putting a card (#-side-up) in the #6 space.
2. Separate the rest of the cards (#-side-up) into piles according to board space numbers.

TO PLAY:

1. Roll the die to pick up a card.
2. Pick cards from the top of the pile only.
3. Keep as many #5 cards as you want to.
4. Keep only one of cards #1, #2, #3, and #4. Put extras on the bottom of the discard pile.

OBJECT:

Be first to have a set of #1, #2, #3, and #4 cards so you can draw, write, show, and read about your "portrait."

|  |  |
|--|--|
| <p>I am fast on my feet.</p>                         |  |
| <p>I am a graceful dancer.</p>                       | <p>I am short and strong, with wavy black hair.</p>          |
| <p>I am tall, with broad shoulders and big feet.</p> | <p>I am thin, with bright red hair and mismatched socks.</p> |



Cut out five cards on vertical and horizontal lines. Cut out 1 Directions card.

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

373

I roller skate

everywhere.

I sell banana chips  
at the train station.

I live in a tent.

I eat spaghetti  
sandwiches for  
breakfast.

I wear a pink hat.

Write five cards on vertical and horizontal lines.



#5

WILD CARD

B6-SA-4

#5

WILD CARD

B6-SA-4

#5

WILD CARD

B6-SA-4

#5

WILD CARD

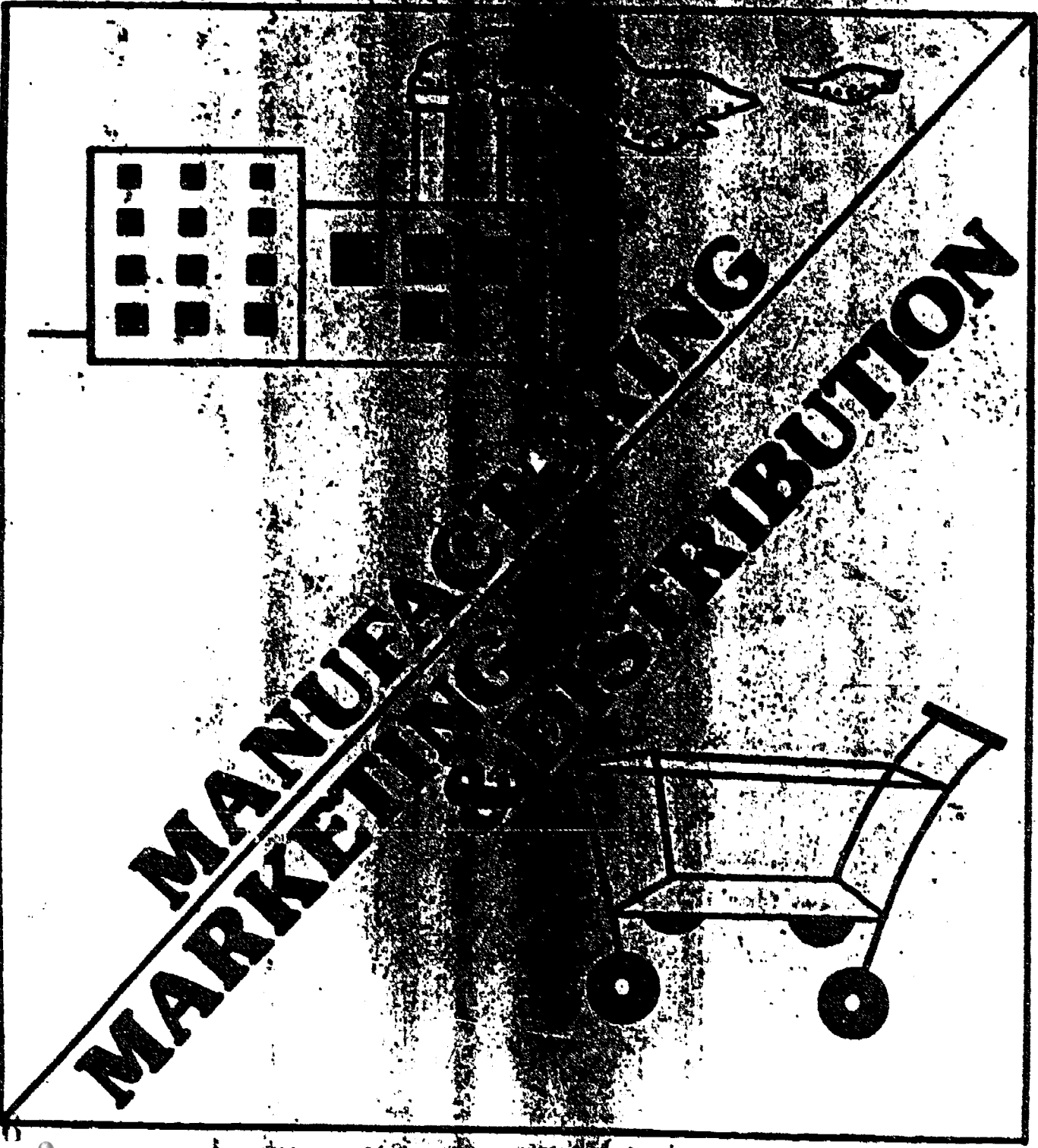
B6-SA-4

#5

WILD CARD

B6-SA-4

# Saturday by the River



### Directions:

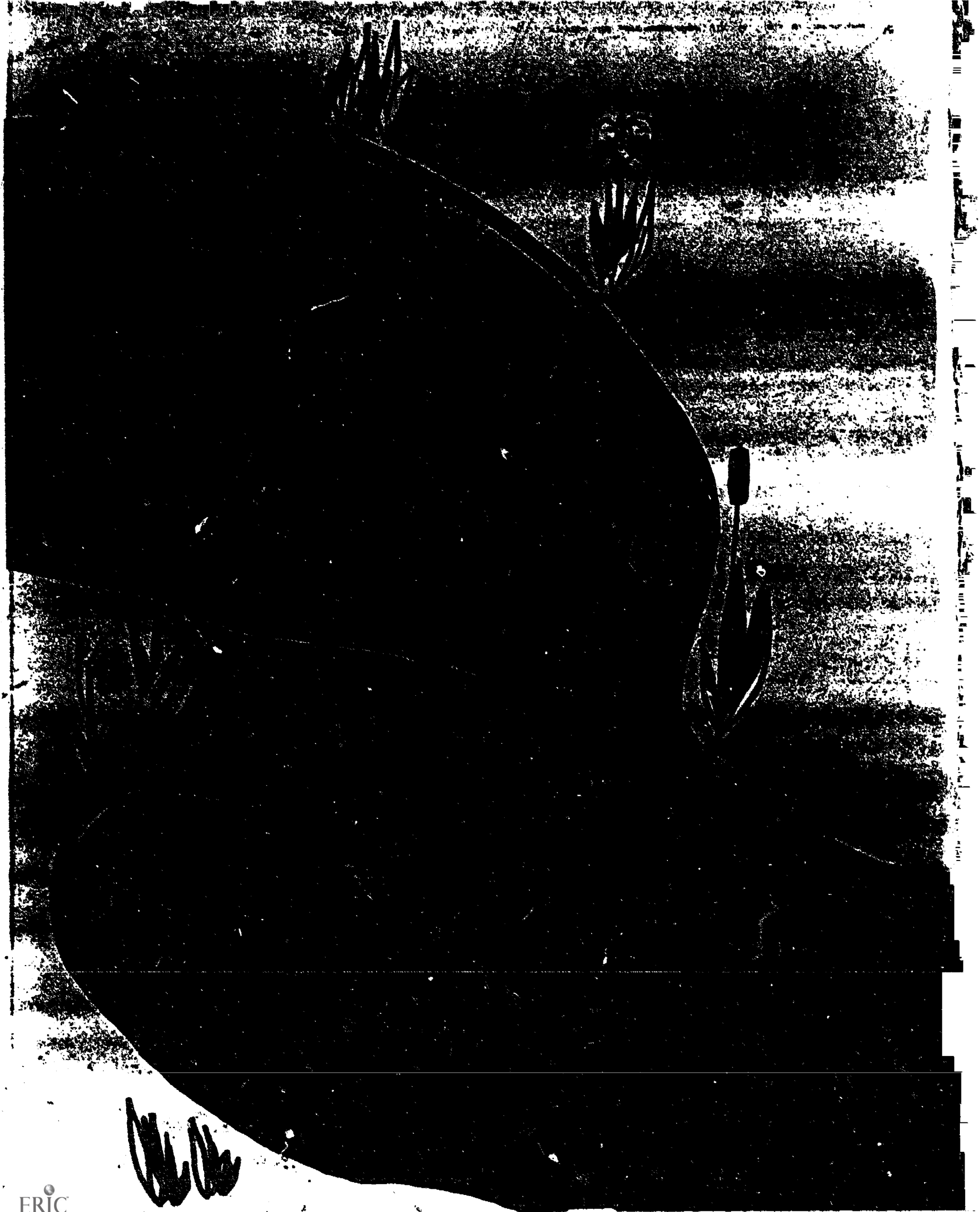
Read the story and answer the questions.

### Materials:

Included:  
Story  
Pictures  
Questions

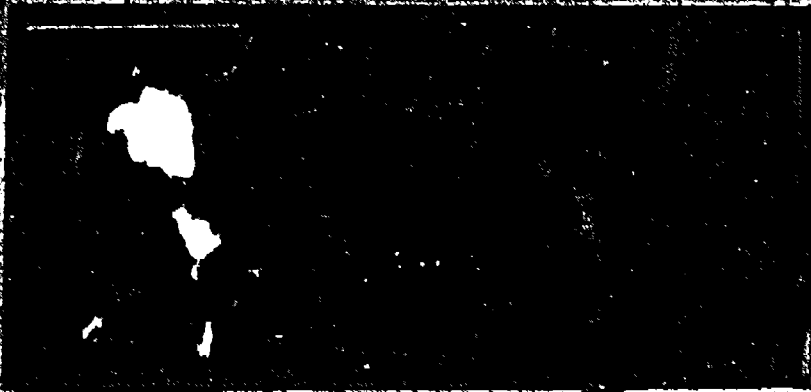
Needed:  
None





Handwritten scribbles or markings in the bottom left corner, appearing as several dark, vertical, irregular strokes.





Name something that Pio owns and prizes.

What's one physical activity he's proud of?

What's an action that Pio prizes?

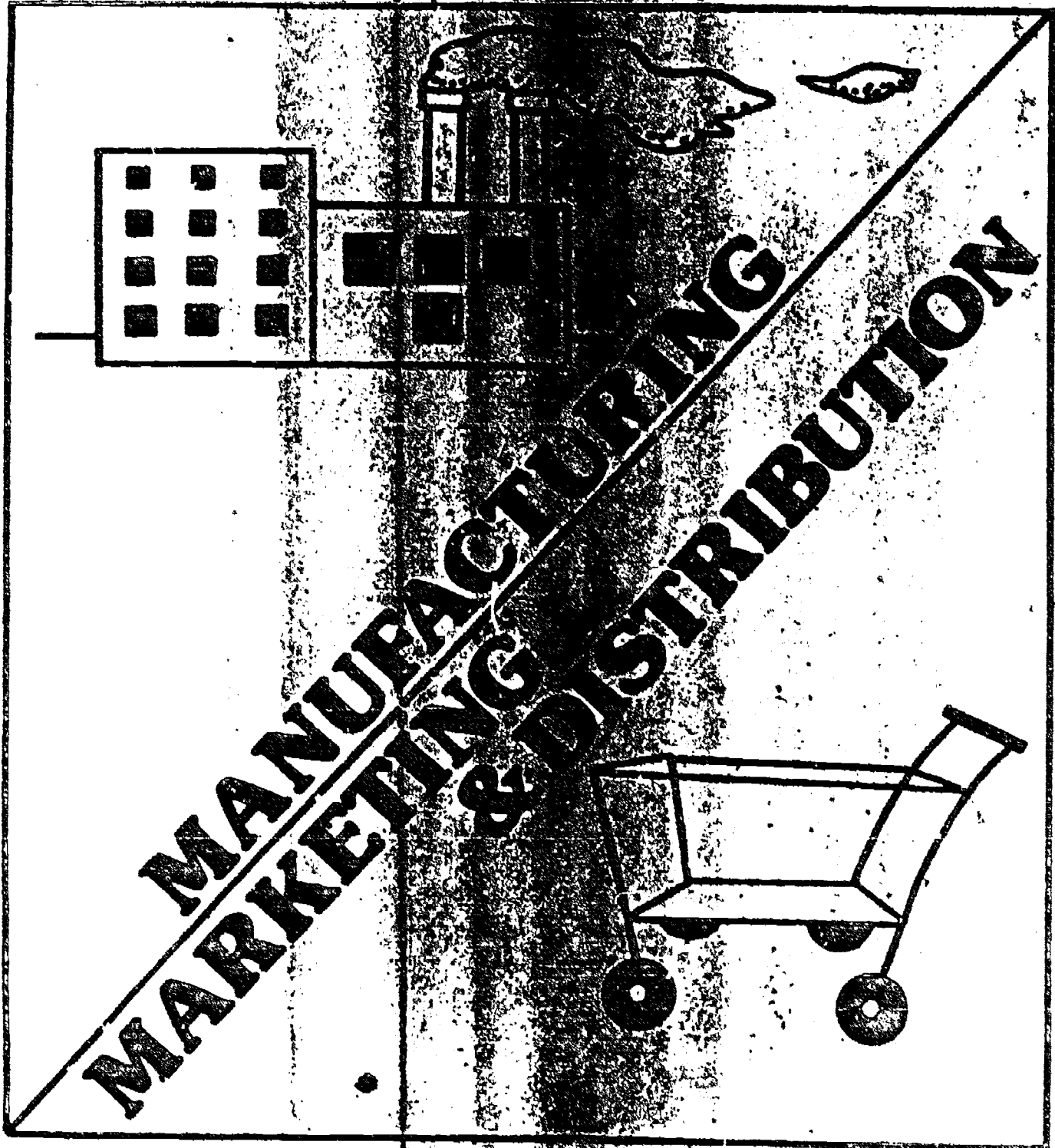
Name an action that Pio is not proud of.

What's one result of Pio's losing patience with Josefa?

One of Pio's character strengths is that he's understanding of his friends. What usually happens when you try to be understanding of others?



# Poems of Love and Hate



**Directions:**

Read inside about poetry  
and read the poems. Write  
some poems of your own.

**Materials:**

**Included:**

- Text
- Poems
- Pictures

**Needed:**

None



EXPLORE YOUR SPECIAL WAY OF SEEING

With poetry, people to feel and see do. Poetry is special showing than telling. strongest feelings in pictures in the reader's mind. As a poet, you can make us don't have to be logical. Words rhythm, or words can just make poetry.

Most important, keep looking exactly what's on your mind. Don't see bright. Use colors. Use texture pictures. Those words will help some young people of different two strong feelings. Read the poems. do they help you to see? Write some

★ MORE YOUR SPECIAL WAY OF SHOWING ★

the way you  
it's more  
express even your  
short words that make  
your own rules. Poems  
can rhyme, or words can make  
pictures when they're put in  
for the words that describe  
use words like good if you  
Use words that help you to  
pictures too.  
I have written these poems about  
how do they make you feel? What  
are your log.



# Miranda and Michael

**Directions:**

**Read the story.**

**Materials:**

**Included:  
Story  
Pictures**

**Needed:  
None**



**MANUFACTURING**  
**MARKETING & DISTRIBUTION**



1.



Miranda stood looking at herself in front of the full-length mirror in her mother's room. There was nothing wrong with her. She had nice long legs, she had a pretty smile. Her teacher told her that she had a good mind--could be just about anything she wanted, if she tried.

But there was something definitely bothering Miranda. She had been called over to the school nurse's office. She had a fever, and Michael had been sick. She had been sick, too. The doctor had said she was fine, but she was still closed.

"What's taking you so long to bring me those scissors, Miranda?"

Miranda walked out into the living room. Grandma was working on a new dress for Sister Amy. Amy was going to the school dance Friday night.

Grandma had the fabric all laid out. It was beautiful--small blue flowers on a light yellow background. Amy was one year younger than Miranda. She was going to the dance with Robert. Robert lived just down the road, and Mom and Dad liked Robert a lot. In fact, Robert was over for dinner just last night.

"I don't know, grandma. You don't look sick, but you sure are acting sick." Grandma was carefully pinning the pattern down to the fabric.

"This is the second day in a row you been out of school. Now, aren't you worried about it? The school you're going to have to catch up on."



Miranda sat down on the floor next to Grandma. She picked up the pattern envelope and just stared at the picture of the dress on it. "I don't know, Grandma. There's only two weeks left of school, and we're not really doing anything so important now anyhow."

Grandma Johnson shook her head. "I just can't figure you out, Miranda. You have the whole summer to look forward to. You just got a letter saying you can go to that college. None of the Johnsons ever been in a college, not even to wash the floors. You ought to be the happiest girl in town."

Miranda looked Grandma in the face. She bit her lip. "I know, Grandma, and I am happy--about that."

"Well, what's the matter then? You been walking around here like a fat turkey at Thanksgiving. I ain't seen you so miserable since that little yellow cat of yours died."

Miranda was biting her bottom lip, end to end.

Grandma Johnson said, "I'll make you a dress, but you got to do it, say so. And when you get asked to the dance, she told me you like to go, so you better go."

Miranda's mom came in the door. "Well, I sure am glad to see you outta your bedroom and talking to someone. But if you think you're going to stay home another day, you better change your way of thinking. Come on in the kitchen and help me get dinner ready."



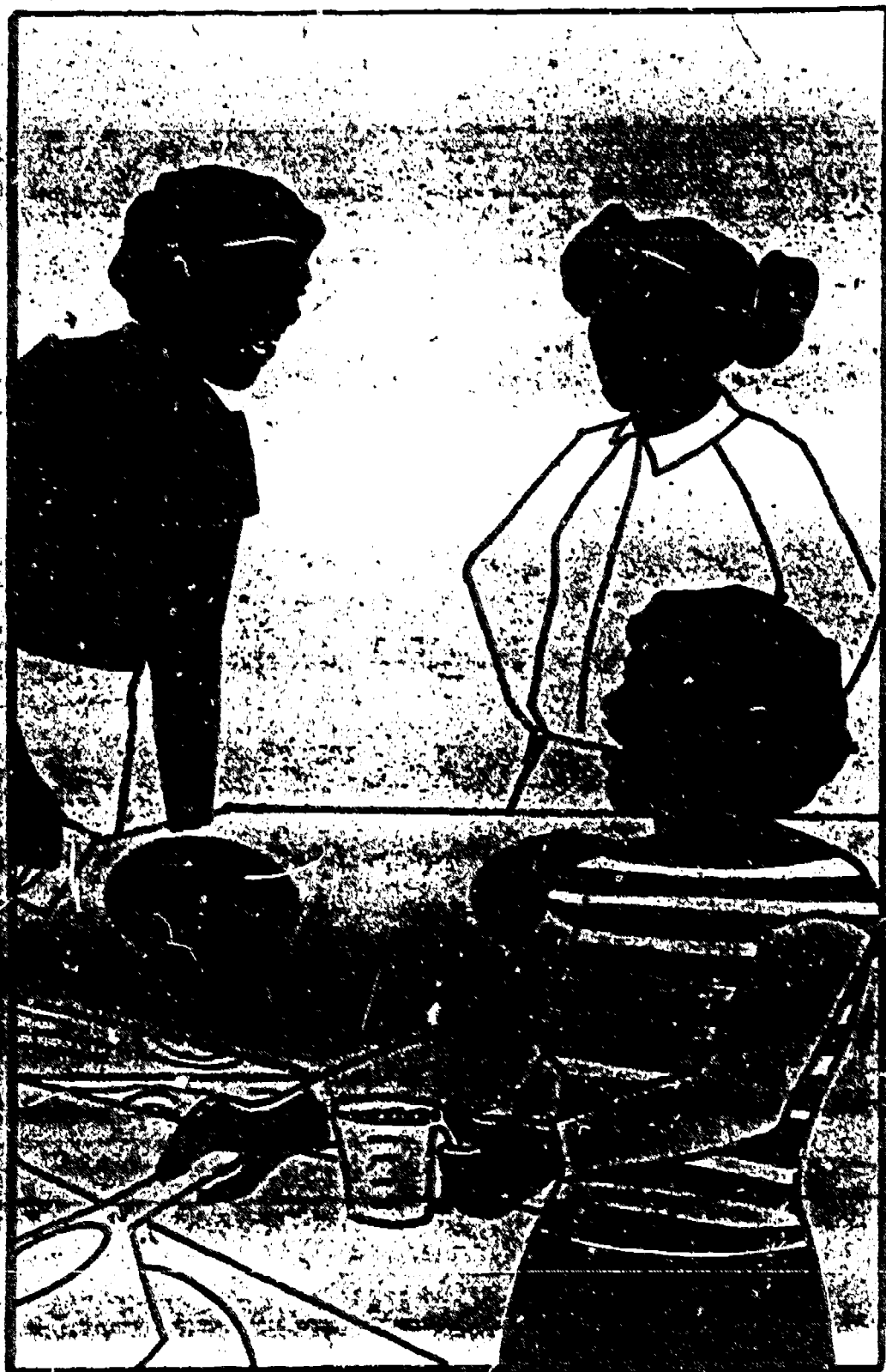
Miranda's mom had a big bag of groceries. She always did some food shopping after work on Tuesdays. "Now tonight, I thought we'd have chicken and rice and some of those homemade beans that Robert's mom sent over last night." She took out the chicken and beans in the oven.

"Bang!" The front door slammed open and Miranda heard the bus coming all the way down the road. She walked into the living room. "Hi, Grandma. Boy, that dress is going to be beautiful." She gave her grandmother a big kiss and walked into the kitchen.

"Amy, you know the way you slam that front door when you come in, I'm amazed we still have a front door. You want to change your clothes and help your sister and me get dinner doing? Your dad's going to walk in the door any minute now."

"Yeah, Mom. Oh, Miranda, I got something for you. It's a note from your friend Michael. I don't read it. See, the envelope's still sealed." She handed Miranda the small white envelope and picked up her books off the kitchen table. "And, Miranda, I saw Jeanette this morning after homeroom. She said you can forget about coming over to her house on Saturday. Miranda, I think she's mad at you. In fact, I think a lotta people are mad at you."







Miranda held the envelope tight. She could feel the paper of it getting wet from her sweaty hand. "I don't care if everybody in Mid Central High hates my guts. I'm going to be out of this town and at college soon anyway." She stormed out of the kitchen, went into her bedroom, and closed the door.

Miranda looked at the envelope and sat on the bed. She looked at the envelope and then carefully opened it.

Dear Miranda,

I've been missing you at school and I've been thinking about what you said on Friday. I still think we should go to the dance on Friday, but I see why you might not want to go.

I told my parents about you and me. I told them about the kids at school, and about the mean things they've been saying. I told them that I asked you to the dance coming up at Lockman's Hall on Friday, but that you said we better not go. My Mom said maybe you were right. She said she'd like to have you come over for dinner though. You could come Friday night.

Miranda, I still love you.

Michael



Miranda lay down on her bed. She put the pillow over her head.

"Miranda, supper's ready. You want to come out and eat, or are you going to stay in your room all night?" It was Miranda's dad. She thought she must have fallen asleep because it was much later than she'd thought.

Miranda came into the kitchen. She looked at her dad. He was smiling. He was smiling since as far back as she could remember. He was cutting up chicken and putting a piece on everybody's plate.

"Now, what's this? I hear you haven't been to school for two days!" He looked into his daughter's face. "I know you're not sick, brown eyes, but something's wrong."

Miranda loved her dad. Sometimes she thought she might even love him more than her mom. But Dad wasn't going to be happy about this. He was going to be mad. He might even hate her, like her friends at school hated her.

"What's going on, Miranda? And what's this Amy was saying about people at school being mad at you?" Miranda's mom was putting beans and rice onto everybody's plates and passing them around. She looked worried and annoyed at the same time.

"Miranda's in love," said Amy.







"That ain't nothing for people to be mad about. And that ain't nothing to be sad about, Miranda," said Grandma.

Miranda's dad was taking bites out of his chicken leg. "Who's this fella, Miranda?"

"His name's Michael Rowles and he's a white boy, Dad."

Miranda thought, "Amy told me he's got a big mouth." She wanted to punch him in the nose. She knew she wasn't supposed to. Dad's face was getting real hard. She couldn't tell if he was going to hit her or start to cry.

"Oh, Miranda," said Grandma. "That's why you're not going to that dance."

"Mr. Foster had put up a list of all the couples and where they were supposed to sit at Lockman's Hall for the dance. The whole school saw Miranda's and Michael's names together. Mr. Foster put them at a table all by themselves in the back of the room. Now nobody's talking to Miranda or Michael, especially Miranda though."

"You know, Amy, I think you've said enough tonight. Why don't you let your sister do a little of the talking." Dad looked at Miranda again. He didn't look quite so upset. "So everybody hates you at school now. I didn't think something like this would ever happen to a smart girl like you." He kind of laughed to himself and shook his head back and forth. "What are you going to do?"



Miranda pulled Michael's letter out of her back pocket and slowly unfolded it. She looked carefully at his handwriting. Then she looked up at her mom, dad, grandma, and sister. "He says we don't have to go to the dance. It might not be such a good idea. He says his parents invited me over for dinner Friday. Maybe we could go to a movie after. Isn't it okay if I go?"

"I don't know what to say to you, Miranda. I can't believe you'd want to do this." This was the first thing Mom had said. Miranda had hoped at least her mother would be more understanding.

"Would it be okay if I went to my room? I'm not hungry." Miranda didn't wait for an answer. She just got up and walked out of the kitchen. She went into her room, closed the door, took off her shoes, and sat down on the bed again. This time when she put the pillow over her head she cried. She thought about last Friday. Michael had told her he was going to the dance with her. She had been so happy. She had been happy too, but she was a little scared. Then before she knew it she was at the dance. The couples went up outside the cafe. Everyone was crowded around to see who got to sit closest to the band. Miranda didn't look to see where she and Michael were supposed to sit. She went into the cafeteria and got her lunch.



Suddenly there were about ten people standing around her. Some of them were her friends. Some of them she didn't even know. James Montgomery was the first one. He picked up her milk and dumped it out all over her lunch. She sat and watched it pour over the edge of the table and go over her plate. The boy on the other side of her said she had some white rice and some other things and they should have some over all around. She took a look at the boy and she saw that he was looking at her every time she moved.

Something. Miranda's head began to spin. Now she knew what hate was. But the worst part was when Mr. Foster came in to see what was going on. He walked right up to her table and said, "So it's Miranda Johnson who's in the middle of this. Some people always have to be the center of attention. You know, Miranda, just between you and me, it's a good thing there are only two weeks left of school."

"Miranda, you want to open the door? I have something to say to you." It was Dad. Miranda got up and opened the door. "Grandma says she's got some blue and green material for a dress she can make you for Friday night." He looked into his daughter's eyes. "I'm sorry you two can't go to that dance. There's going to be a lot of places you two won't be wanted. You sure know how to make life rough on yourself." He hugged his daughter and walked back into the kitchen.

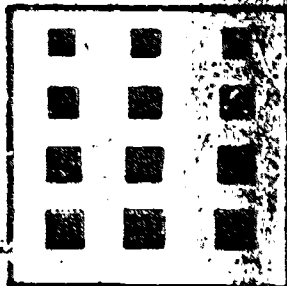




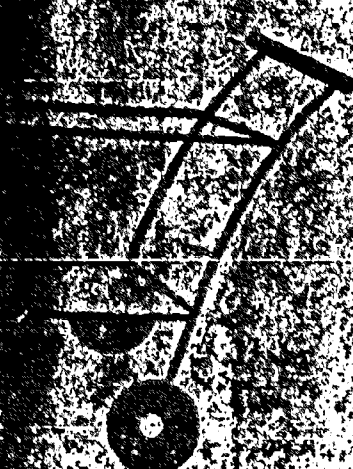
39

39b





# MANUFACTURING & DISTRIBUTION



### Directions:

1. Read the instructions and the sample script.
2. Write a script of your own on scrap paper.
3. Practice reading your script before you tape record.

### Materials:

- Included:**
- Instructions
  - Sample script
  - Pictures
  - Blank tape
- Needed:**
- Tape recorder
  - Pencil and paper



# Tape Talk

## INSTRUCTIONS

You heard workers tell about what they do, the tools they use, where they work, and the training they need in

Workers Talking Out. Now it's your turn to talk (or sing).

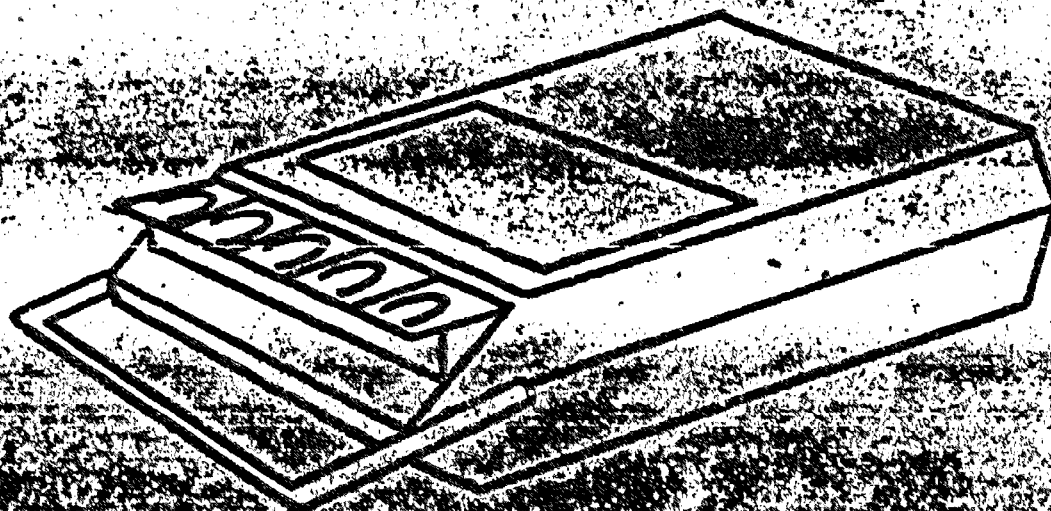
First, read the "Sample Script" on the next page. Then pick a worker whose job interests you. Write a script starting as you as the worker you have chosen.

Your script should describe the skills and tasks you need on the job, a place where you got some training for your job, the tools you use and what they're used for, and the kind of place you work in.

Practice reading your script. Then record your Tape Talk.

How do you think it sounds?

Want to do it again?



# Sample Script

Good morning. My name is Marina Chavez. I'm a textile designer, and I work for a company that makes sheets and pillow cases. My skills help me to design patterns for these things so that they are attractive to consumers.

How do I know what to draw? I look at books and photographs for ideas, and sometimes I take my designs from nature. I also check magazines and clothing stores. I go to fashion shows to see which types of patterns are selling best. When I'm designing patterns, I use pen and ink, brushes, paints, and colored dyes.

Of course, I must know about the types of fabric I will use to decorate. When I design the weave of a fabric myself, I use special miniature looms. They're used for testing the fabric's strength and looks. I must also test to see how well dyes take to my fabric. When I use a weave I haven't designed, I must research to see what kinds of dyes to use. Once I've decided on some possible designs for a certain fabric, my boss looks over my work and chooses the design that will be advertised and sold.

I learned my trade by taking art classes in high school. Then I took a major in textile design at a school of art and design.

Now I work in my own office at the company office building, where I keep my supplies, and in my studio at home.

I enjoy my job because I'm always thinking up new designs, and I get to do a lot of drawing and painting. Sometimes when I go shopping, I see my own designs in the stores. It makes me feel good to think that the sheets and pillow cases I've designed are sending people off to sweet dreams.



# Marketing and Distribution: Concentration



## Directions:

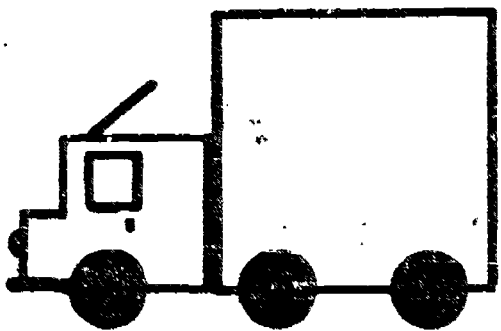
Read the directions inside to use this activity.

## Materials:

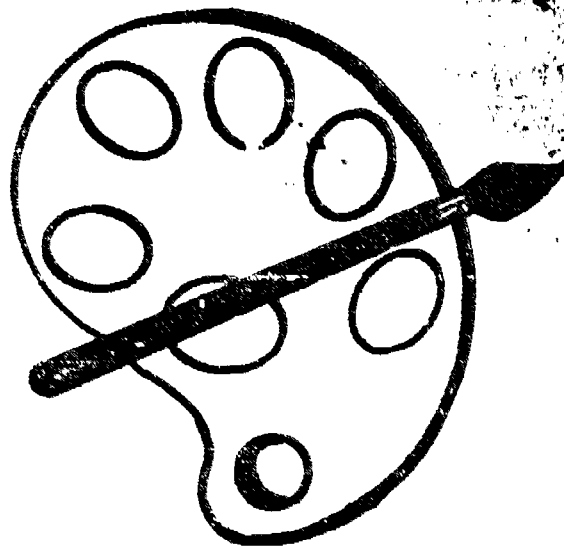
Included: 20 concentration cards (5 suits), directions.

Needed: None

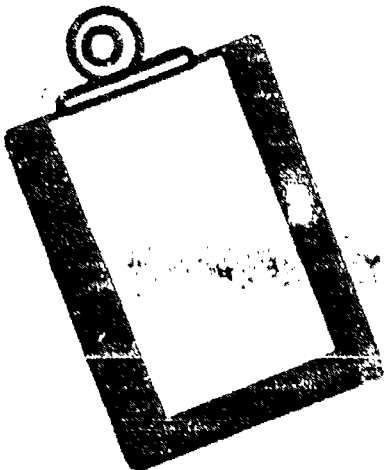
# MARKETING AND DISTRIBUTION CONCENTRATION



TRUCK DRIVER



COMMERCIAL ARTIST



BUYER

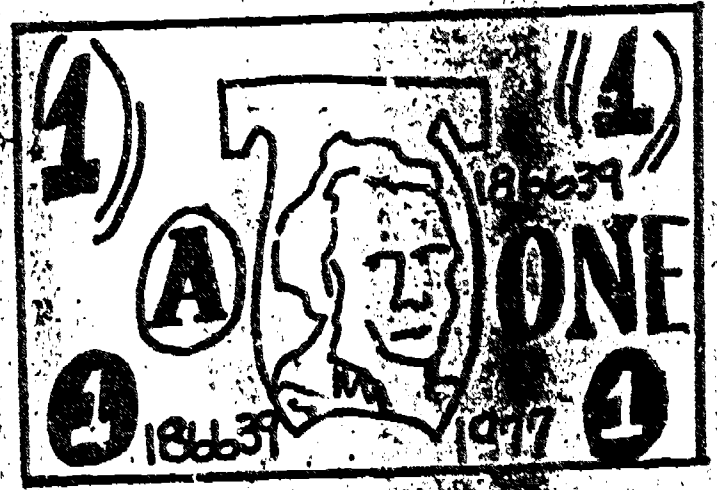




B6-J&R-5



B6-J&R-5



B6-J&R-5



B6-J&R-5

LONG-DISTANCE  
DRIVER

Truck and tractor-trailer  
driver's experience. Must have  
commercial driver's license.

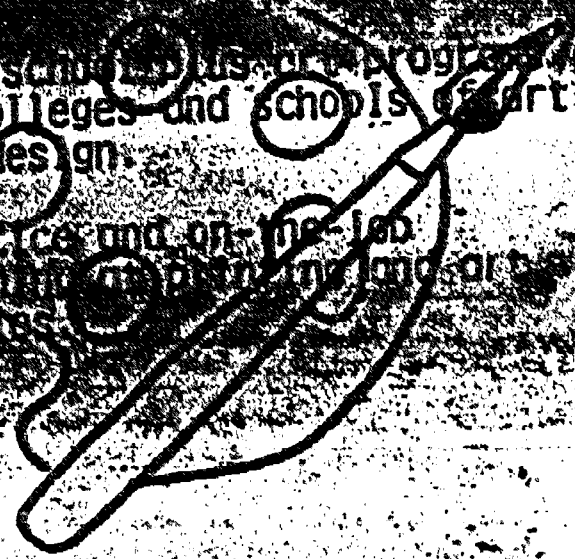
Must be able to assist as  
driver or driver's helper.

Mechanical experience.

COMMERCIAL ARTIST

High school plus art program  
at colleges and schools of art  
and design.

Practice and on-the-job  
experience in design and art  
studies.



REPRESENTATIVE

Entered by employers.



Cut out four cards on vertical and horizontal lines.



Local and Long Distance  
TRUCK DRIVER

Tools and Equipment

Loading ramp, jumper cables,  
hand tools, dolly.

CB radio.

Dispatch orders, signatures,  
maps, travel log, local and  
state driver's license.

COMMERCIAL ARTIST

Tools and Equipment

Personal portfolio, collection  
of typical or best of work.

Light table, drawing board,  
photographs, pencils, dials,  
rulers, compass, eraser, markers,  
stamps, blank forms, etc.

SALES REPRESENTATIVE

Tools and Equipment

Product samples, descriptions,  
and price lists.

Telephone, vehicle.

Business records, calculator.

BUYER

Tools and Equipment

Fashion or trade catalogs,  
newspapers.

Order and merchandise return  
forms.

Merchandise samples.

Calculator, telephone, postage  
tickets.

Cut out four cards on vertical and horizontal lines.



**SKILLS and Tasks**

Transports goods from farms or manufacturers to distributors.

Checks shipments and inspects goods for safety.

Keeps accurate freight bills, receipts, delivery and service logs.

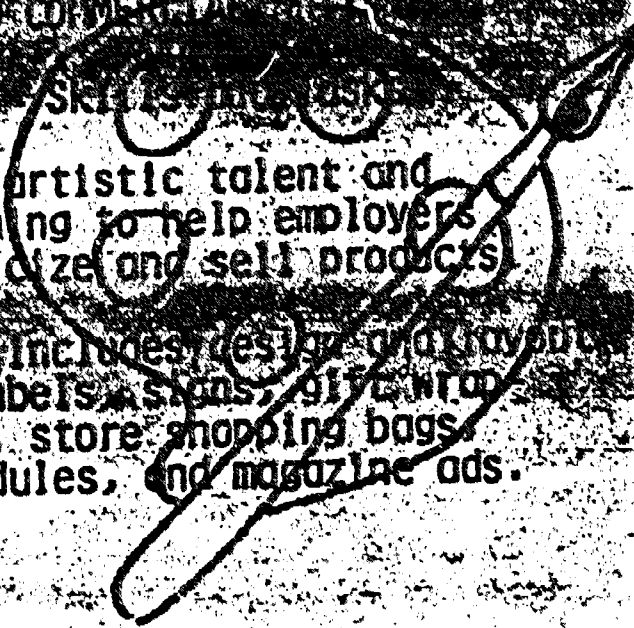
May do minor mechanical repair.

**COMMERCIAL ARTS**

**Skills and Tasks**

Uses artistic talent and training to help employers publicize and sell products.

Work includes design and layout of labels, signs, gift wrapping, store shopping bags, schedules, and magazine ads.



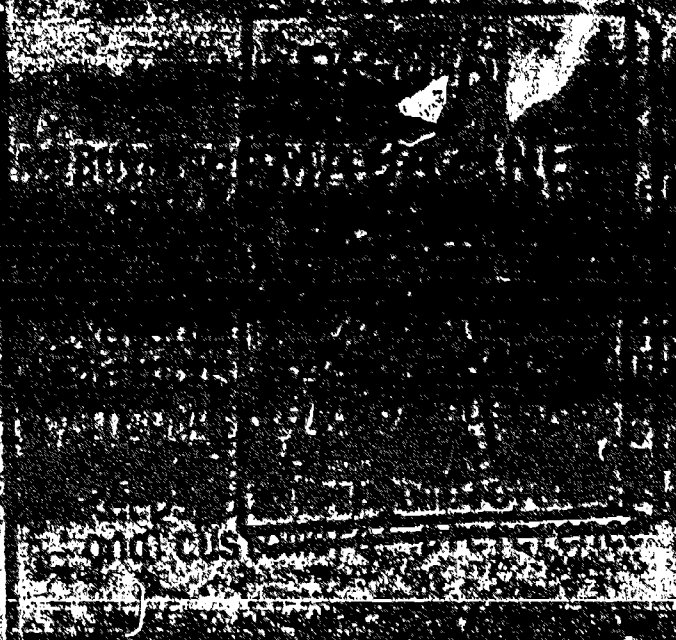
**REPRESENTATIVE**

Attends business conferences.

Must be persuasive and speak clearly.

**REPRESENTATIVE**

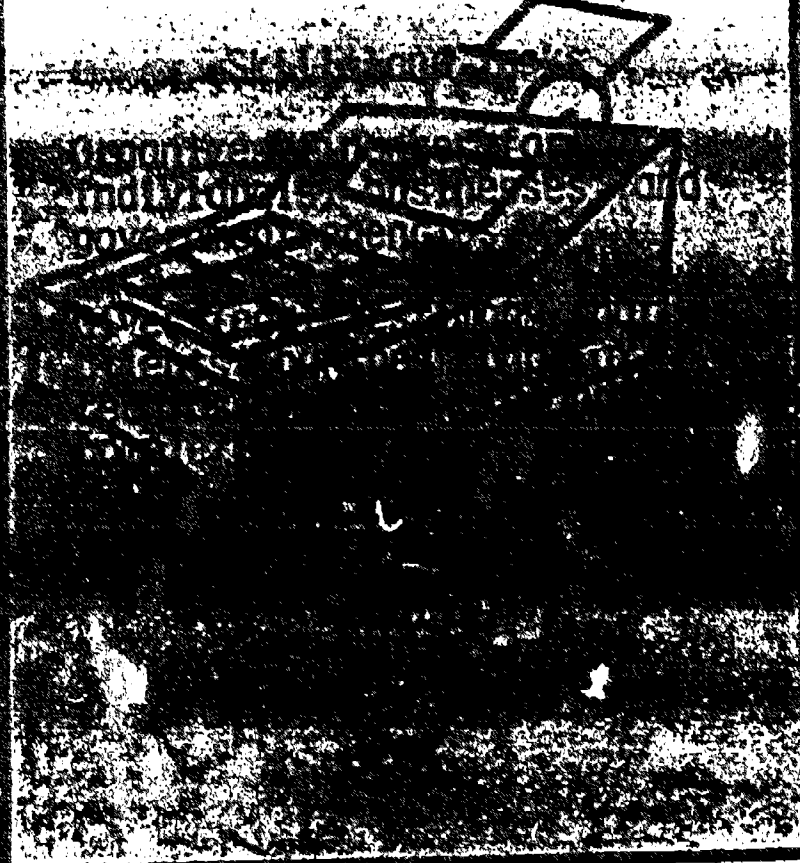
and customer preferences.



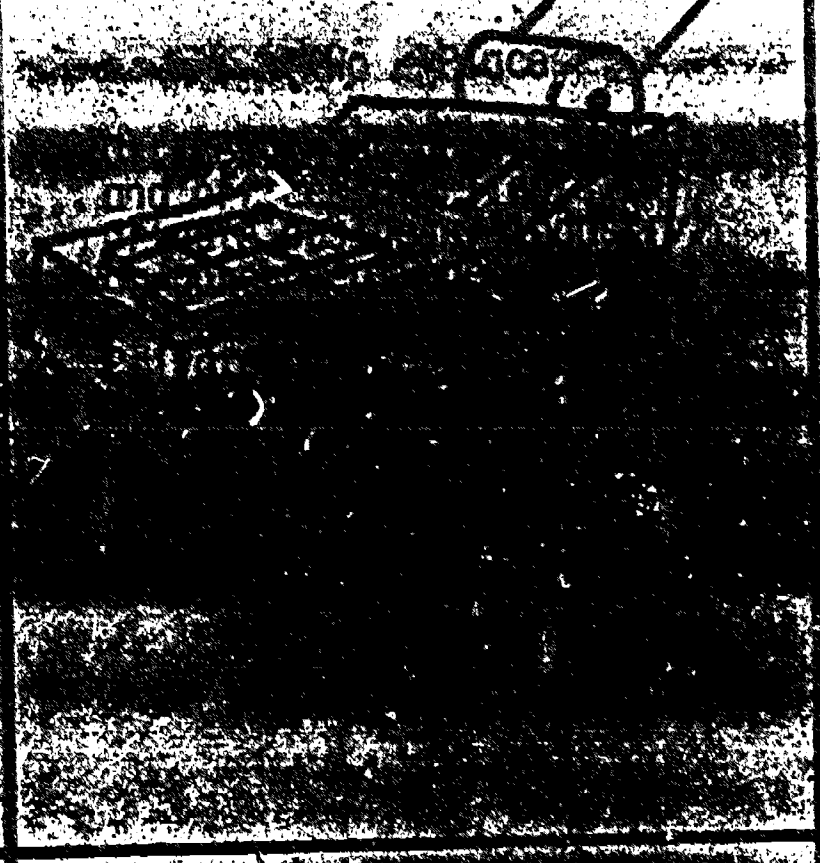
Cut out four cards on vertical and horizontal lines.



ACCOUNTANT



ACCOUNTANT



ACCOUNTANT

Tools and Equipment

Receipts and other records of business transactions.

Accounting books, and professional periodicals.

Accounting software and consulting.

Contracts.

ACCOUNTANT

Training

High school plus 2 year programs at community colleges, business schools, universities, or apprenticeships.

Courses include math, computation, business management, and business law.

Four to six years of college required for specialization or teaching.

Cut out four cards on vertical and horizontal lines.



## DIRECTIONS

There are 5 suits: Accountant, Buyer, Commercial Artist, Sales Representative, and Truck Driver.

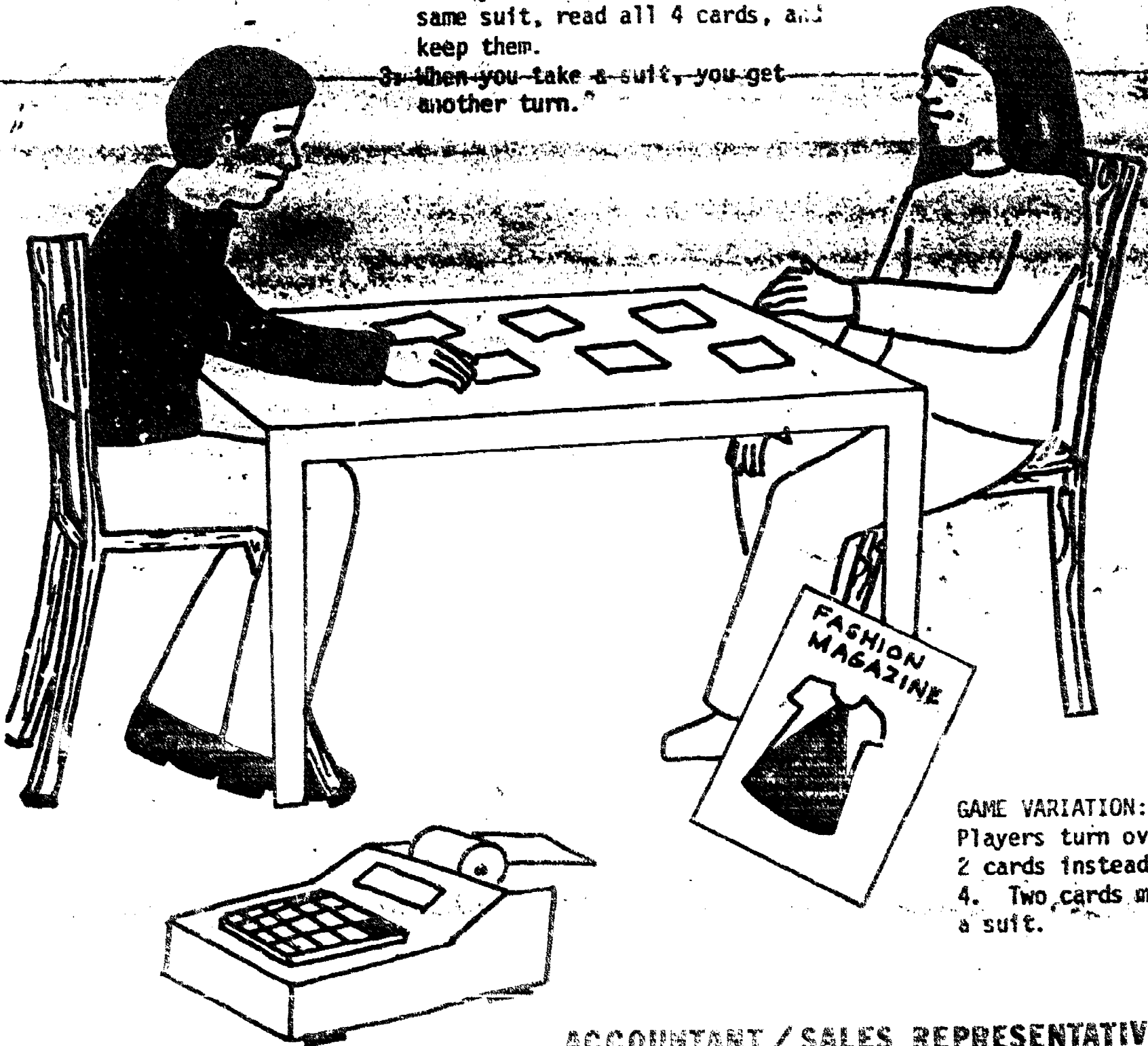
OBJECT: Have the most suits after all the cards have been taken.

SET UP: Shuffle all 20 cards and spread them dollar-side-up on the table.

PLAY: 1. Turn 4 cards over.

2. When you turn over 4 cards of the same suit, read all 4 cards, and keep them.

3. When you take a suit, you get another turn.



GAME VARIATION:  
Players turn over  
2 cards instead of  
4. Two cards make  
a suit.

ACCOUNTANT / SALES REPRESENTATIVE

# Marketing Magic: The Tape Trip

Directions:

Read comic book.

Materials:

Included:  
Comic book

Needed:  
None



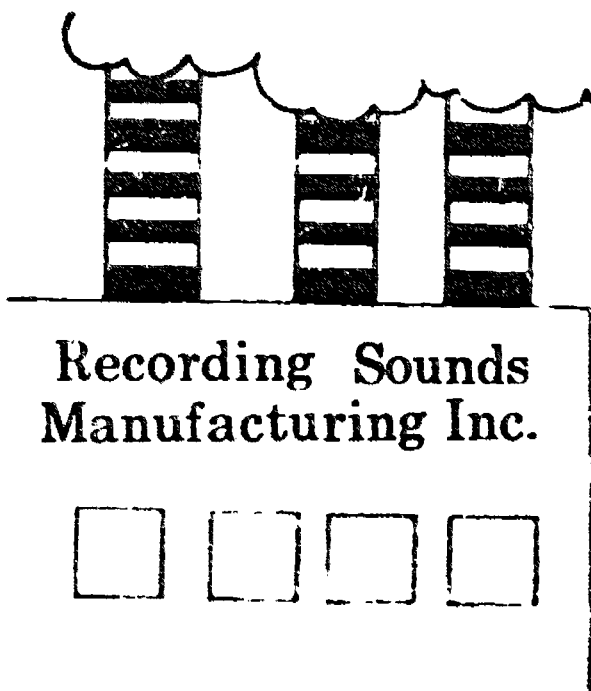


**Marketing  
Magic**

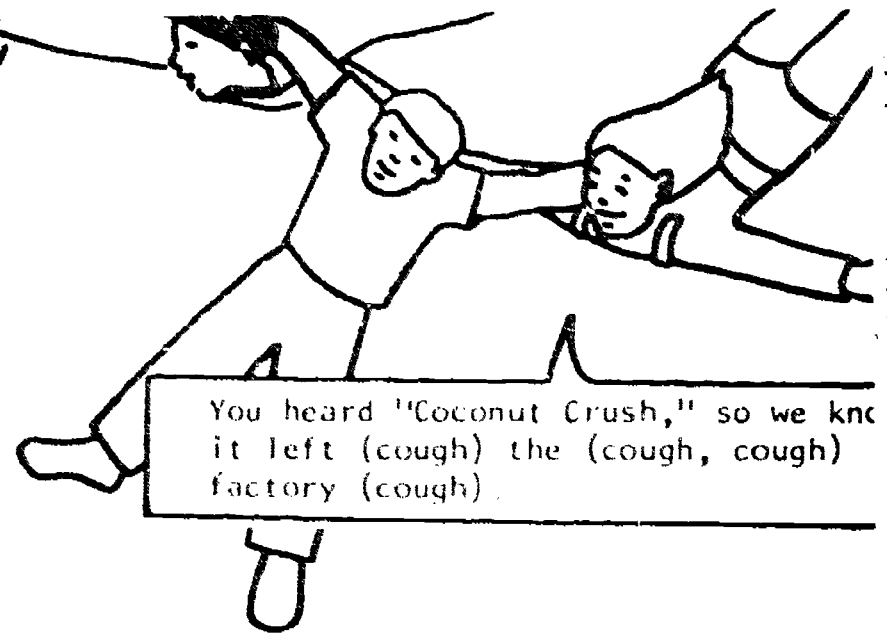
**Tape Talk**

**Story by**

**Connie Gans**

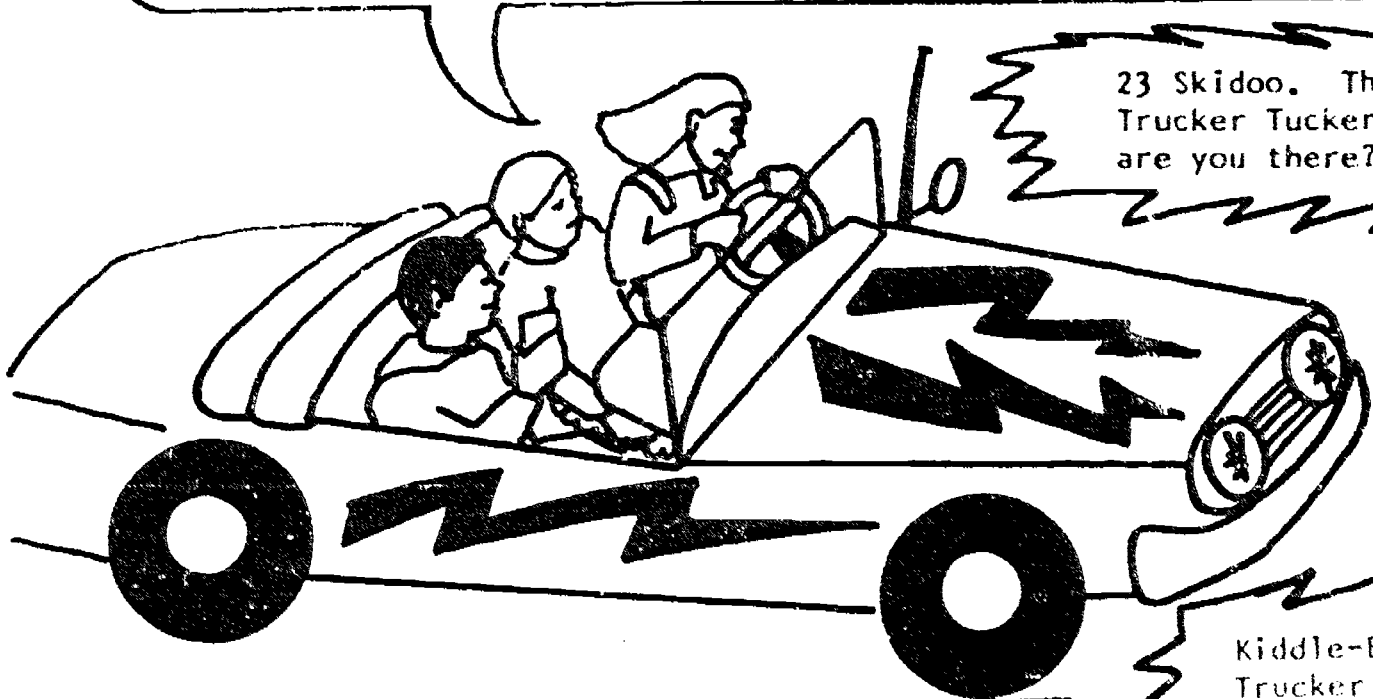


Recording Sounds  
Manufacturing Inc.



You heard "Coconut Crush," so we know it left (cough) the (cough, cough) factory (cough).

Trudy Tucker, a long distance truck driver, hauls goods from factories over long distances in her diesel powered tractor-trailer. Clem, call Trudy on the CB radio. Let's see if she can help us.



23 Skidoo. This is 2C calling Trucker Tucker. Trucker Tucker, are you there?

Kiddle-E-Divey-2. This is Trucker Tucker. I'm in a traffic jam. Meet you at Meaty's in 30.

Half an hour later...

"Coconut Crush"! What a song! I listened to it on my tape deck in my truck while I was hauling a load of "Coconut Crush" tapes. I'll look through my old dispatch orders to find out where I delivered it. My daily activity log will give me information about it, too. How's your Meaty Burger, Matt?

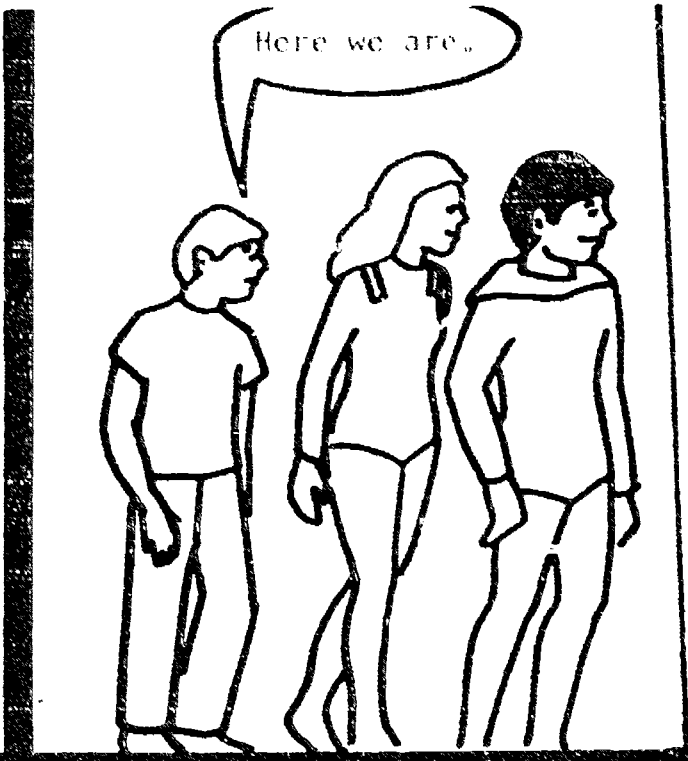






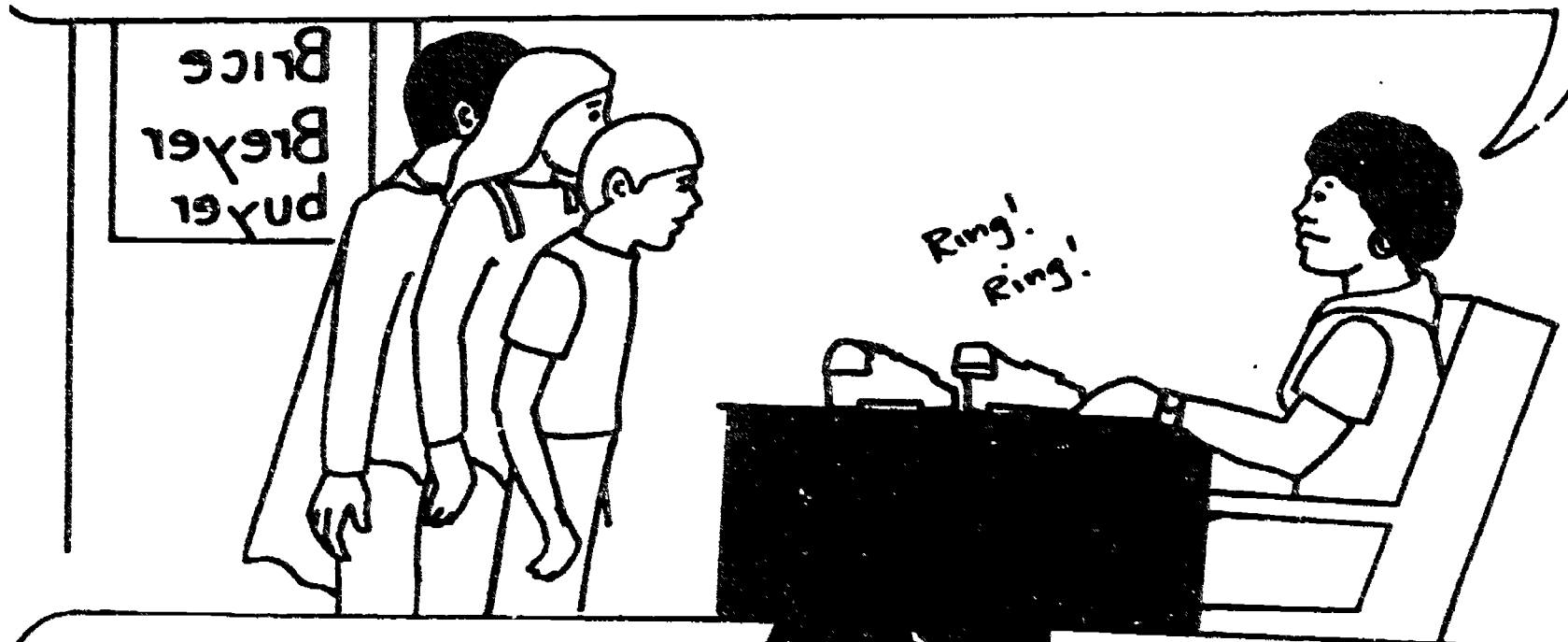
Yeah...here it is. "Coconut Crush" went to Tape and Disc Distributors. Ordered by Brice Breyer, the buyer.

Thanks a lot, Trudy.



Here we are.

I remember buying a lot of Coconut Crush". Adda Figure, our accountant, told me it wasn't selling. I forget why. Adda handled the problem for me. I was so busy then. Excuse me, please, while I answer some phones.



Ring!  
Ring!

Brice  
Breyer  
Buyer

Hello? Adda! I was just talking about you. Say, do you remember what happened with the "Coconut Crush" dud? Okay, Clem and Clara and Matt will come over to get the information. I have to talk to some of the clients who are lined up at my office door. Bye..

Ms. Breyer? Your flight to Liverpool will be delayed. Departure time is now 2 a.m.



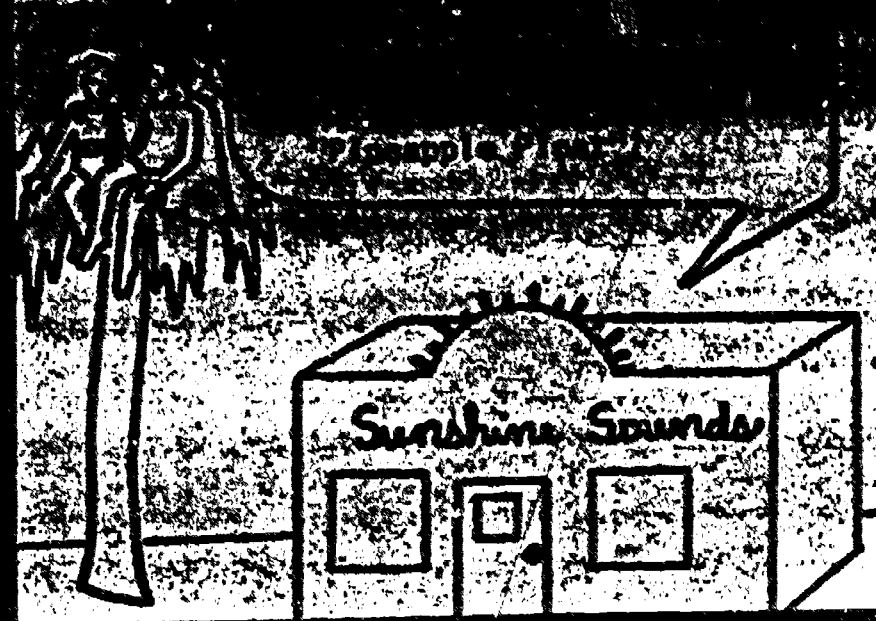


# Riding in the car, Matt remembers...



Ah...Deandreal What a dancer! And "Coconut Crush"...what a song! And my cassette! I worked hard and saved a lot to get this. Boy, do I feel proud!

When we get back to the store, they buy "Coconut Crush" to play on the cassette. They'll be dancing down the street behind me.

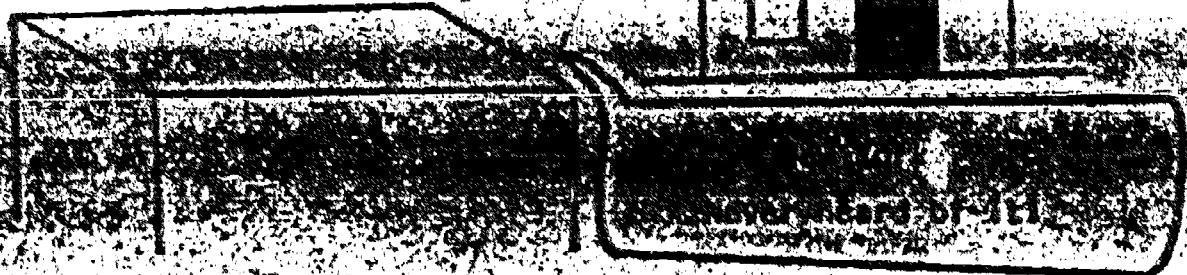
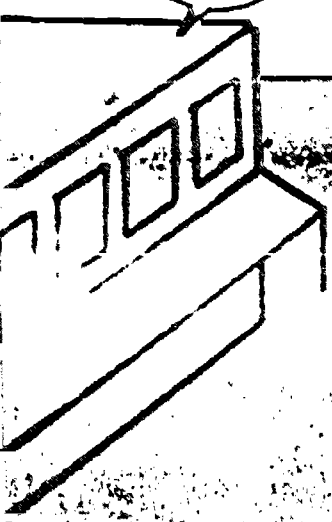


Nope. Sorry.

Have you heard "Tomato Potato"? Try it! You'll like it!

No, thanks.

The catalog doesn't list any song called "Coconut Crush"-- here or in New York or in California. Or in the world.





I've tried every-  
where. I've asked  
everybody. I don't  
know where to go  
for help now. Oh...  
"Coconut Crush,"  
where are you?



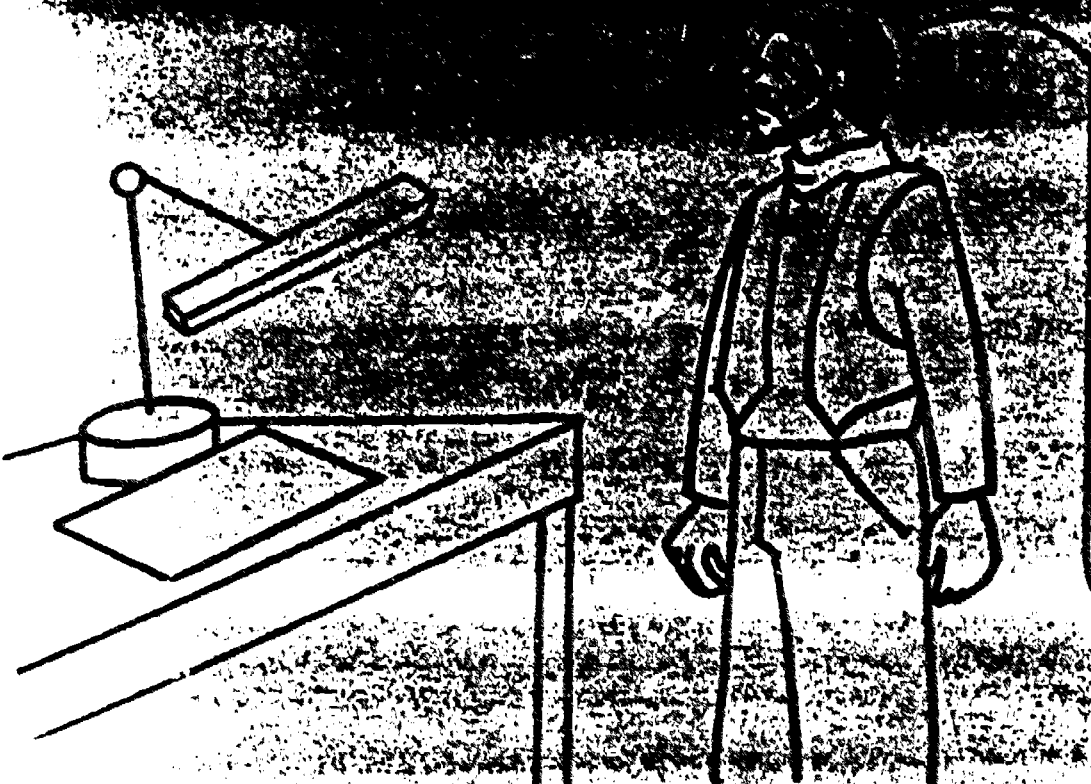
We're  
Cousins  
Clara...  
we know  
Marketing  
Distrib  
can help

You've checked out all the store clerks. But you know  
there are lots of other workers involved in getting tapes  
records into stores for clerks to sell. We'll show you.





Here's the "Coconut Crush" account. Only a few copies sold. We were losing a lot of money on it, so Sketch Padd, our commercial artist, redesigned the whole package. Want to talk with him in his studio?



so they never bought on record or tape. I redesigned the whole cover layout, illustrating a different phrase from the song. The cover copywriter, a commercial writer, changed the title. Since then, our sales representatives have been selling it to record and tape retail outlets\* so fast that we're planning a follow-up series using the same picture.

\*retail outlets are stores



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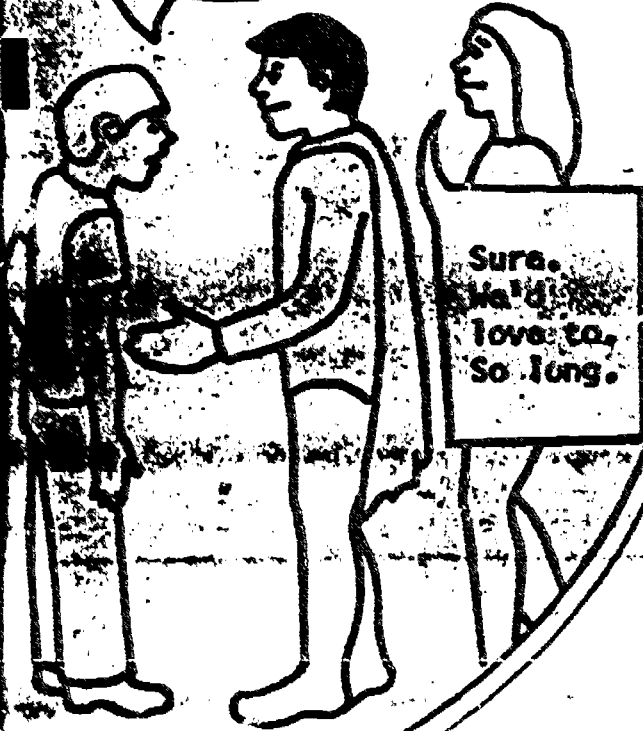




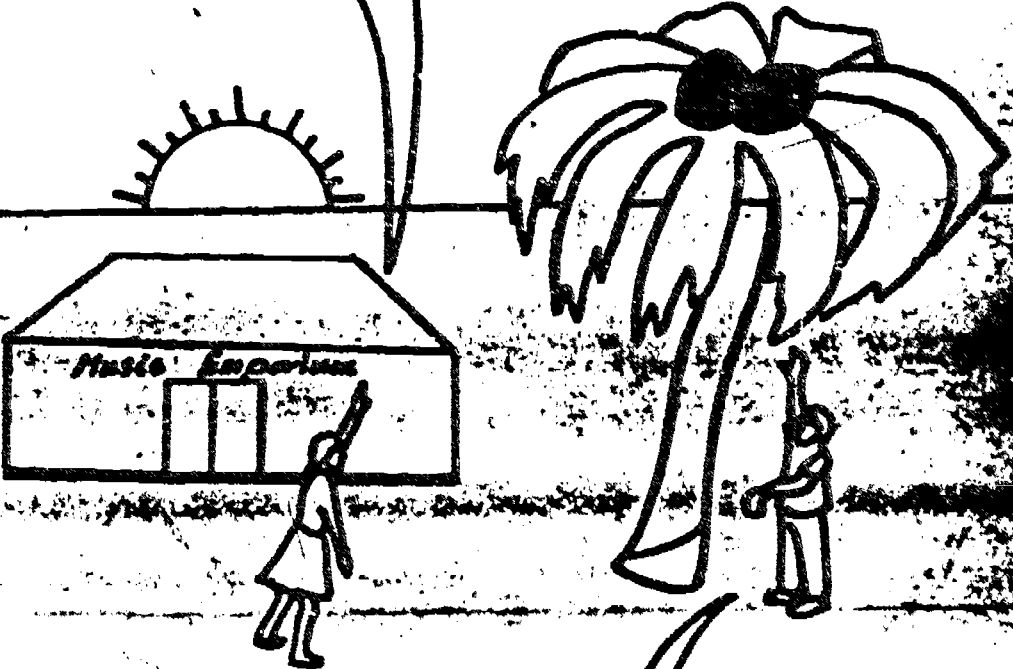
So, it was in the store, but the name wasn't the same!

Thanks a lot. I sure learned a bit today. Can we do it again sometime?

Hey, Matt! Am I glad to find you! Want to come with me to a dance tonight? Remember "Coconut Crush"?



Sure. We'd love to. So long.



Deandrea! This is too good to be true! Have you heard "Tomato Potato"? No? Well, have I got a surprise for you!



# Facts Match



### Directions:

1. Read the fronts and backs of all cards.
2. Shuffle cards, and put them in a pile, facts-side-up.
3. Read cards one at a time, and put each one in its correct space on the game board.

### Materials:

#### Included:

- Game board
- 24 Cards

#### Needed:

None

**Tools And Equipment**

**Tools And Equipment**

**Work Places**

**Work Places**

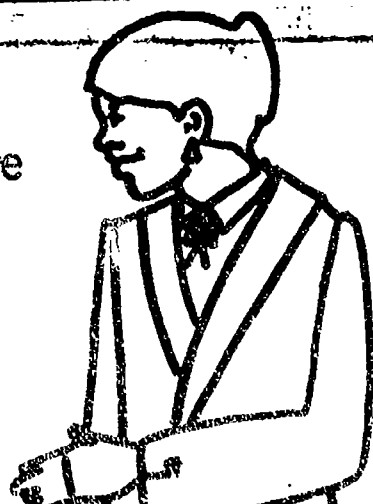
**Skills And Tasks**

**Skills And Tasks**

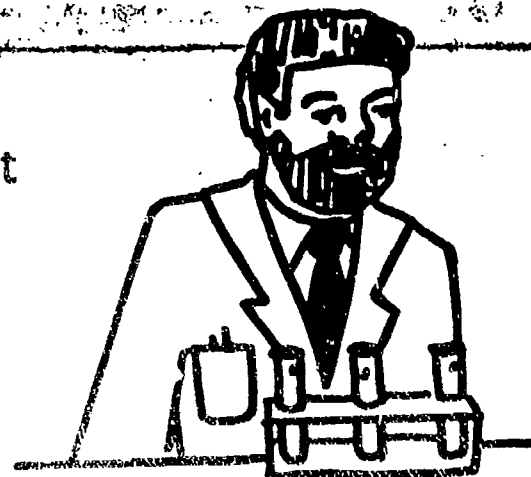
**Training Needed**

**Training Needed**

Union  
Representative



Chemist



**Tools And Equipment**

**Tools And Equipment**

**Work Places**

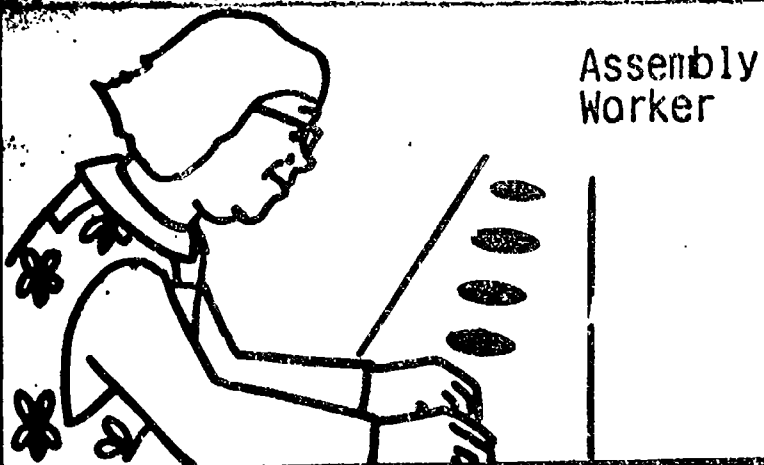
**Work Places**

**Skills And Tasks**

**Skills And Tasks**

**Training Needed**

**Training Needed**



Textile Designer

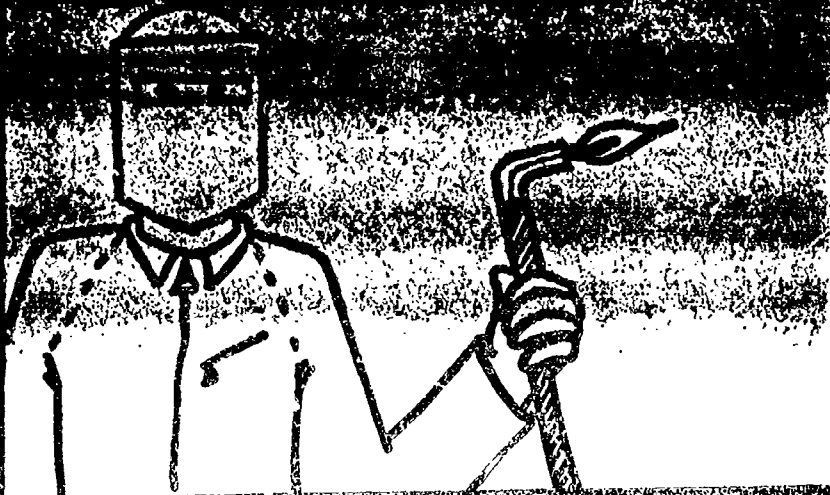


Tools And Equipment

Tools And Equipment

Skills And Test

Skills And Test



Machinist



ASSEMBLY  
WORKER  
B6-J&R-3

ASSEMBLY  
WORKER  
B6-J&R-3

ASSEMBLY  
WORKER  
B6-J&R-3

ASSEMBLY  
WORKER  
B6-J&R-3



### SKILLS AND TASKS

Repeats one task (usually assembling or packaging one type of item) over a full working day.

May operate machinery or use hand tools.

Must be accurate and safety conscious.

### WORK PLACES

In production line factories which produce or package just about anything that can be found in stores, like:

food,  
clothing,  
cosmetics,  
toys,  
tools,  
books,  
hardware,  
vehicles,  
precision instruments,  
medication,  
records,  
tapes,  
furniture, and

just about anything you can name.

### TRAINING NEEDED

On-the-job.

### TOOLS AND EQUIPMENT

Special protective clothing, such as:

ear plugs or  
safety glasses.

UNION  
REPRESENTATIVE  
B6-J&R-3

UNION  
REPRESENTATIVE  
B6-J&R-3

1

UNION  
REPRESENTATIVE  
B6-J&R-3

UNION  
REPRESENTATIVE  
B6-J&R-3

### SKILLS AND TASKS

Investigates complaints from union members.

Interprets work contracts and mediates disputes between workers and management.

Speaks for workers about things like salary raises and better working conditions.

Informs workers about their rights and the best ways to protect them.

Helps workers file grievances (official complaints) by counseling them and giving special classes.

Meets with company management and other officials.

May help union members find housing or medical aid.

### WORK PLACES

Offices at:

plants,  
factories,  
mills,  
foundries,  
schools, and  
union headquarters.

"Pits" (conference rooms where union representatives and top management negotiate).

### TRAINING NEEDED

On-the-job training as a union member and as a company member.

College courses in public speaking and political science are helpful.

### TOOLS AND EQUIPMENT

Legal reference books and documents such as:

contracts,  
grievance papers, and  
current union literature.

Vehicle.

Telephone.

Expense account.

At some work sites, hard hat and safety glasses.

WELDER  
B6-J&R-3

WELDER  
B6-J&R-3

WELDER  
B6-J&R-3

WILDER  
B6 J&R-3

### SKILLS AND TASKS

Uses heat and sometimes pressure to fix and build metal objects.

May specialize in one welding technique, such as:

arc or electric welding (uses heat from electricity that jumps from an electrode tip to the metal),

gas or acetylene welding (uses heat from burning gases to melt metal),

resistance welding (uses electricity and pressure), and

atomic welding (uses an atomic hydrogen arc).

### WORK PLACES

Factories that manufacture metal products.

Shops which repair metal parts of ships, buildings, automobiles, pipes.

Underground and underwater pipelines.

Production line welders do repetitive work at one work station, while more skilled workers do varied types of work.

### TRAINING NEEDED

Vocational school courses in drafting, blueprint reading, metal, and welding.

On-the-job apprenticeship programs (3 years leads to certification).

High school physics is helpful.

### TOOLS AND EQUIPMENT

Blueprints.

Welding torch, welding rods, torch tips, welding mask.

"Leathers" (protective gloves and sometimes coat).

Electrodes and electrode holder.

Rig (includes generator or gas source).

C clamp (holds metal in place).

Slag hammer or chipper (cleans up leftover metal after welding).

Grinder (smooths rough metal beads along welding lines).





### SKILLS AND TASKS

Uses machine tools and hand tools to shape metal blocks into tools and parts used to build or repair engines or other machines. Plans steps and selects tools, based on blueprint specifications. Maintains and repairs equipment and machinery. Measures and checks accuracy of all work, up to 1/10,000 of an inch. Assembles finished parts. May operate varied machine tools, or may make one type of object (like ball bearings). Some operations performed by machinists: setting up, cutting, dowel fitting, drilling, boring, filing, grinding, and planing.

### WORK PLACES

In industrial areas at:

machine shops,

production departments of metal-working factories, and

maintenance and repair shops.

### TRAINING NEEDED

Vocational school courses in machine shop and mechanical drawing.

On-the-job apprenticeship programs (four years) include classroom training in math, science, blueprint reading, technical drawing and mechanics.

High school courses in algebra, geometry, and physics are helpful.

### TOOLS AND EQUIPMENT

Machine tools (power driven tools which hold a metal block in place while it's formed to the exact size and shape needed).

Lathes (machines that shape metal or wood by turning rapidly against the edge of a cutting tool).

Broaches (tapered bits pulled through holes to make them bigger).

Measuring tools such as calipers, gauges, micrometers, scales.

Hand finishing tools such as files, scrapers, wrenches, and screwdrivers.

Safety glasses and steel-toed boots.

MACHINIST  
B6-J&R-3

MACHINIST  
B6-J&R-3

MACHINIST  
B6-J&R-3

MACHINIST  
B6-J&R-3

10:10  
2-2

### SKILLS AND TASKS

Designs weaves, knits, and decorative patterns for cloth.

Studies fabric construction and researches best uses for different kinds of fabrics.

Tests strengths and weaknesses of fabrics.

Compares fabric printing processes.

Travels, reads, and meets with buyers and others in the fashion industry to get new ideas and to find out what people are buying.

Attends fashion shows and textile industry shows.

### WORK PLACES

Offices and studios for textile companies, usually in cities.

Freelance textile designers may work at home.

### TRAINING NEEDED

High school art classes.

Schools of art and design.

Fashion schools.

### TOOLS AND EQUIPMENT

Paper, paint, brushes.

Drawing board and pad.

Ruler.

Cloth and yarn.

Small test looms and knitting machines (to test strength of new weaves and knits).

Fabric samples.

Telephone.

Textile trade and fashion periodicals.

Camera.

TEXTILE  
DESIGNER  
B6-J&R-3

TEXTILE  
DESIGNER  
B6-J&R-3

TEXTILE  
DESIGNER  
B6-J&R-3

TEXTILE  
DESIGNER  
B6-J&R-3

### SKILLS AND TASKS

Researches, tests, and experiments to make scientific discoveries. Uses facts to create new compounds like synthetic fuels or food preservatives. Improves products according to manufacturer's standards. Studies composition and properties of matter. Tests samples to determine or analyze their ingredients. Conducts quality control tests. Uses charts, graphs, and reports to record the results of observations, tests, and experiments. Prepares batch sheets (instructions which tell what kinds and how much of ingredients to use to get a result, and how to mix the ingredients). Teaches lab skills and procedures. May supervise laboratory activity. May do technical writing or sales work.

### WORK PLACES

Well-lighted labs, offices, libraries, and classrooms for:

private industry,  
non-profit research organizations,  
colleges,  
government agencies, and  
market research firms.

### TRAINING NEEDED

College degree (four years B.S.) in chemistry for beginning positions like lab or research assistant.

Graduate training required for research or teaching positions.

On-the-job training.

### TOOLS AND EQUIPMENT

Ruler.

Microscope.

Gloves.

Hypodermic needles.

Electric scale (to measure tiny amounts).

Tweezers.

Elemental analyzing machine.

Sample bottles and test tubes.

Batch sheets (like recipes).

Recorder (draws lines on graph paper).

Porosimeter (measures size and amount of air space in materials).

Pollution testing instruments.



CHEMIST  
B6-J&R-3

CHEMIST  
B6-J&R-3

CHEMIST  
B6-J&R-3

CHEMIST  
B6-J&R-3

# Workers Talkin' Out



**Directions:**

Listen to taped song; look at pictures and read lyrics.

**Materials:**

**Included:**

- Taped song
- Pictures
- Lyrics

**Needed:**

- Tape recorder





# WORKERS TALKING OUT

We got what we wanted  
But it took some time.  
We'll tell you our stories,  
Gonna make 'em rhyme.

Yeah, we got what we wanted,  
Though it took some time.

We're gonna tell you our stories,  
Gonna make 'em rhyme.



## INDUSTRIAL CHEMISTS

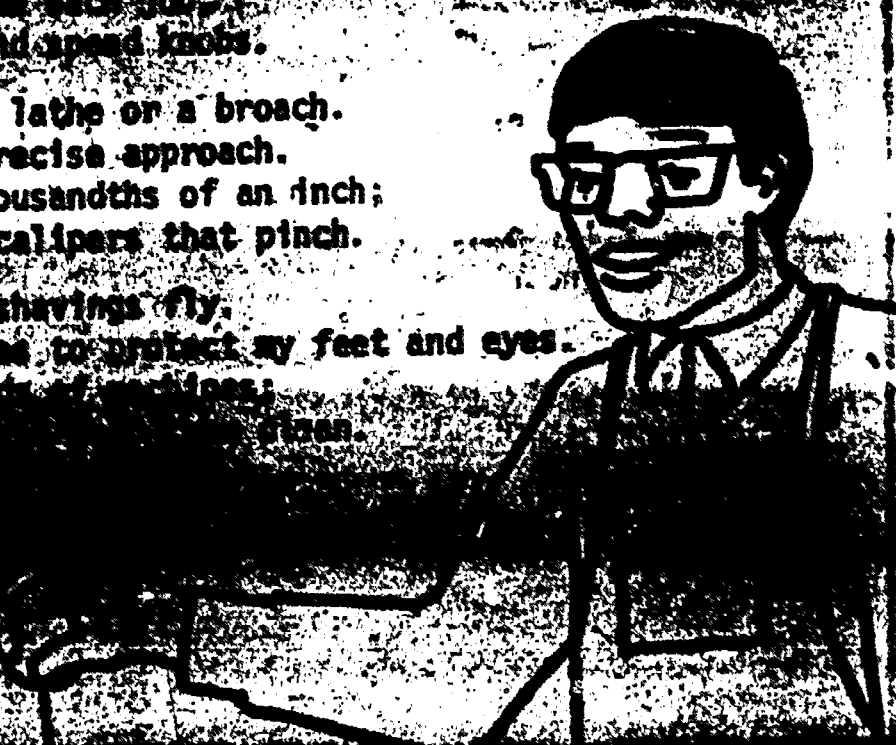
Some folks don't understand the chemists' working groove.

## MACHINIST

I use machine tools and hand tools to shape metal into parts  
Of engines and machines and things like shopping carts.  
I look to blueprints first to learn plan each job.  
Then I pick my tools, adjusting feed and speed knobs.

The metal block might be shaped with a lathe or a broach.  
Then I file it down by hand. It's a precise approach.  
My products must be measured to ten thousandths of an inch;  
I check my work with a micrometer and calipers that pinch.

When I work with the lathe, the metal shavings fly.  
I must wear steel-toed shoes and glasses to protect my feet and eyes.  
I have a broad knowledge about all kinds of machines;  
I repair them and make parts that will last a long time.





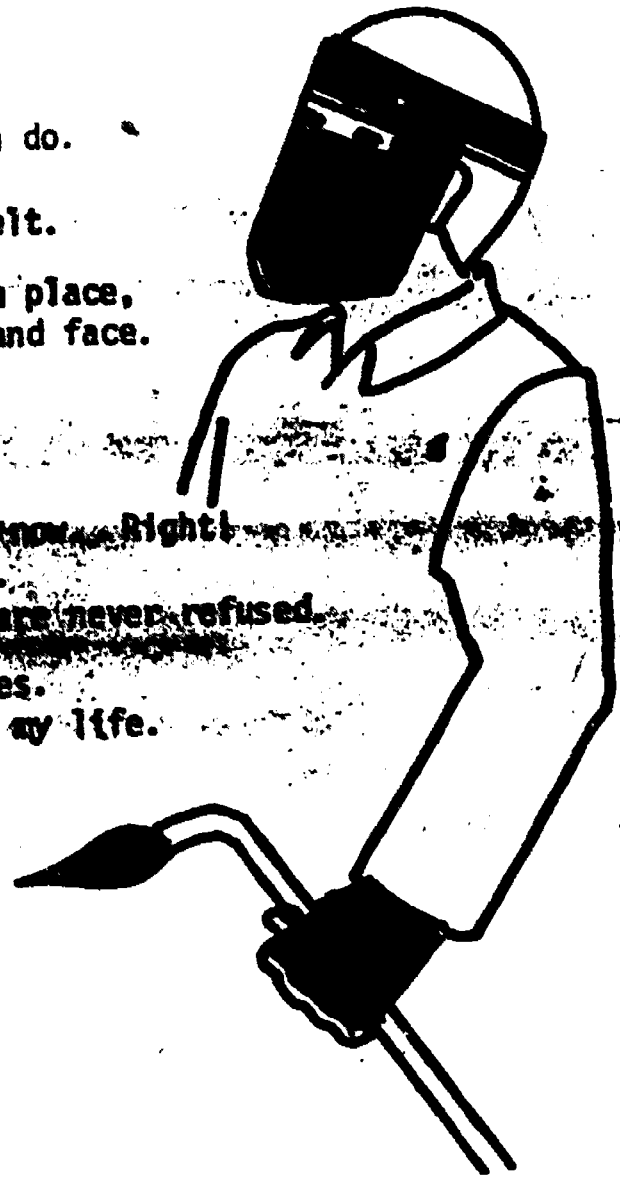
## WELDER

I make metal one piece where there once were two.  
I also cut and shape metal. There's so much I can do.  
Reading blueprints, I find where and how to weld,  
Then choose electrodes or gas to make the metal melt.

I clamp the metal parts tight so that they stay in place,  
And I wear "leathers" and a mask to protect body and face.  
The light flows in an arc from the electrode tip.  
Bright, hot sparks melt the metal real quick.

Metal parts melting soft form a bond so tight,  
When it hardens, it's forever. They're one piece now. Right!  
I work in factories and shops where metal is used.  
I've helped with pipelines and ships. My skills are never refused.

A welder can join metal parts from boxcars to pipes.  
I have a trade that can be useful all the rest of my life.



TEXTILE DESIGNER

I change ideas into fabric, and to get a good start  
I travel all over to see patterns and art.  
Seeing what people like to wear helps me to make new designs  
Using a ruler, cloth, paint, even a camera sometimes.

If you think fabric's just clothes, I'll call you something new:  
I design sheets and towels, chair coverings too.  
Wallpaper and drapes are made of fabric, true  
Woven with different types of minerals with special looms.

I know how fabric's constructed, how the prints are applied.  
I'm an artist and a scientist at the same time.  
I learned at fashion school how the public to please.  
Now I work in an office for a textile company.

Without me your clothes would be plain and bland,  
But I brighten people's threads all over the land.



# Business Is Blooming



**Directions:**

Read the story and  
about review questions.

**Materials:**

**Included:**

Story  
Pictures  
Review questions

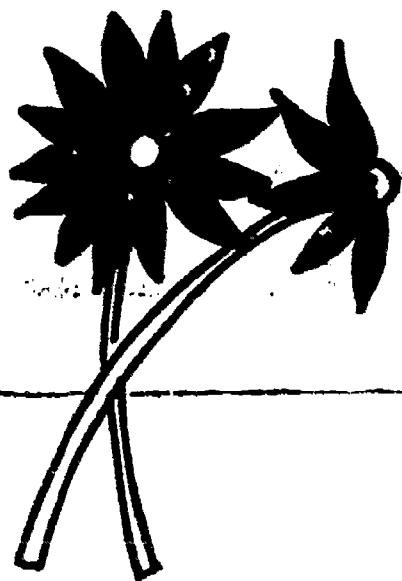
**Needed:**

None

**Business  
is  
Blooming**



**story by  
Pat Hoppe**



This spring I was all prepared to make some money. I had decided early in the year to sell flowers. Now to sell flowers you have to plant flower seeds. And you need a place to plant in a garden. So I worked the ground just as early as I could. Then I planted the seeds and

watering. Every so often I would fertilize the plants. Seeds, water, and fertilizer were my raw materials.

Soon the flowers were blooming. I picked the mature flowers. They were my product.



I made a sign that told the price of the flowers. This would help to advertise my product and people would know how much to pay. If Janey

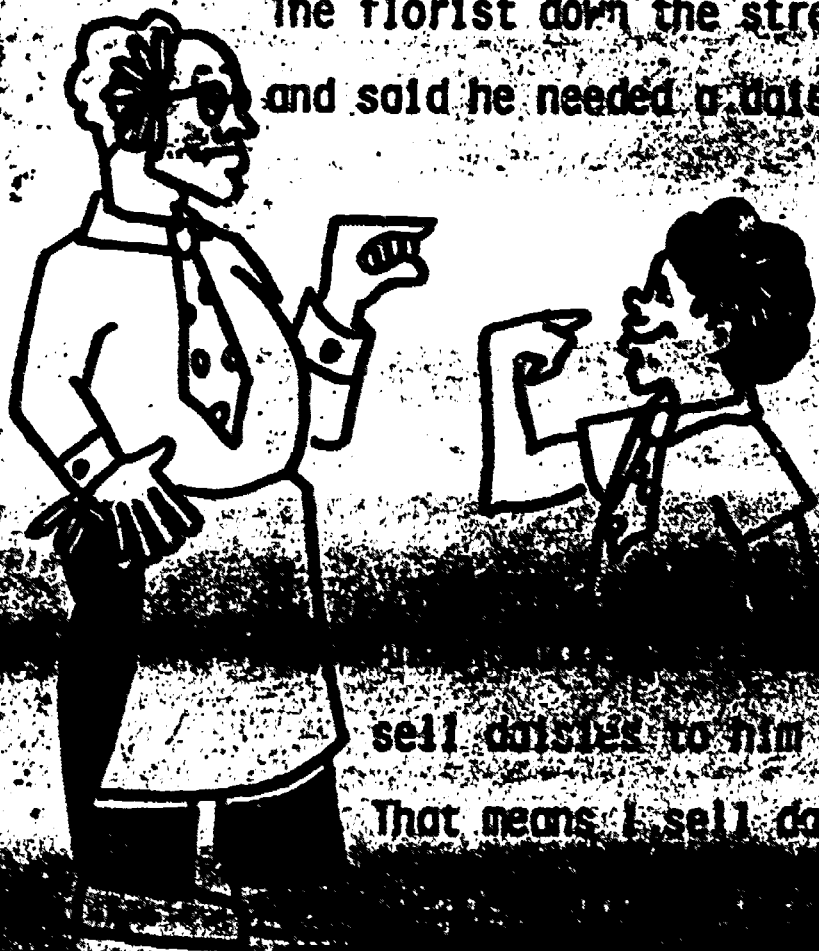
gives me some money for some flowers, that would be a sale.

If she buys the flowers, she would be the salesperson.



Next day I stood on the corner selling flowers.

The florist down the street saw my pretty daisies and said he needed a daisy supplier.

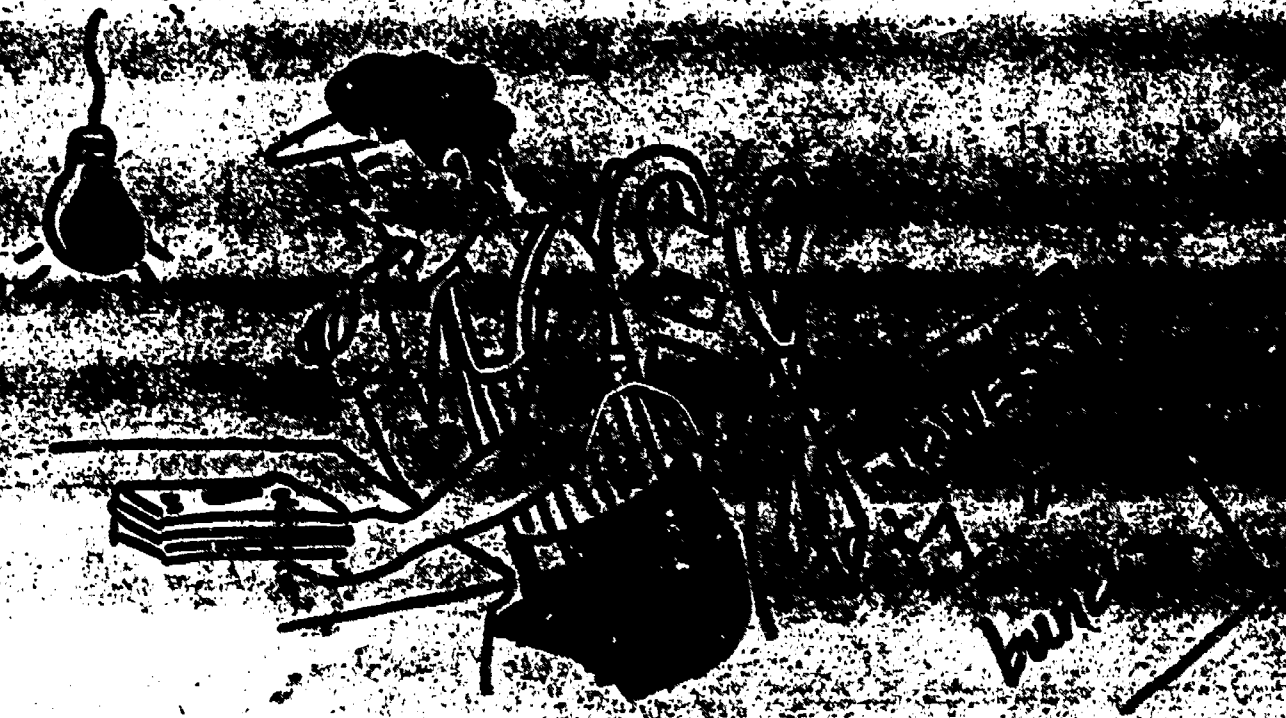


sell daisies to him in a sale.

That means I sell daisies to him.



That night I had made a lot of profit. That's the money I earned after paying my expenses. My expenses were aluminum foil to wrap the ends of the flowers and my sign to advertise.



Sundays were big flower selling days for me. I needed extra help to sell. I hired Janey and Peter to sell flowers down by the two busy street corners, and I sold on the third corner. Janey and Peter were my employees, or hired labor. I was the manager because I told them where to sell, what to charge, and what to say to customers. What I paid them

is a wage.



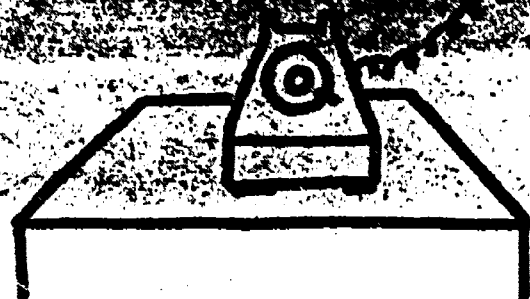


Then they decided not to go on Sunday but marched up and  
down the street. They were surrounded. That  
was a checkmate. That was the situation I was really in trouble.  
I was not making any money.



I decided to convince  
Loney and Peter that  
we should talk every-  
thing over. That's  
negotiation.

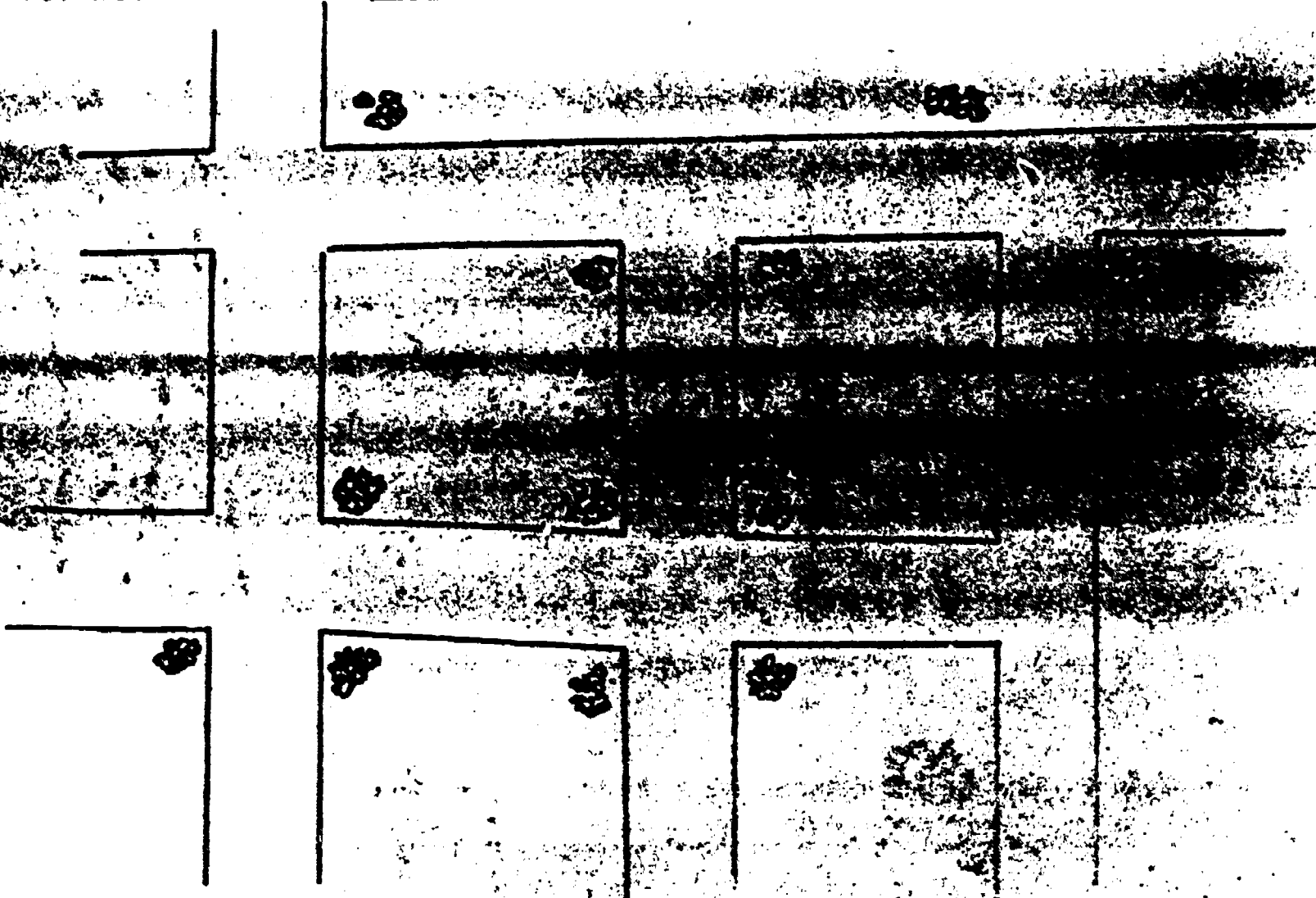
We were delighted.



then finally he  
agreed on a  
some interest  
between  
to compromise



Now, as you can see, business is booming, but not just for me. That's my competition.



I don't want to lose my customers, and I don't want to lower my prices, so I guess it's time to add a service instead.



## REVIEW QUESTIONS

1. What were the raw materials?

2. Name the products.

3. What does discount mean?

4. What is wholesale and who pays it?

5. What is retail and who pays it?

6. What is profit?



## REVIEW QUESTIONS

7. Name the two employees.

8. Why did Janev and Peter call themselves a labor union?

9. What is a strike?

10. What is a boycott?

11. Explain negotiation and compromise.

12. What is competition?





# 4 Goals--Step by Step



**Directions:**

1. Read the stories in B6-DMGA-5, B6-DMGA-6, B6-DMGA-7, and B6-DMGA-8.
2. Follow the directions inside to play a card game.

**Materials:**

**Included:**

- 4 Game boards
- 40 Playing cards

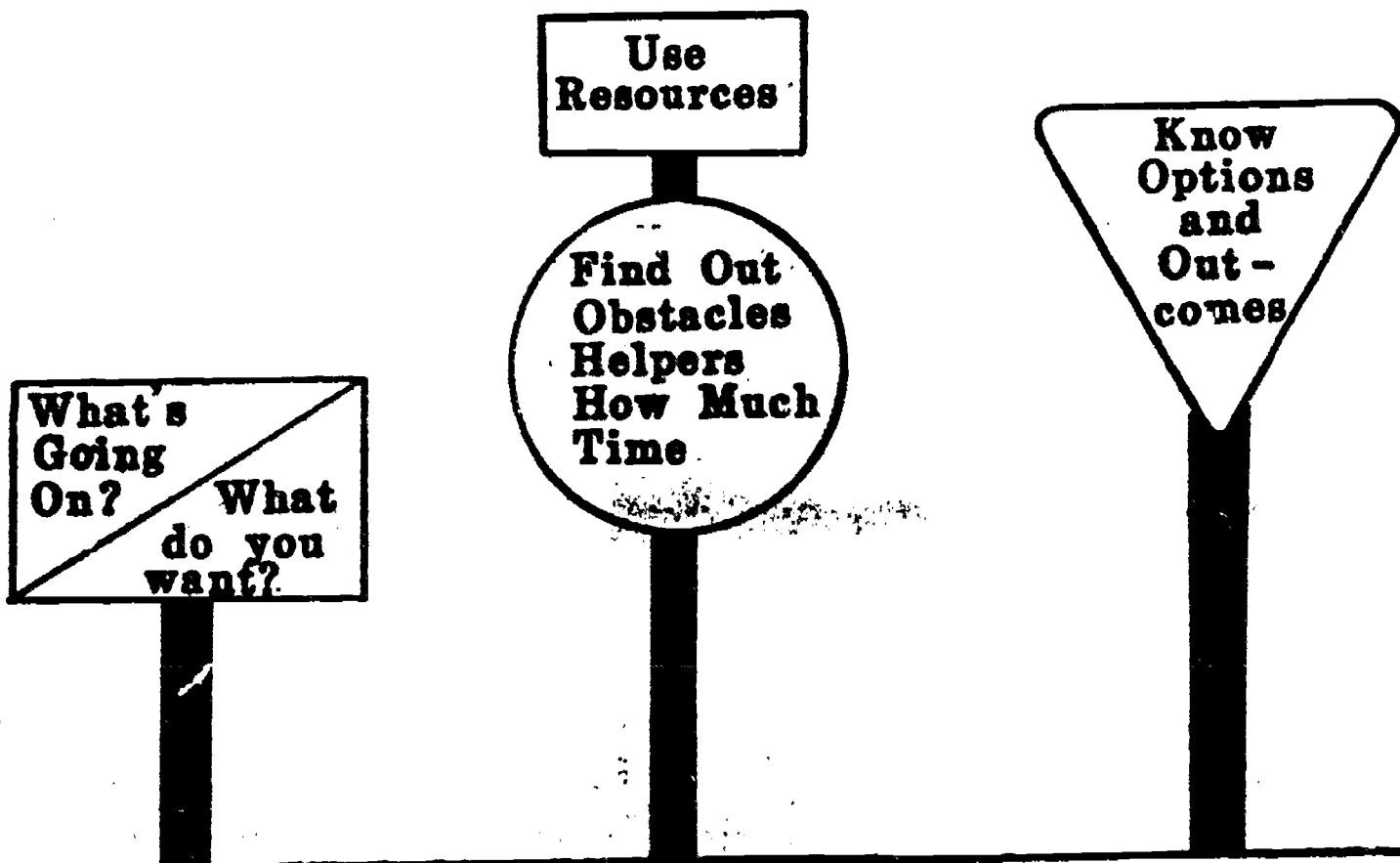
**Needed:**

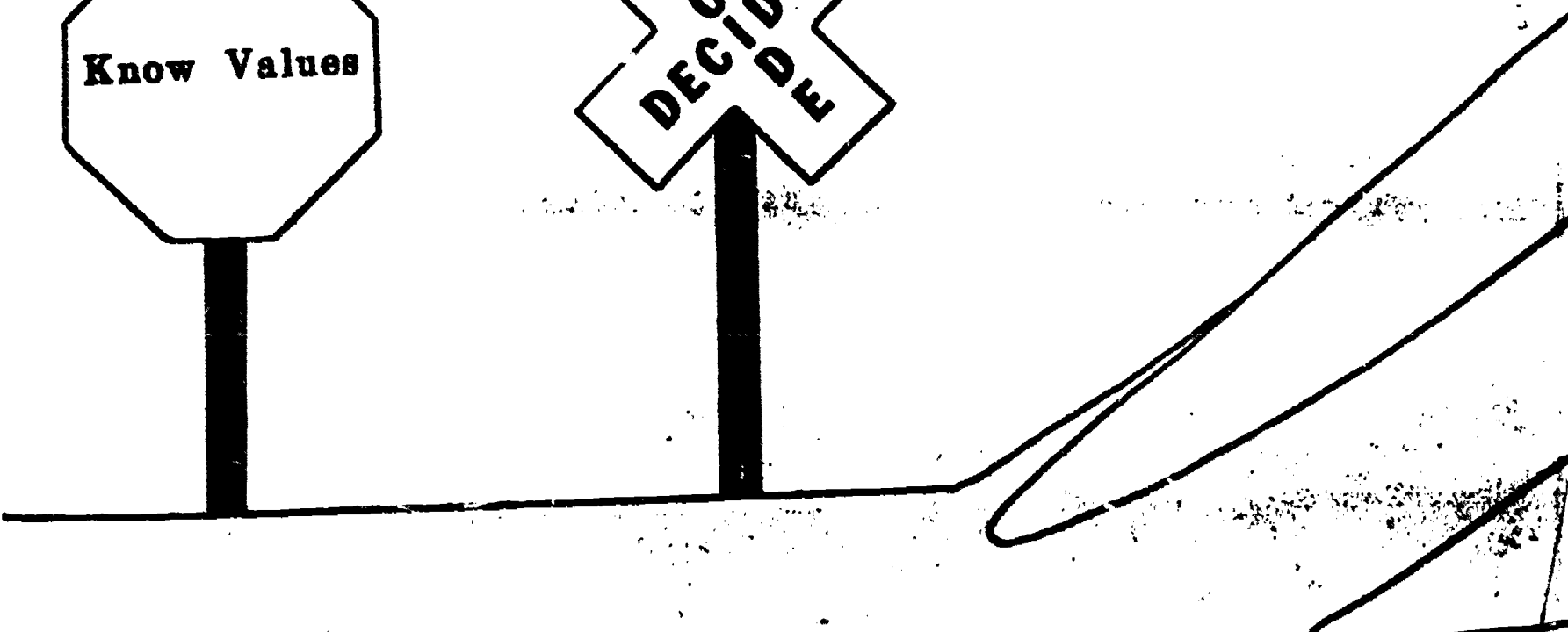
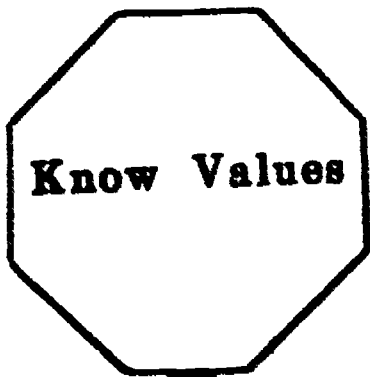
- B6-DMGA-5
- B6-DMGA-6
- B6-DMGA-7
- B6-DMGA-8

## DIRECTIONS

### SET UP:

1. Choose and read one of the goal stories ("Jezze's the Name/Adventure's the Game," "Lefty's Leather," "Sailboat Sale," "Work-Study-Wheelies"). The name of the story you choose will be the name of the card suit you play in this game. Keep the story to use as a reference while you play.
2. Take one Decision Making/Goal Attaining Pathway and Mountain game board.
3. Shuffle and deal 4 cards to each player. Players put their 4 cards sign-side-up along the top edge of their game boards.
4. Put the remaining cards sign-side-up in a deck between the game boards. Make a discard pile next to the deck, with all cards placed sign-side-up.





**GOAL**

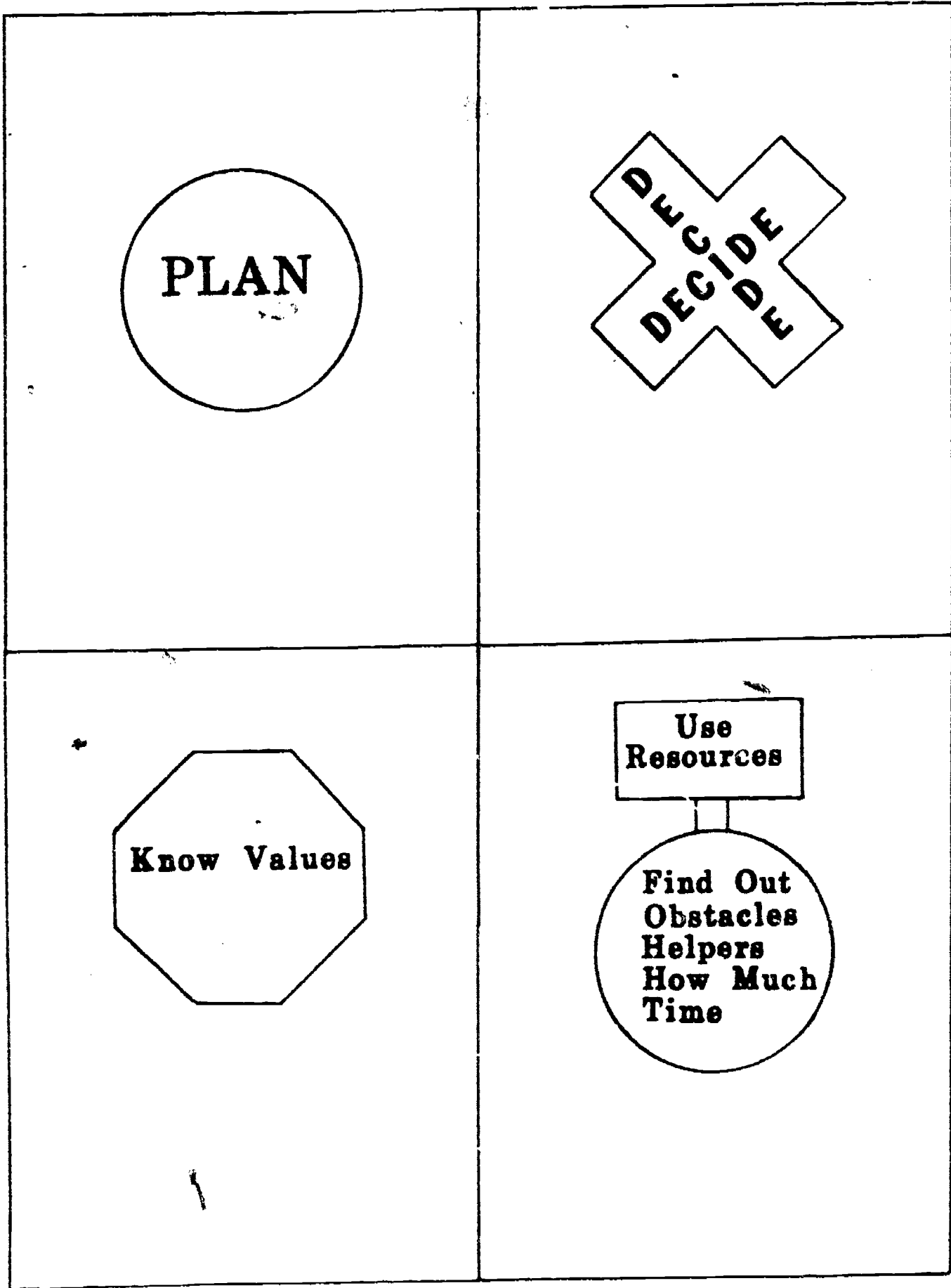
**CHECK  
PROGRESS**

**MODIFY  
GOAL  
(IF NECESSARY)**

**PLAN**

**ACT**





3. Cut out 4 cards along vertical and horizontal lines.

WORK-STUDY WHEELIES

I decide to try to convince the shop owner, sales manager, and guidance counselor to set up a work-study course in motorcycle sales.

B6-DMGA-9

WORK-STUDY WHEELIES

Resources:

Reading - Work-study program guide, telephone book.

People - Talk with guidance counselor and sales manager.

Experience - Visit a motorcycle sales shop.

Find Out:

Obstacles - A motorcycle sales course is not offered in the work-study program.

Helpers - Guidance counselor, sales manager, shop owner.

Time Needed - 3 weeks.

B6-DMGA-9

WORK-STUDY WHEELIES

Prepare speech to convince shop owner, sales manager, and guidance counselor to offer a work-study course in motorcycle sales.

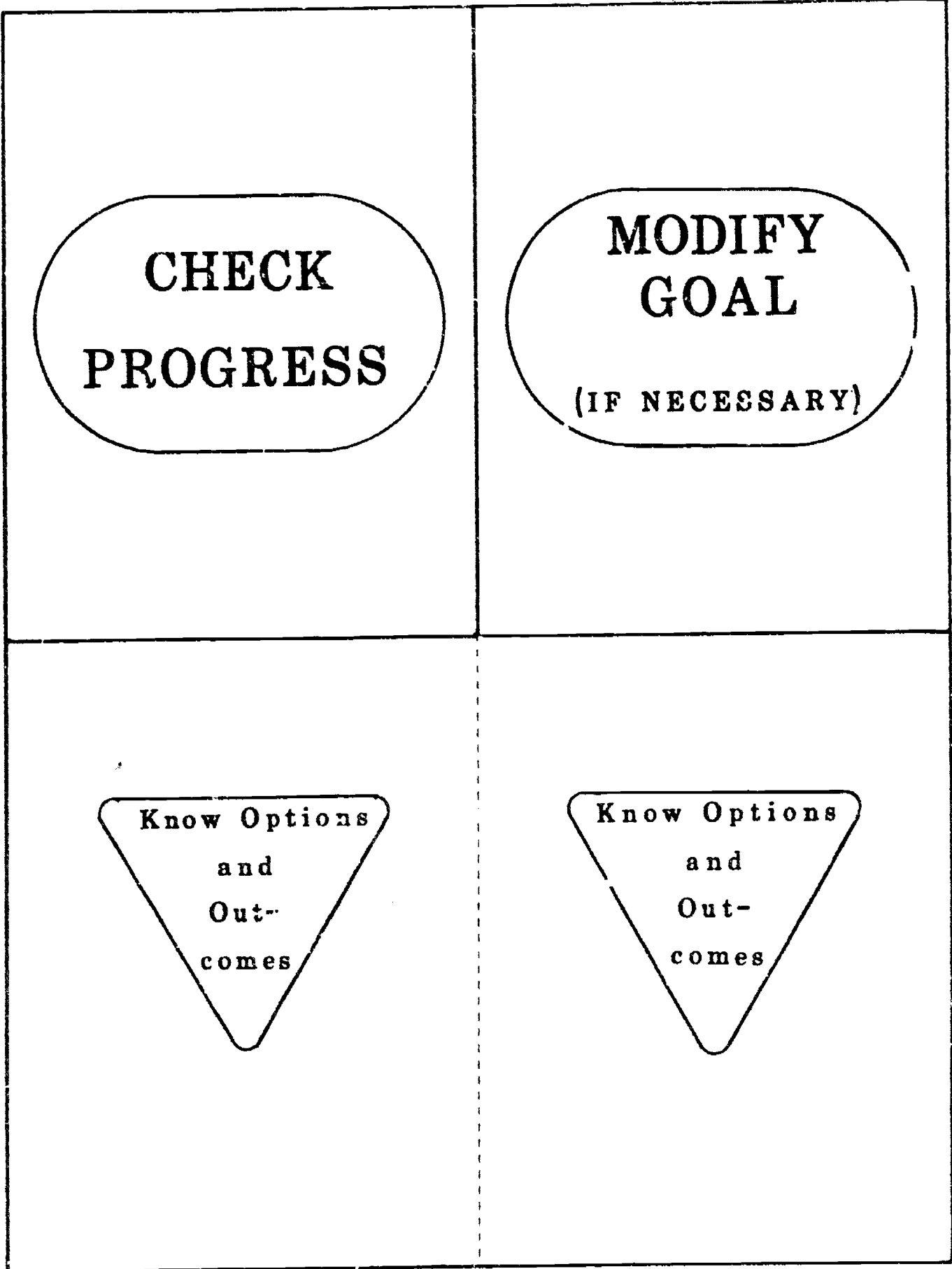
B6-DMGA-9

WORK-STUDY WHEELIES

I value getting sales experience.

I value being near sleek, shiny, new motorcycles.

B6-DMGA-9



Cut out 3 cards along vertical and horizontal solid lines. Fold double card along broken line.

LEFTY'S LEATHER

New Goal: Buy a store front  
and move the business there.

LEFTY'S LEATHER

Have we made enough money  
from our leather goods?

Are we working together well?

B6-DMGA-9

B6-DMGA-9

LEFTY'S LEATHER

Options:

I could hire a sales  
representative and 1  
leather worker.

I could hire Marty and  
Heather to do all the leather  
work.

I could incorporate the  
business with 2 other  
leather workers.

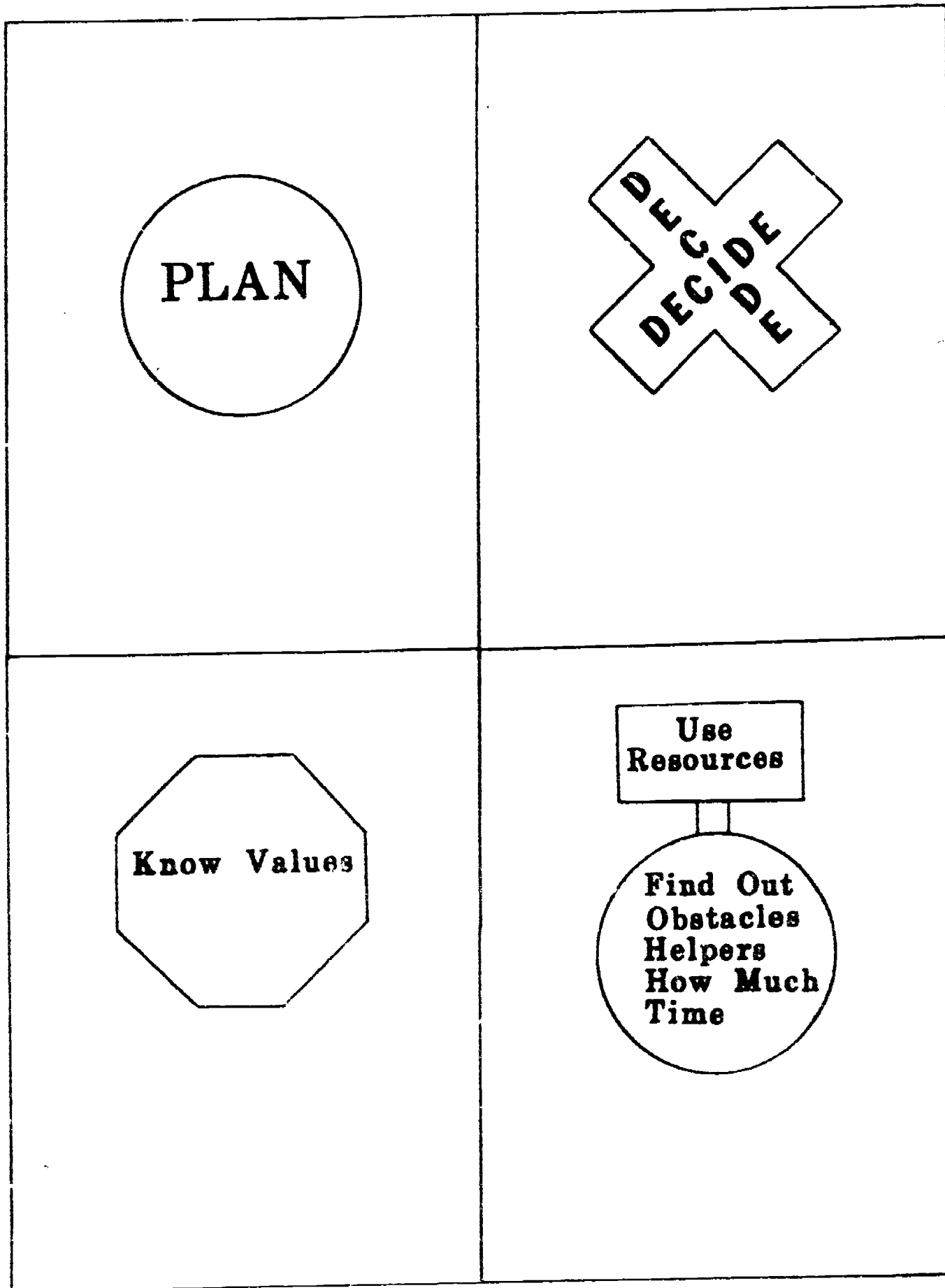
Outcomes:

I would do only training and  
leather work.

i would do the work of a  
sales representative.

All 3 of us would learn the  
ropes together.

B6-DMGA-9



Slide 3 cards along vertical and horizontal lines.



SAILBOAT SALE

I decide to sell the boats myself during the summer without a vendor's license.

B6-DMGA-9

SAILBOAT SALE

Resources:

Reading - Marketing News, a magazine.

People - Talk to Park Commissioner.

Experience - Attend a town board meeting about summer park program.

Find Out:

Obstacles - I am not old enough to get a vendor's license.

Helpers - Mr. Ashe, and the park commissioner.

Time Needed - 2 months in the summer.

B6-DMGA-9

SAILBOAT SALE

Look for a shady spot in the park near the woods.

Figure out how much money to charge for the sailboats.

B6-DMGA-9

SAILBOAT SALE

I value being outdoors in the summer.

I value making money during the summer.

I value taking chances.

B6-DMGA-9

SAILBOAT SALE

New Goal: Sell boats through an ad in the newspaper.

B6-DMGA-9

SAILBOAT SALE

Options:

I could have someone else sell the boats for me.

I could wait till August 10, when I'm old enough to get a vendor's license.

I could sell the boats myself, without a vendor's license.

B6-DMGA-9

SAILBOAT SALE

How much money do I have?

Are people still interested in buying my sailboats?

Are business costs too high?

B6-DMGA-9

Outcomes:

I'll have to pay a salary and won't get as much money as I want.

I won't have enough time to sell all my boats before school starts.

I might get caught.

LEFTY'S LEATHER

I decide to incorporate the business with 2 other leather workers.

B6-DMGA-9

LEFTY'S LEATHER

Resources:

Reading - Read telephone books.

People - Talk to friend, Bob Smith.

Experience - Visit retail stores.

Find Out:

Obstacles - I do not have enough leather goods ready to sell.

Helpers - Heather, Marty, and Bob.

Time Needed - 4 months.

B6-DMGA-9

LEFTY'S LEATHER

Look at catalogs to agree on styles and tools needed.

Set up work schedules.

Agree on what retail stores to do business with.

B6-DMGA-9

LEFTY'S LEATHER

I value learning all aspects of a business.

I value selling leather goods that have a lot of variety, style-wise.

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

I decide to let Al help me in  
River Terrace.

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

Resources:

Reading - Read map that shows  
neighborhood groupings.

People - Talk with J.P. Duncan,  
who won the contest last year.

Experience - Explore all  
neighborhoods on bike.

Find Out:

Obstacles - Not much time  
after school.

Helpers - Brother, Al.

Time Needed - 6 months.

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

Fill out the application for  
the Colorado Rafting Contest.

Practice sales speech.

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

I value adventure.

I value keeping promises.

I value doing things for  
myself all by myself.

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

I got on my bike and pedaled  
like crazy to do my job.

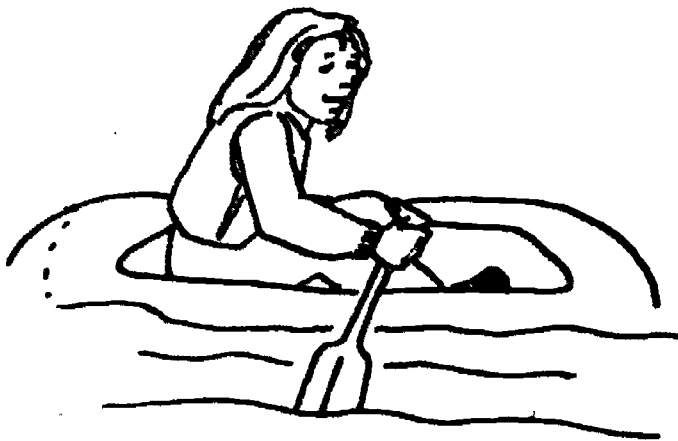
JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

I want to win a rafting trip  
down the Colorado River.

B6-DMGA-9

B6-DMGA-9

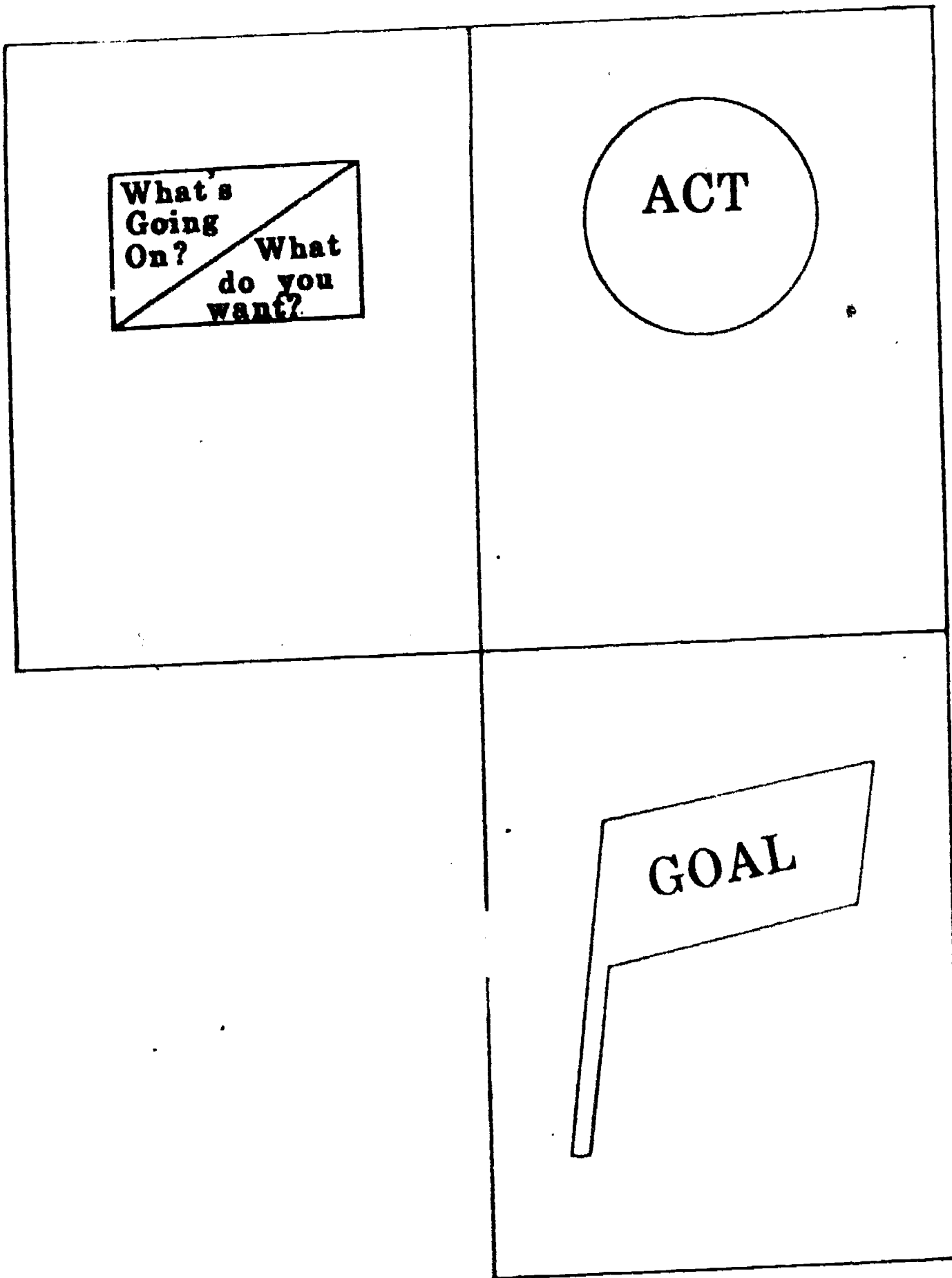
JEZZE'S THE NAME/  
ADVENTURE'S THE GAME



Jezze on Her Rafting Trip.

B6-DMGA-9





*✂* Cut out 3 cards along vertical and horizontal lines.

## SAILBOAT SALE

Buy materials and make signs to sell boats.

Write and practice sales speech with Sissy.

Get money for making change for customers.

Ask Park Commissioner for decision on vendor's license.

B6-DMGA-9

## SAILBOAT SALE



Kingston Puts an Ad in the Newspaper to Sell the Sailboats.

B6-DMGA-9

## SAILBOAT SALE

I want to sell model sailboats in the park this summer.

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

No need to modify goal. Win  
a rafting trip down the  
Colorado River.

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

How are others doing in the  
contest?

B6-DMGA-9

B6-DMGA-9

JEZZE'S THE NAME/  
ADVENTURE'S THE GAME

Options:

I could let Al help me in  
River Terrace.

I could work alone.

Outcomes:

I'd have to help Al next  
summer.

I'd have to do twice as much  
business.

B6-DMGA-9

LEFTY'S LEATHER

Look at catalogs to agree on styles and tools needed.

Follow work schedules.

Sell leather goods to retail stores.

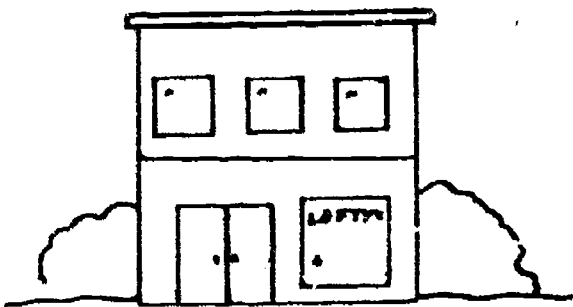
LEFTY'S LEATHER

I want to have my leather goods sold at retail stores.

B6-DMGA-9

B6-DMGA-9

LEFTY'S LEATHER



Lefty Sells His Work  
in His Own Shop.

B6-DMGA-9

WORK-STUDY WHEELIES

No need to modify goal. Sell motorcycles in work-study program.

B6-DMGA-9

WORK-STUDY WHEELIES

Options:

I could sell toys at the toy store.

I could take shop courses in motorcycle repair.

I could try to convince the sales manager, shop owner, and guidance counselor to set up a work-study course in motorcycle sales.

B6-DMGA-9

WORK-STUDY WHEELIES

Is my schedule confirmed?

Is my starting date decided?

B6-DMGA-9

Outcomes:

I would not be selling what I want to sell.

I would not be in a work-study program.

I would be in a work-study program selling motorcycles.



WORK-STUDY WHEELIES

Talked to shop owner, sales manager, and guidance counselor.

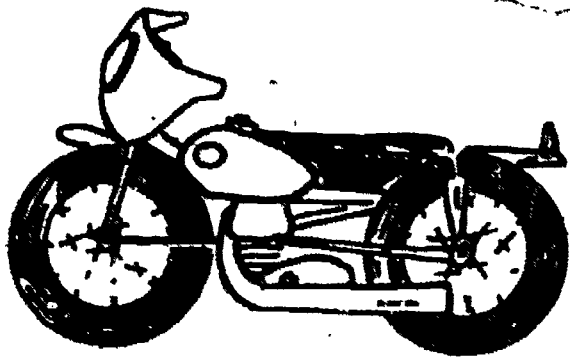
WORK-STUDY WHEELIES

I want to sell motorcycles through the work-study program.

B6-DMGA-9

B6-DMGA-9

WORK-STUDY WHEELIES



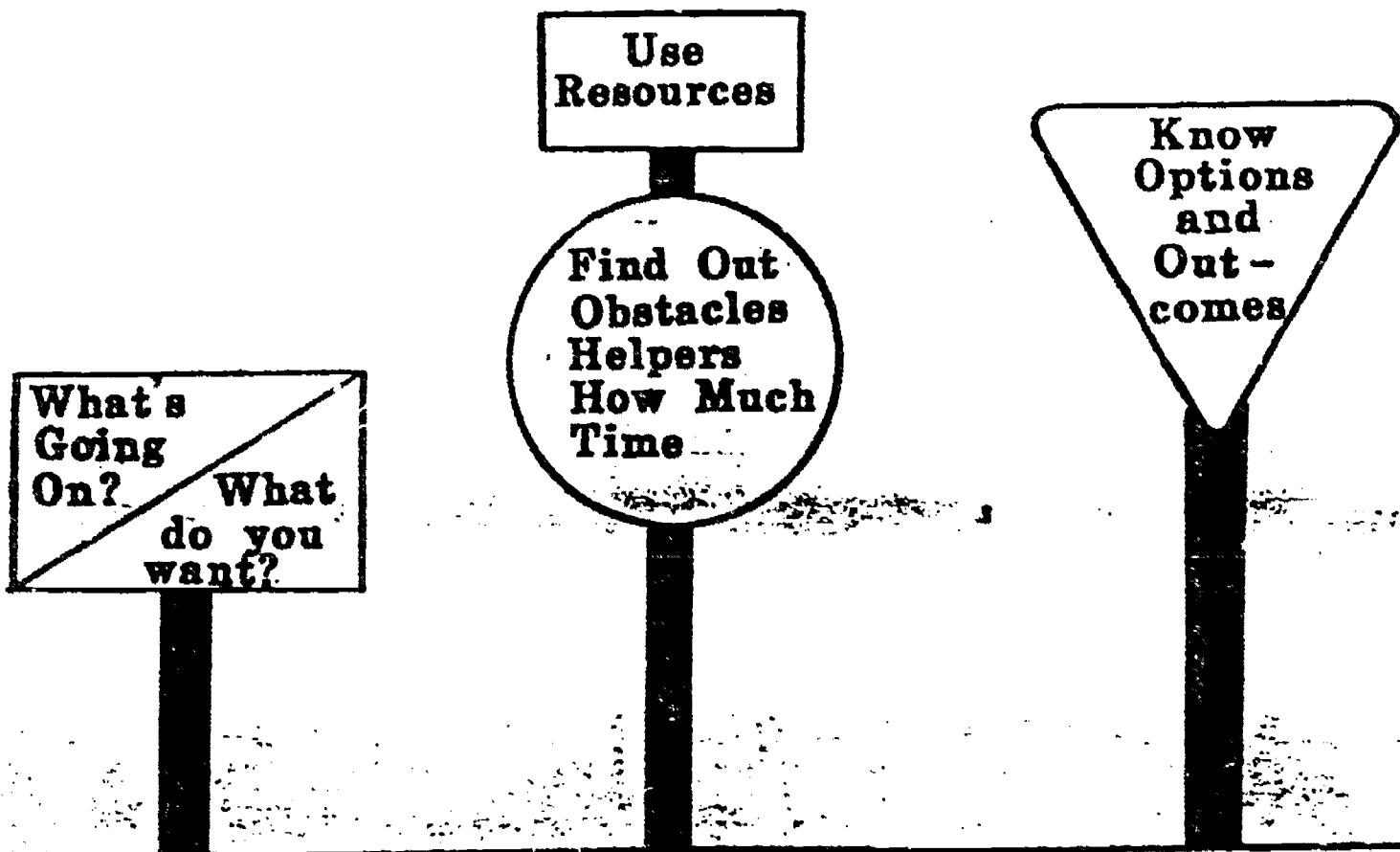
Donna Sells Motorcycles in  
Her Work-Study Program

B6-DMGA-9

## DIRECTIONS

### SET UP:

1. Choose and read one of the goal stories ("Jezze's the Name/Adv. e's the Game," "Lefty's Leather," "Sailboat Sale," "Work-Study-Wheelies"). The name of the story you choose will be the name of the card suit you play in this game. Keep the story to use as a reference while you play.
2. Take one Decision-Making/Goal-Attaining Pathway and Mountain game board.
3. Shuffle and deal 4 cards to each player. Players put their 4 cards sign-side-up along the top edge of their game boards.
4. Put the remaining cards sign-side-up in a deck between the game boards. Make a discard pile next to the deck, with all cards placed sign-side-up.



**GOAL**

**MODIFY  
GOAL  
(IF NECESSARY)**

**CHECK  
PROGRESS**

**ACT**

**PLAN**



**GOAL**

**MODIFY  
GOAL  
(IF NECESSARY)**

**CHECK  
PROGRESS**

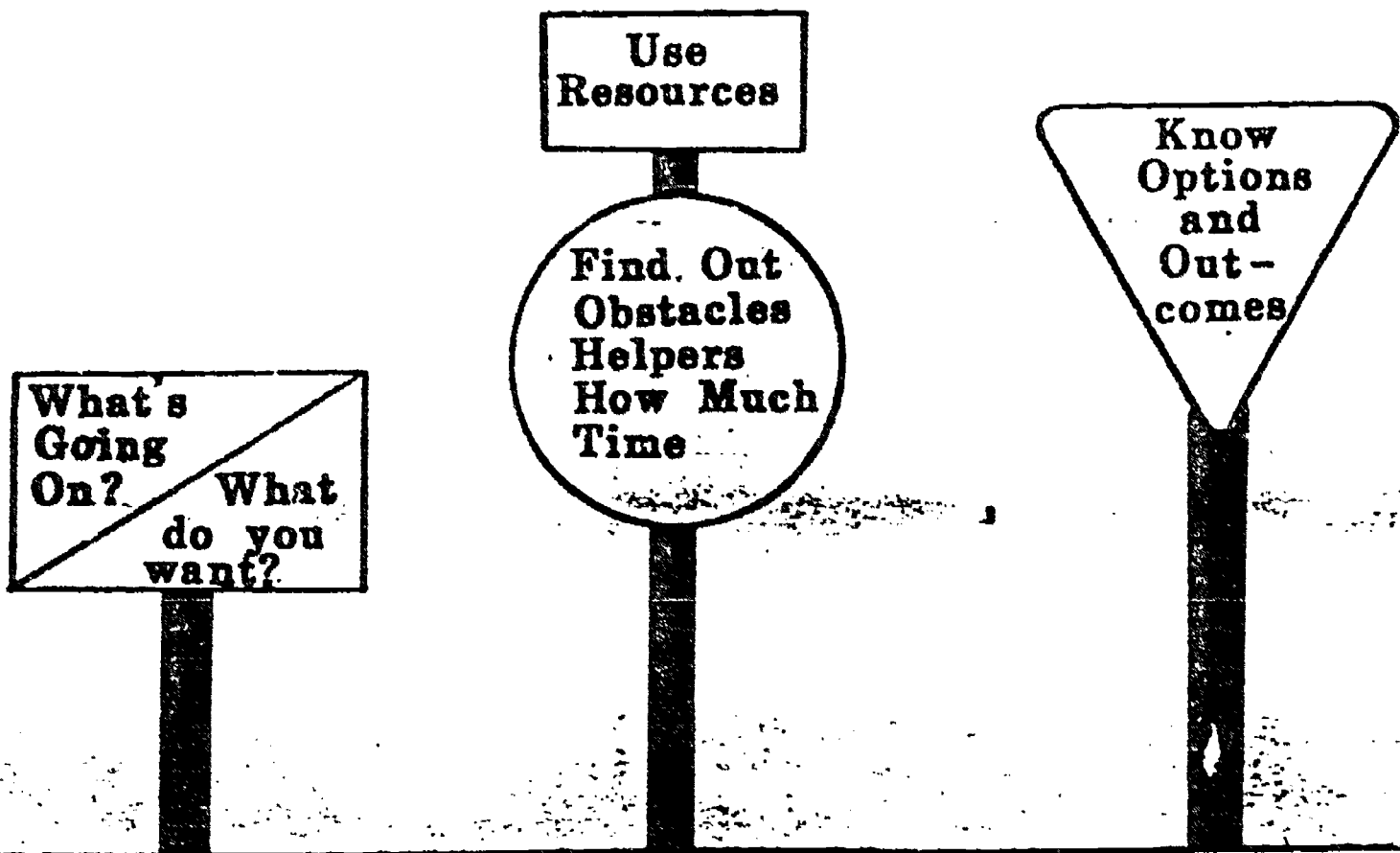
**ACT**

**PLAN**

## DIRECTIONS

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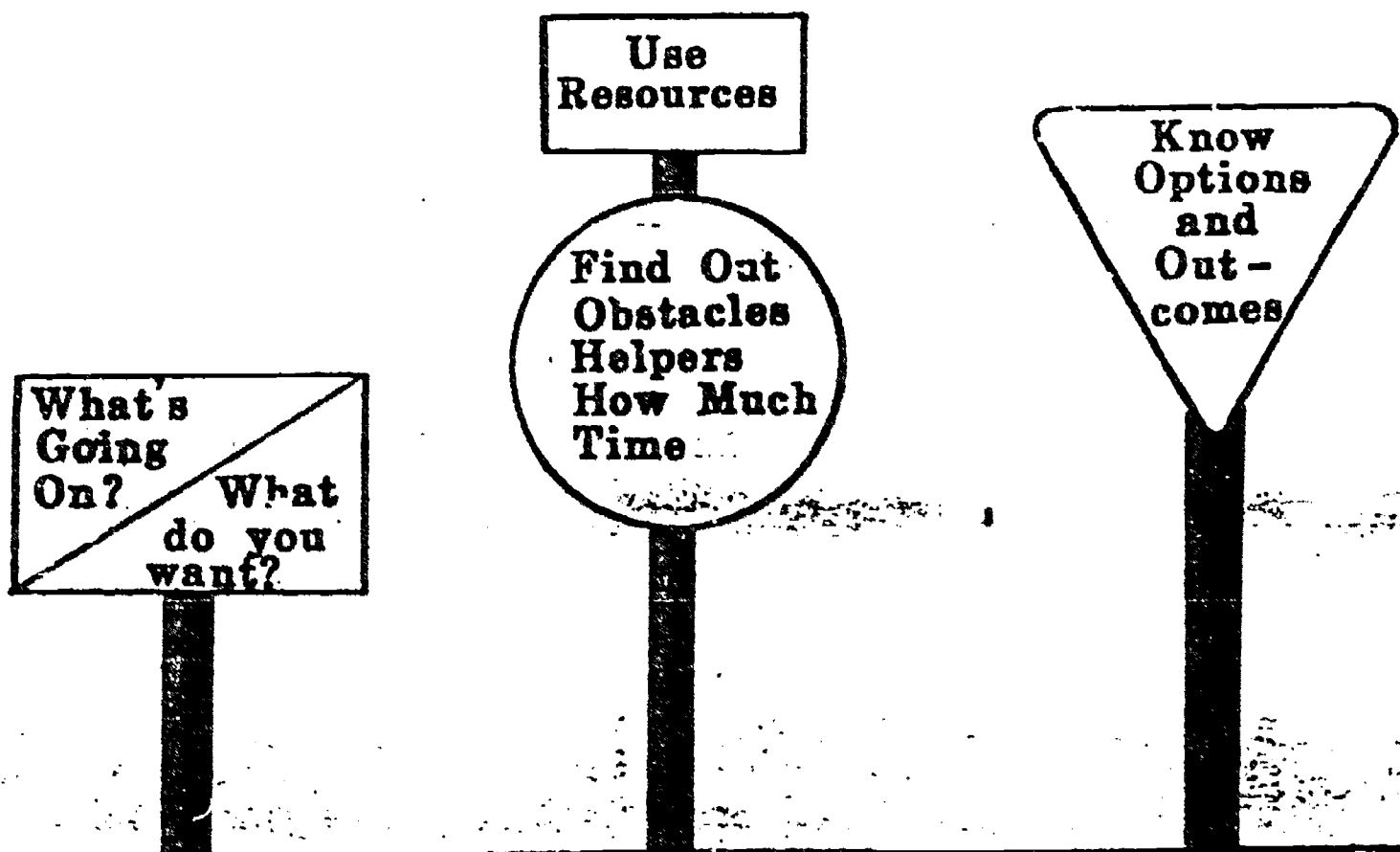




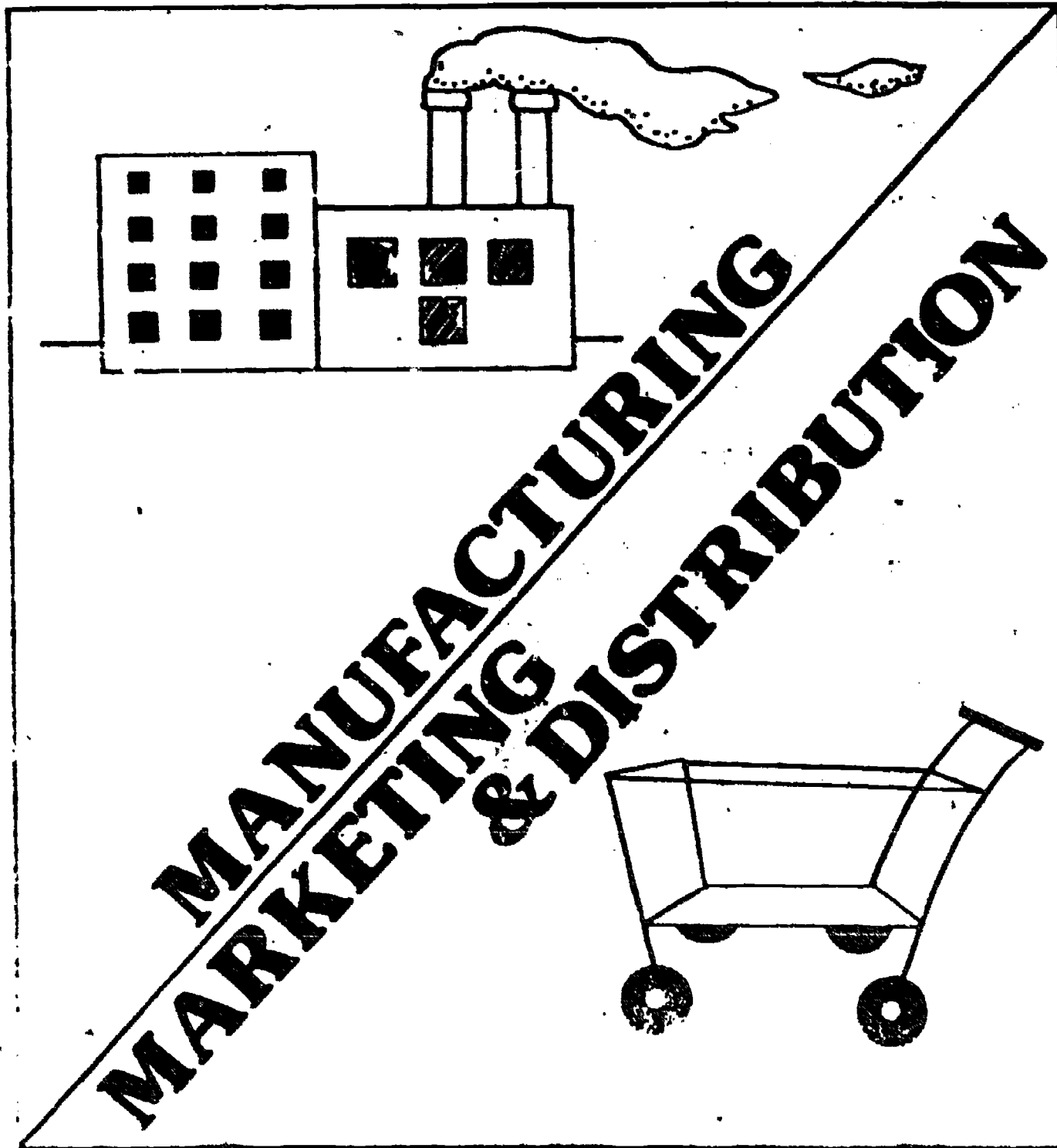
## DIRECTIONS

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# Work-study Wheelies



**Directions:**

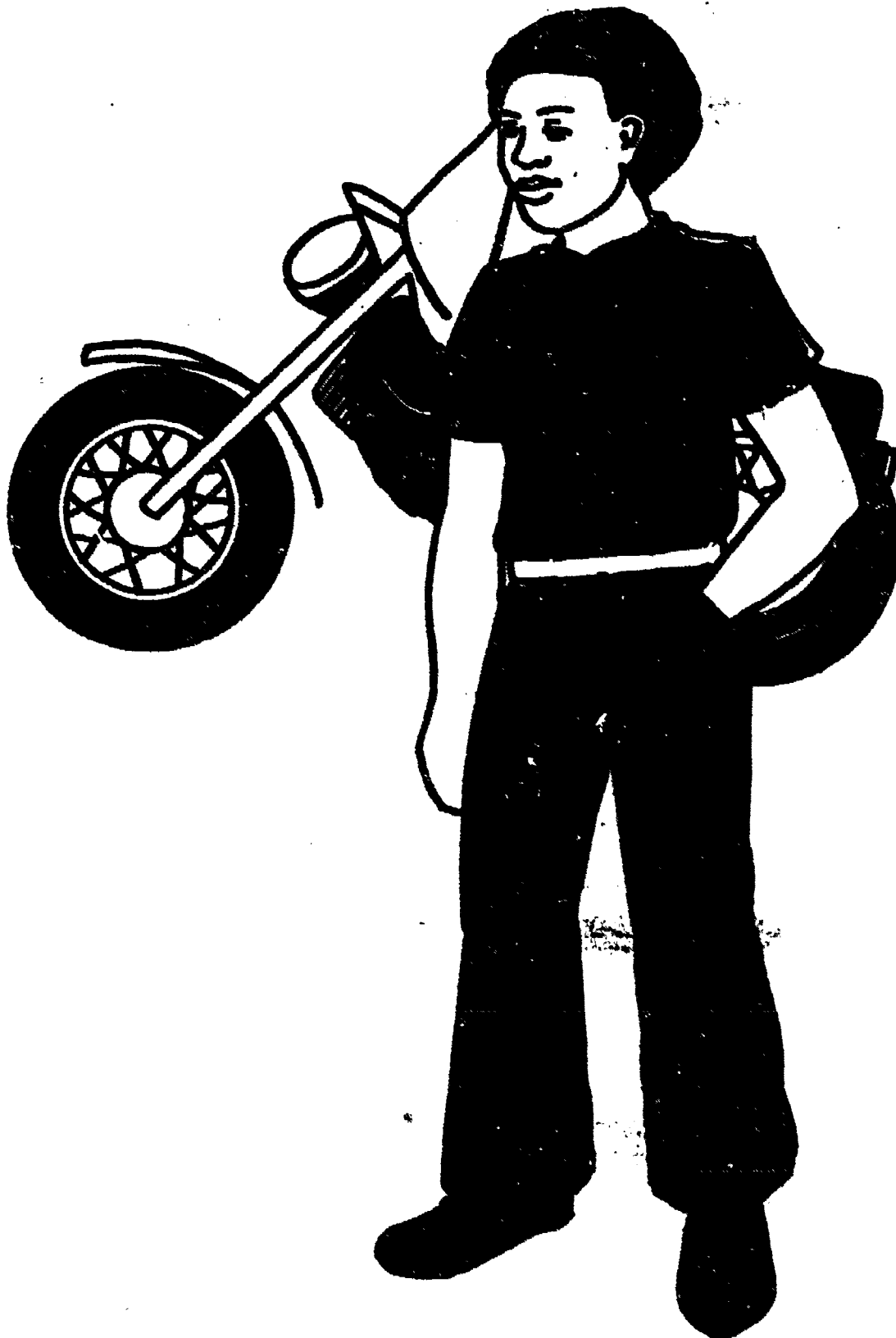
Read the story about someone who follows all the steps on the decision making/goal attaining pathway and mountain.

**Materials:**

**Included:**  
Story  
Pictures

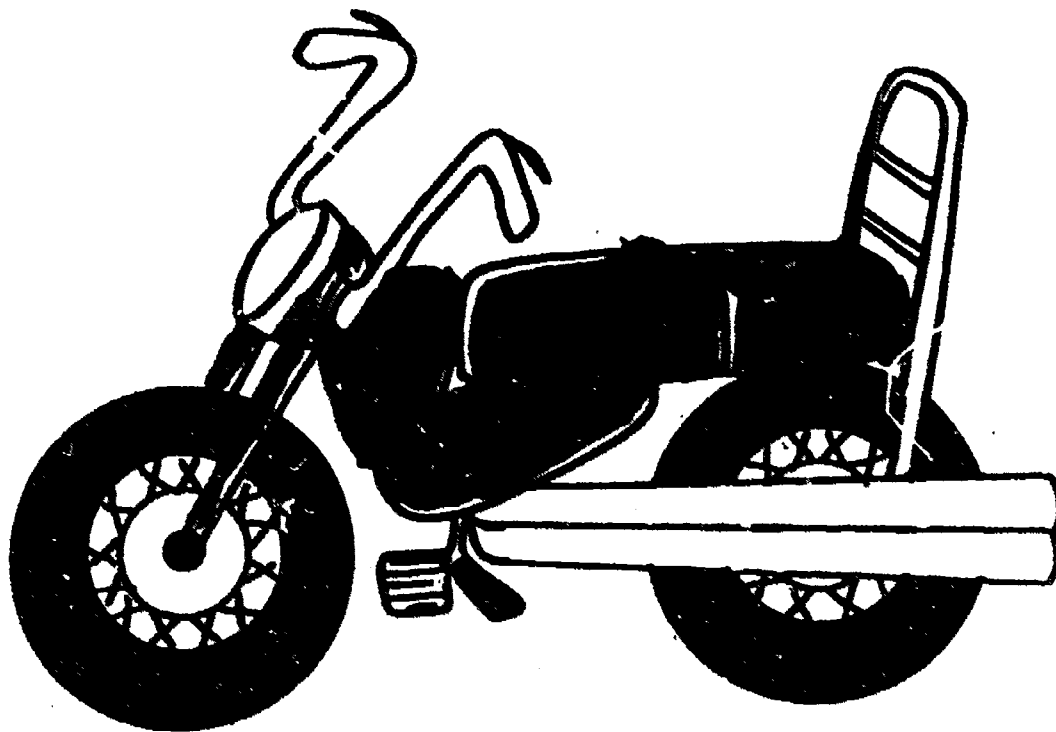
**Needed:**  
None

# Work-study Wheelies



Hi, I'm Sue Jones.

Our school has a work-study program. I was happy to be a part of the program during my senior year. I wanted sales work. So for the first part of work-study, I was in a clothing store. I sold nightgowns.



That was okay, but it wasn't great. What I REALLY WANTED to sell was ... motorcycles!

1.

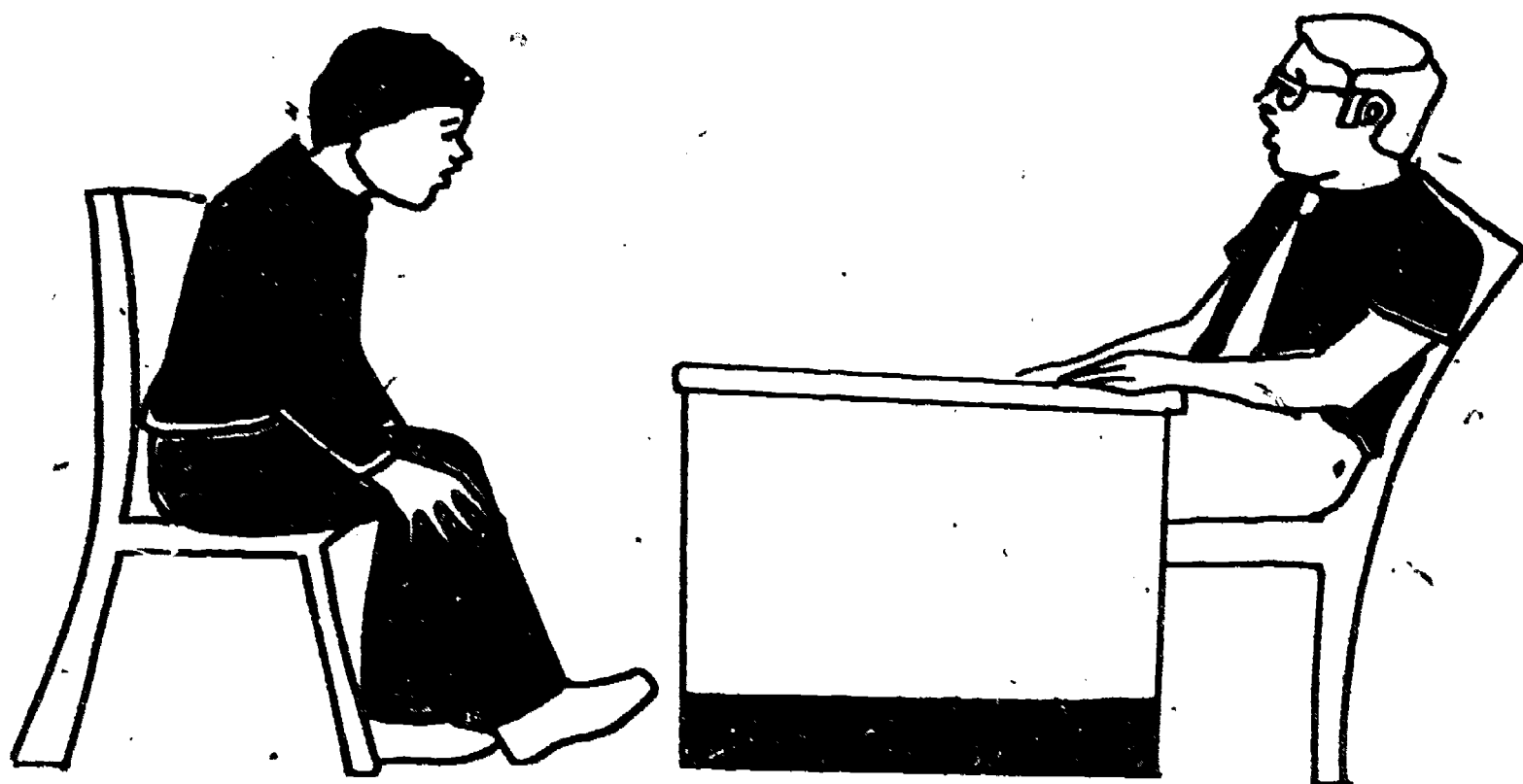
I went to the guidance office. I did some READING. I had to know if the work-study guides showed any listings in motorcycle sales. There weren't any listings in motorcycle sales.

Next I used the telephone book. I wrote down the names, addresses, and phone numbers of three bike sale shops. One was very close to the school. The other two shops were in other towns. They were too far away for the work-study program. I needed help from PEOPLE.



I went to see the guidance counselor, Mr. Bell. Mr. Bell said he had never had work-study in motorcycle sales work before.

"But," he said, "that is no reason not to try."



He even said I should talk with some workers at a motorcycle sales room.

I set a date for Saturday. I had a long talk with the sales manager, Ken Hill.

What an EXPERIENCE! He told me a lot about motorcycle sales.

He said, "You must know the bikes. You must be able to read well. You should also be neat when you write an order. Other people have to read it, too. So neatness does count.

I had the background, or RESOURCES, I needed. They were READING, PEOPLE and EXPERIENCE.

Next I had to find out if there were any OBSTACLES. The biggest problem was that the store had never worked with work-study before. I would have to try to get the owner interested in having students work and learn in the sales room. The TIME NEEDED to do all this was in three weeks, when the term would start and when I would have to start my next work-study job.

I needed HELPERS.

I went back to Mr. Bell. I asked for his help in setting up the job, and he agreed to help.

Then I called the owner of the motorcycle shop, Mr. Sans. I told him about the work-study program. He sounded interested. He wanted to talk with Mr. Bell about the program. And he wanted to speak with some shop owners already in the program.

| January |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
|         |    |    | 1  | 2  | 3  | 4  |
| 5       | 6  | 7  | 8  | 9  | 10 | 11 |
| 12      | 13 | 14 | 15 | 16 | 17 | 18 |
| 19      | 20 | 21 | 22 | 23 | 24 | 25 |
| 26      | 27 | 28 | 29 | 30 | 31 |    |



I thought about my OPTIONS and their possible OUTCOMES. One OPTION was selling toys at the toy store. The OUTCOME would not be selling what I wanted to sell. Another OPTION was to take shop courses in bike repair. The OUTCOME was I wouldn't be in a work-study program. The last OPTION was to try to convince the shop owner, sales manager, and guidance counselor to set up a work-study course in motorcycle sales. That was the OUTCOME I really wanted.

I had to think of my VALUES. And my greatest VALUE right now was to work in sales. I also VALUED being near sleek, shiny, new motorcycles. Oh, how I wanted the job!

I DECIDED I had to talk once more with Mr. Sans and Ken Hill at the motorcycle shop. I would let them know how much selling motorcycles meant to me. I would tell them how hard I would work and learn while at the job.

I PLANNED what I'd say. I asked Mr. Bell if he would go with me on Saturday, even though it was his day off. And that's the ACTION we took.

Mr. Sans had already called three businesses already in the work-study program. He was impressed with the things he had heard. He was ready to start a work-study program at the motorcycle shop.



Ken Hill and I went into the sales room. He gave me reading materials. I needed to know about what I'd be selling.

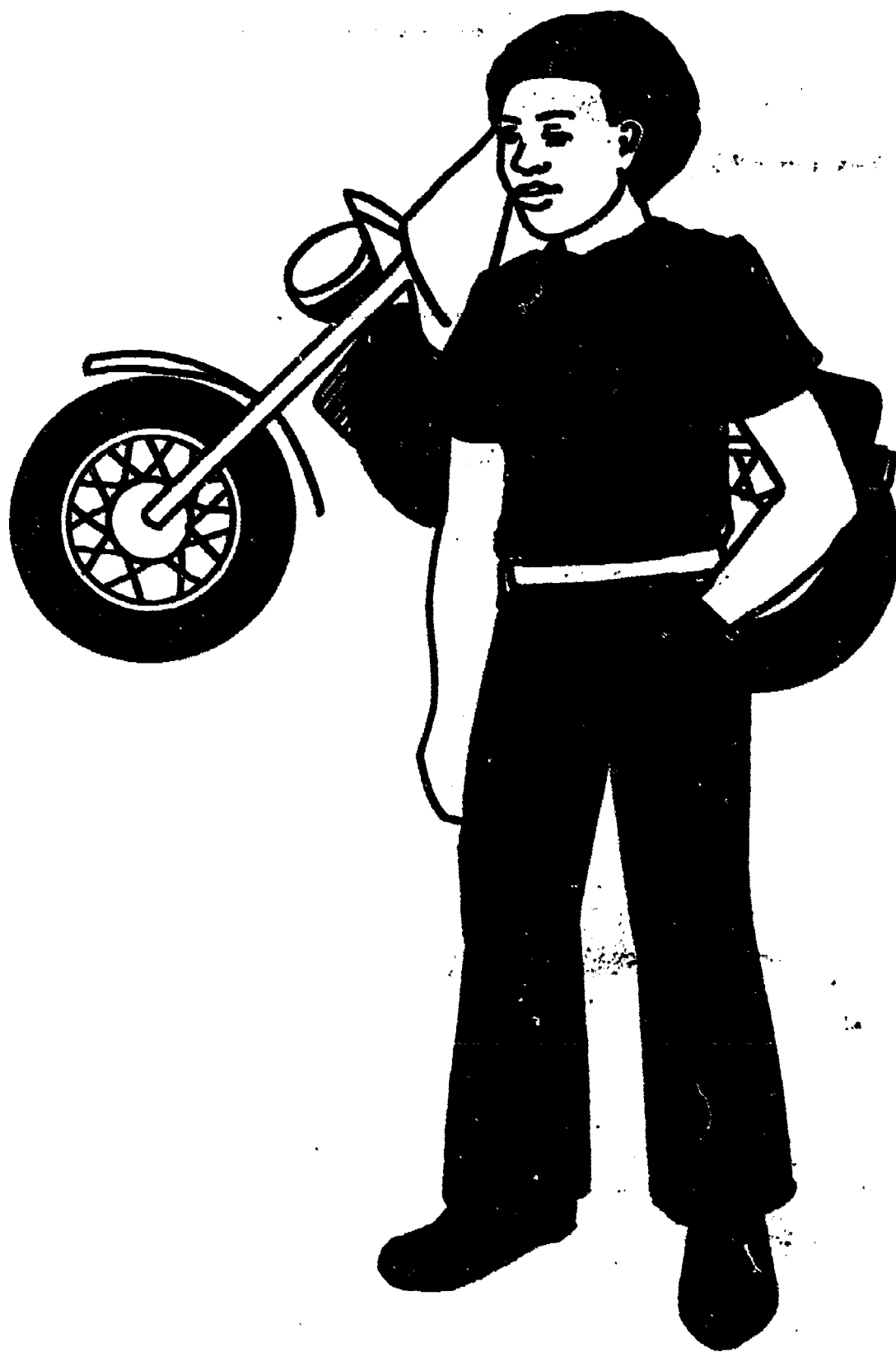
Mr. Bell and Mr. Sans talked for some time about setting up the program.

I was all set to go.

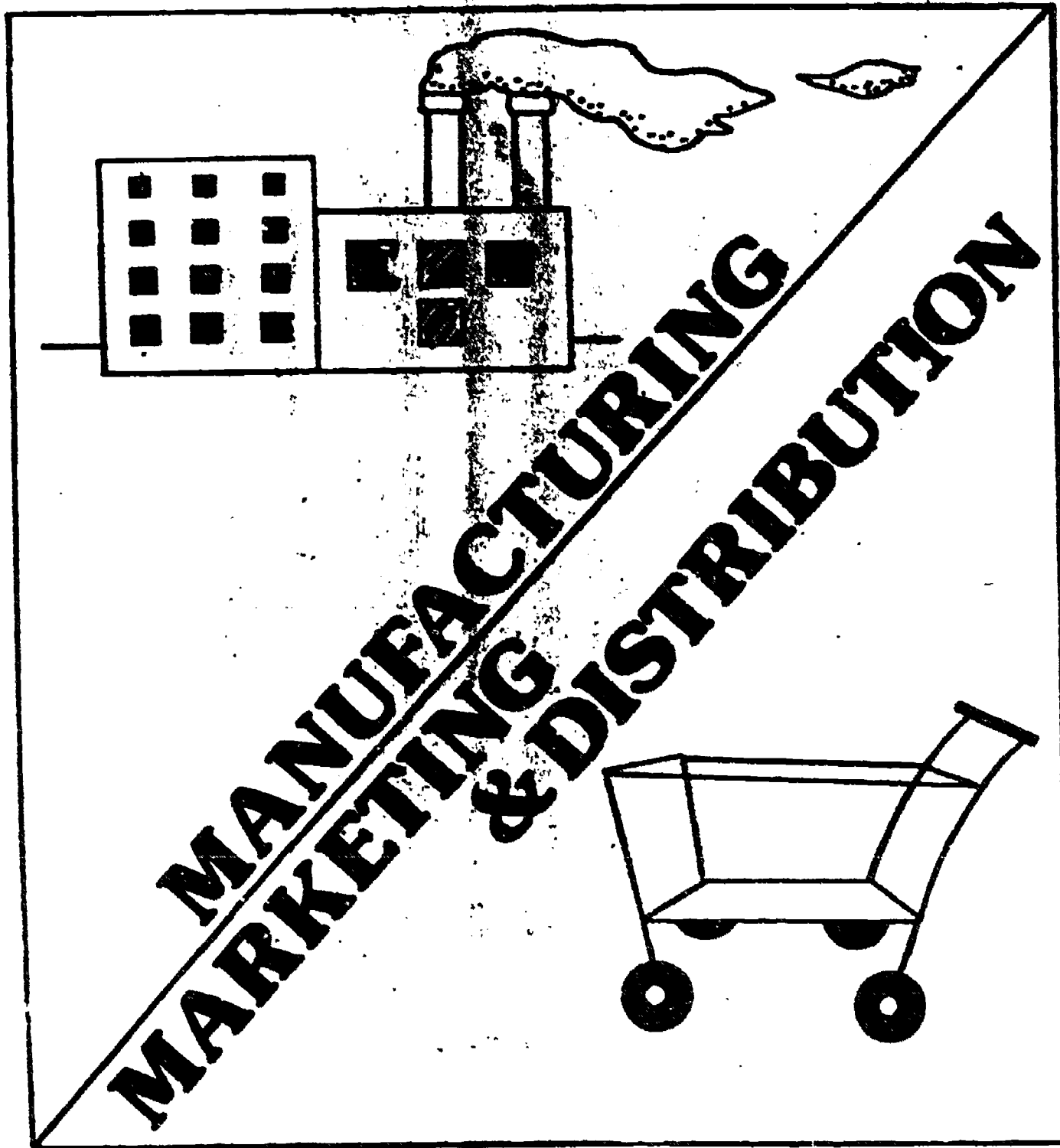
In order to CHECK my PROGRESS, I'd just have to come back. I'd return in one week to confirm my schedule. Then I'd let Mr. Sans know my starting date. I could hardly wait to get to work selling those motorcycles!



It feels good to reach your GOAL!



# Sailboat Sale



**Directions:**

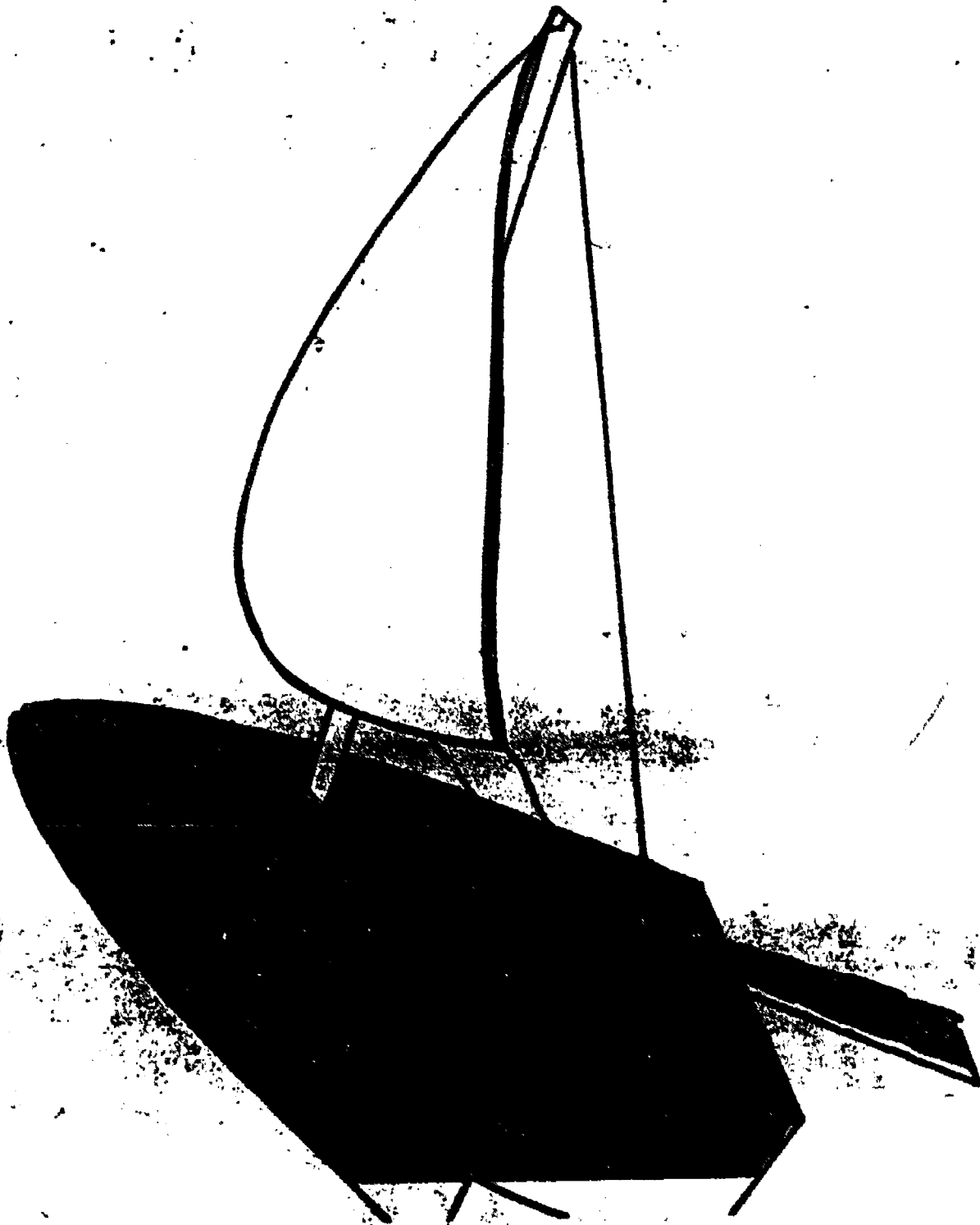
Read the story about someone who follows all the steps on the decision making goal attaining pathway and mountain.

**Materials:**

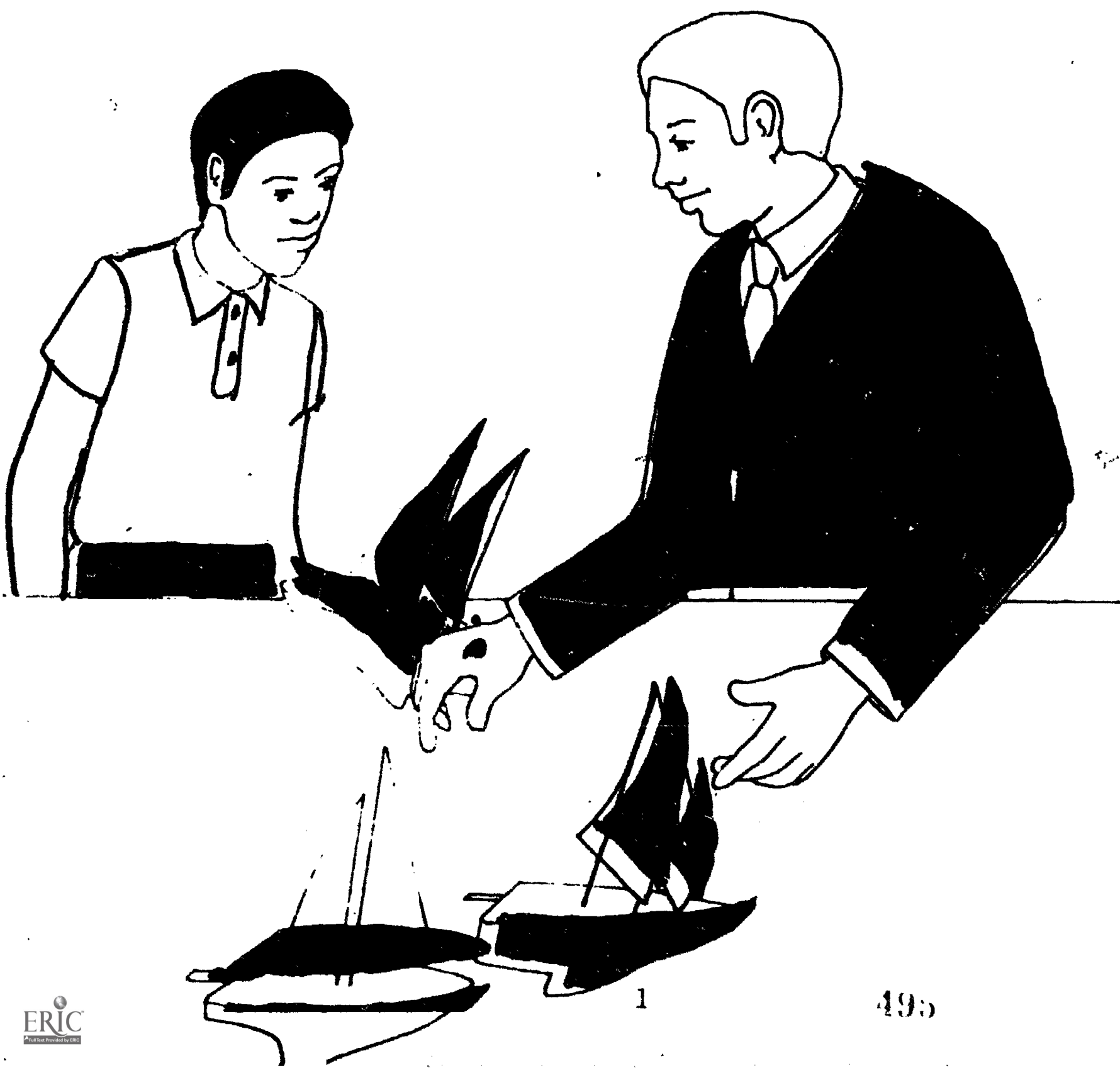
**Included:**  
Story  
Pictures

**Needed:**  
None

Sailboat Sale



Kingston looked at all the model sailboats he had made. He told his shop teacher that he WANTED to sell his boats at the park. He said he wanted to start in the summer.

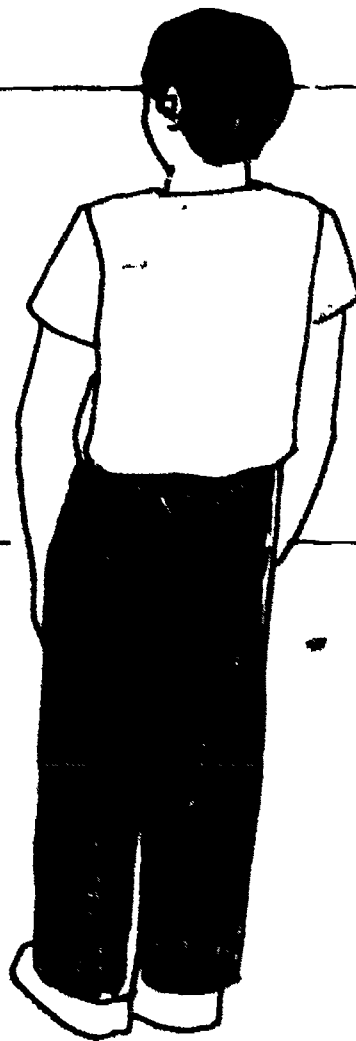
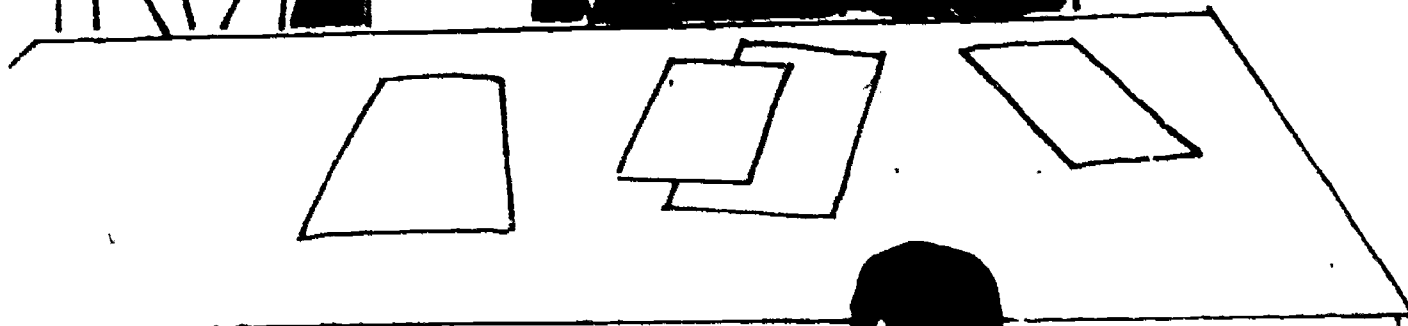
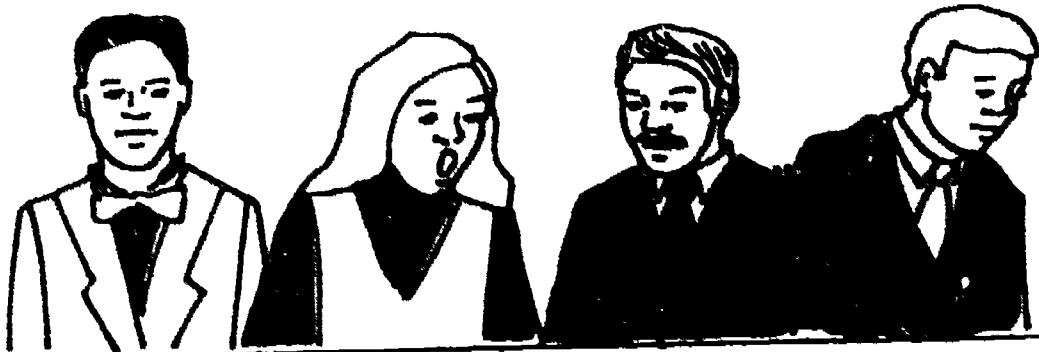




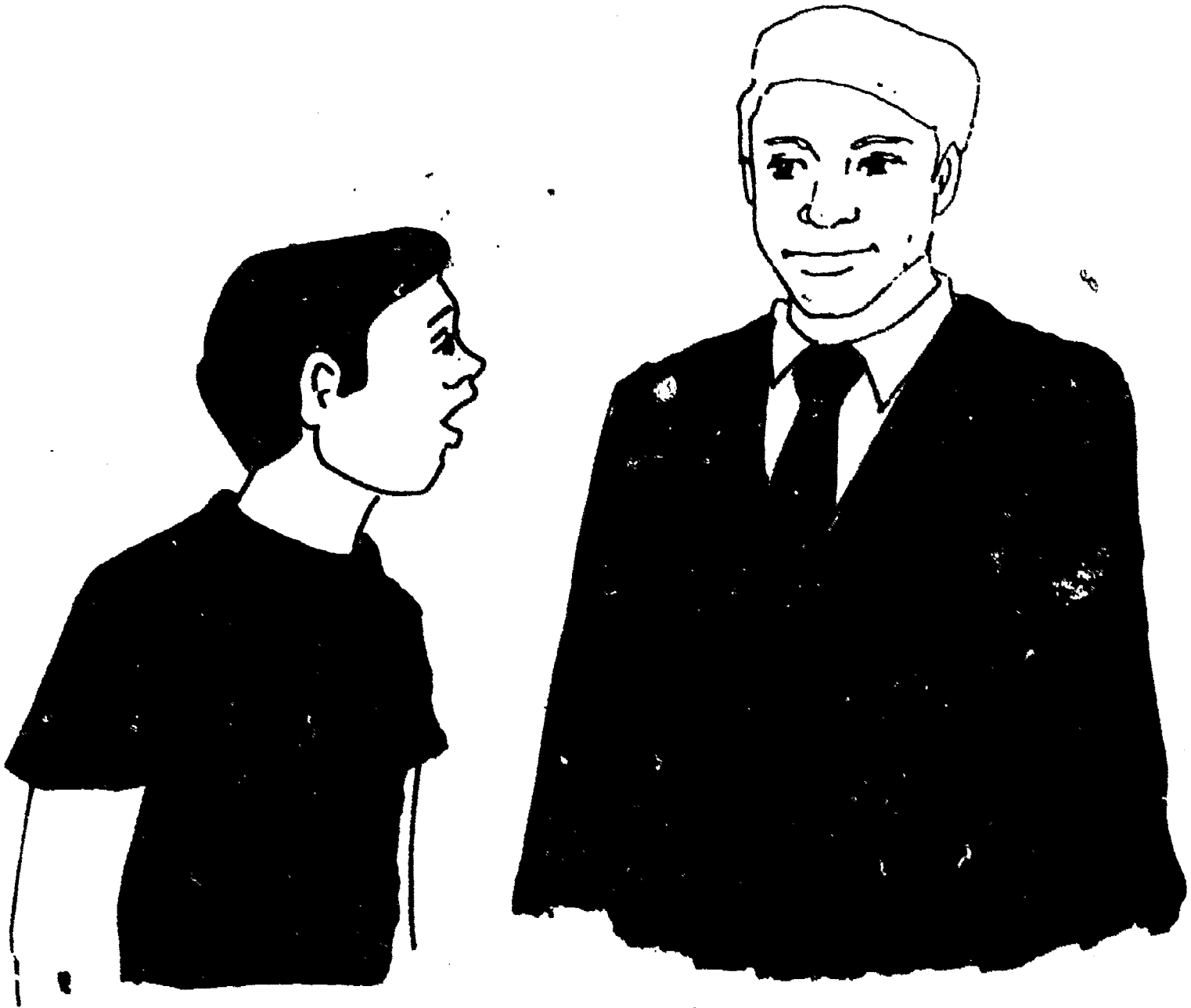
Mr. Ashe, the shop teacher, told Kingston about the RESOURCES he should use. The resources were READING, other PEOPLE, and his own EXPERIENCE.

Kingston read a magazine about selling things. It was called Marketing News.

Then he went to a town meeting about the summer park program. At the meeting, Kingston met the park commissioner. After the meeting, Kingston felt confident that he could sell his boats at the park.



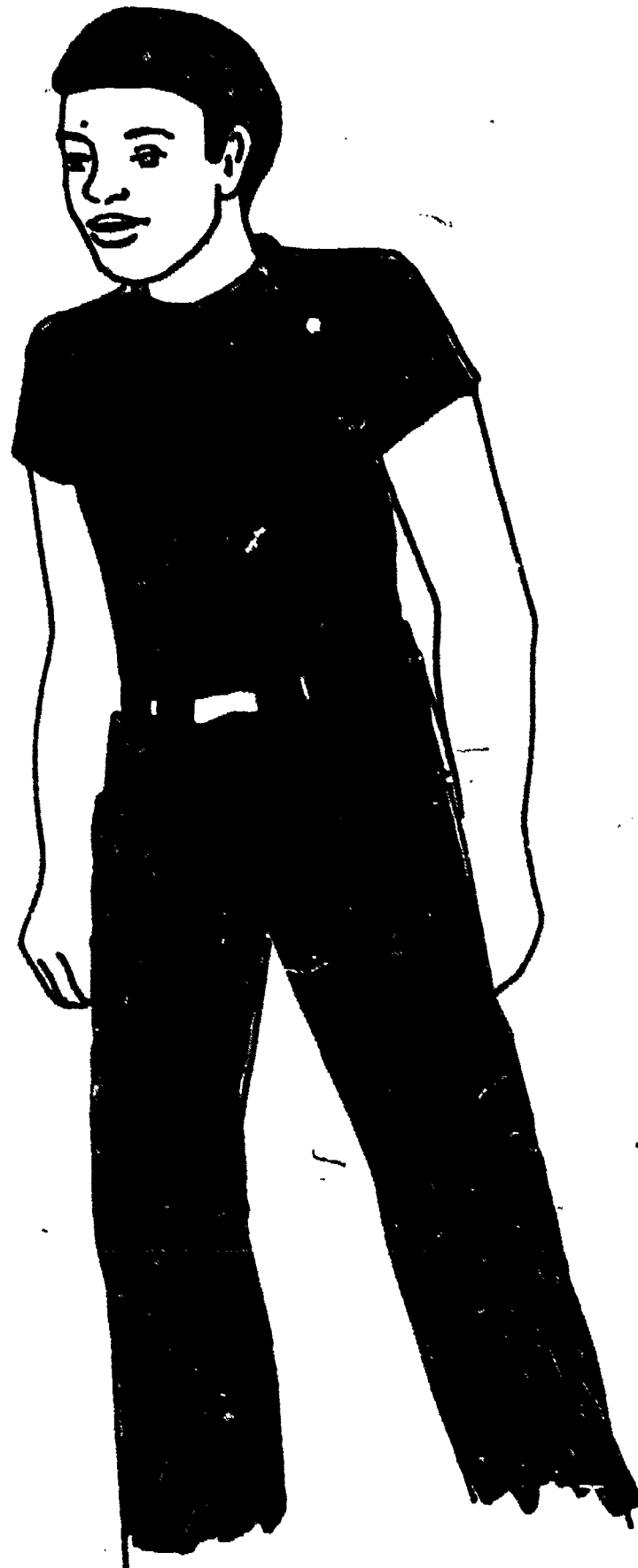
Mr. Ashe said, "Are there any OBSTACLES in your way? Did you think about getting a vendor's license to sell things? Think about what HELPERS you'll need and the TIME NEEDED to sell your boats."

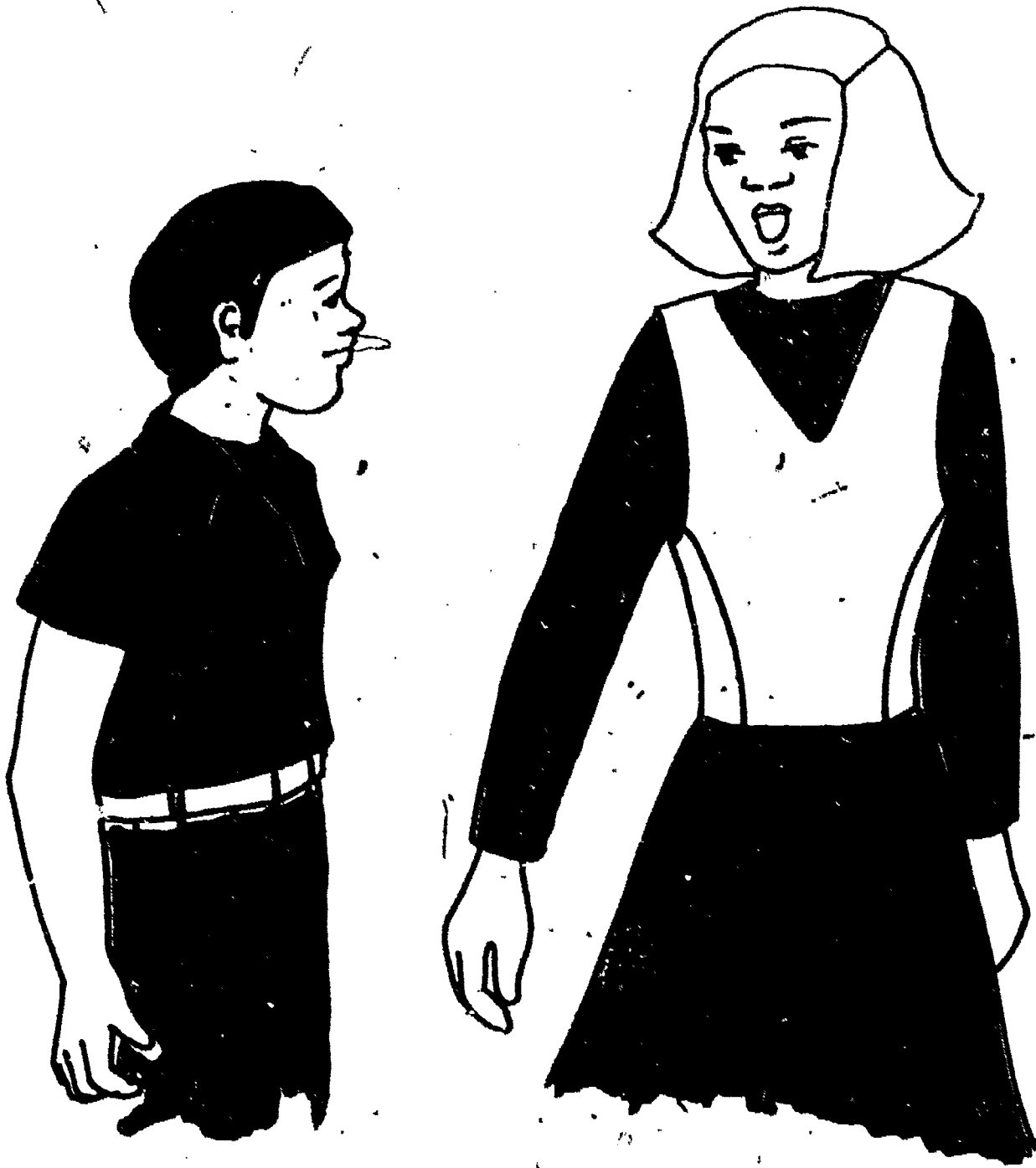


Kingston thought about what Mr. Ashe said. He asked his sister to help him sell the boats. With her help, Kingston thought, he could sell his sailboats in the two summer months.

But at City Hall, Kingston met his first OBSTACLE. "You have to be eighteen to get a vendor's license," said the clerk.

Kingston said, "I won't be eighteen until August tenth. But I need the license in June."





"I'm sorry, those are the rules," said the clerk. "The only one who can make an exception is the commissioner. You can ask her."

Kingston asked the park commissioner, but she said, "No. You can't sell your boats without a license, and you can't get a license until you're eighteen."



Kingston thought about his OPTIONS and OUTCOMES. He could pay someone to sell his boats. But he would not make as much money. He could wait until his birthday. Then he might not sell his boats by the end of the summer. He could sell his boats without a license. He might get caught, and again he might not.

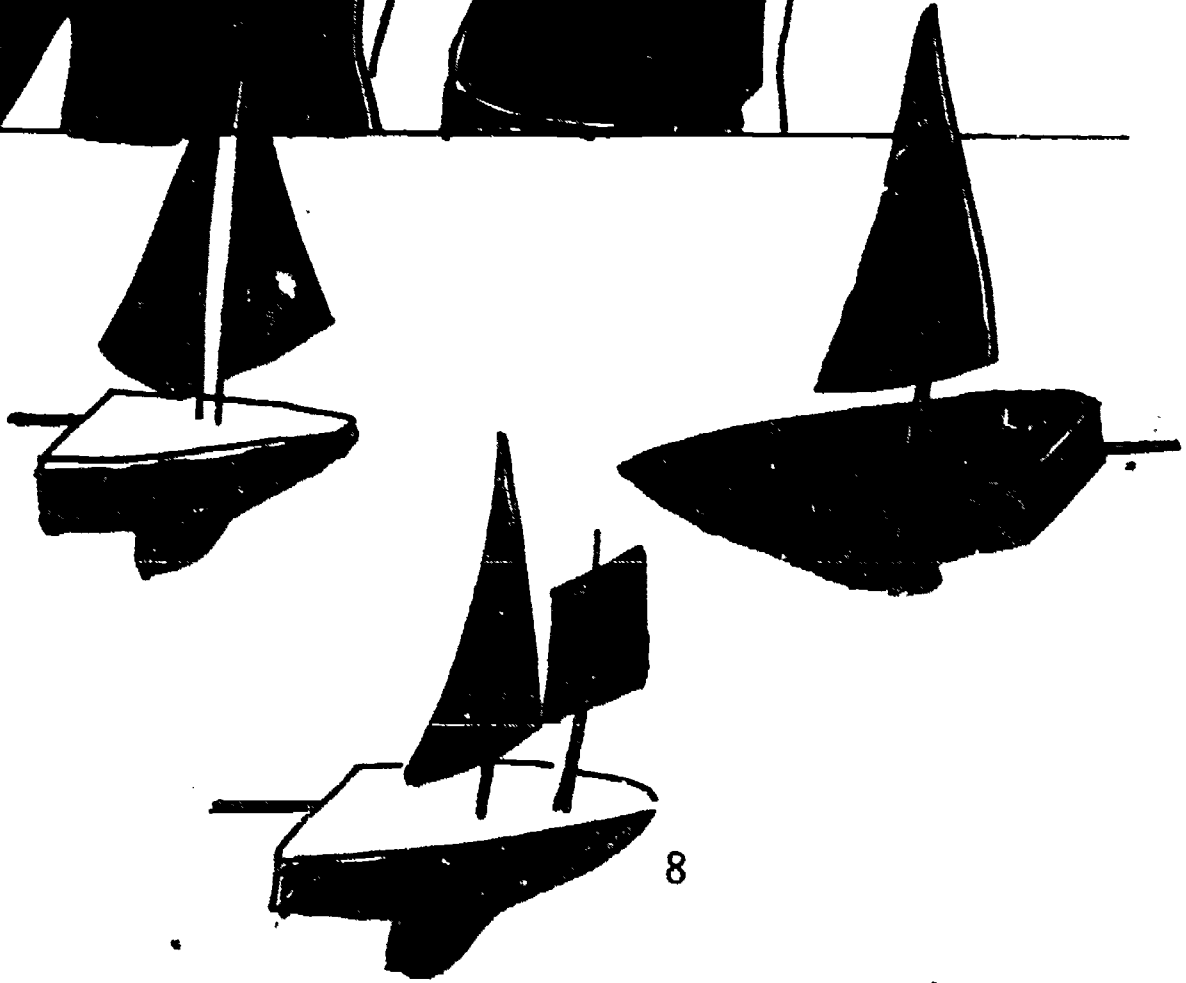
Kingston VALUED being outdoors and making money the whole summer. He also VALUED taking chances, so he DECIDED to sell the boats himself, even though he did not have a license.

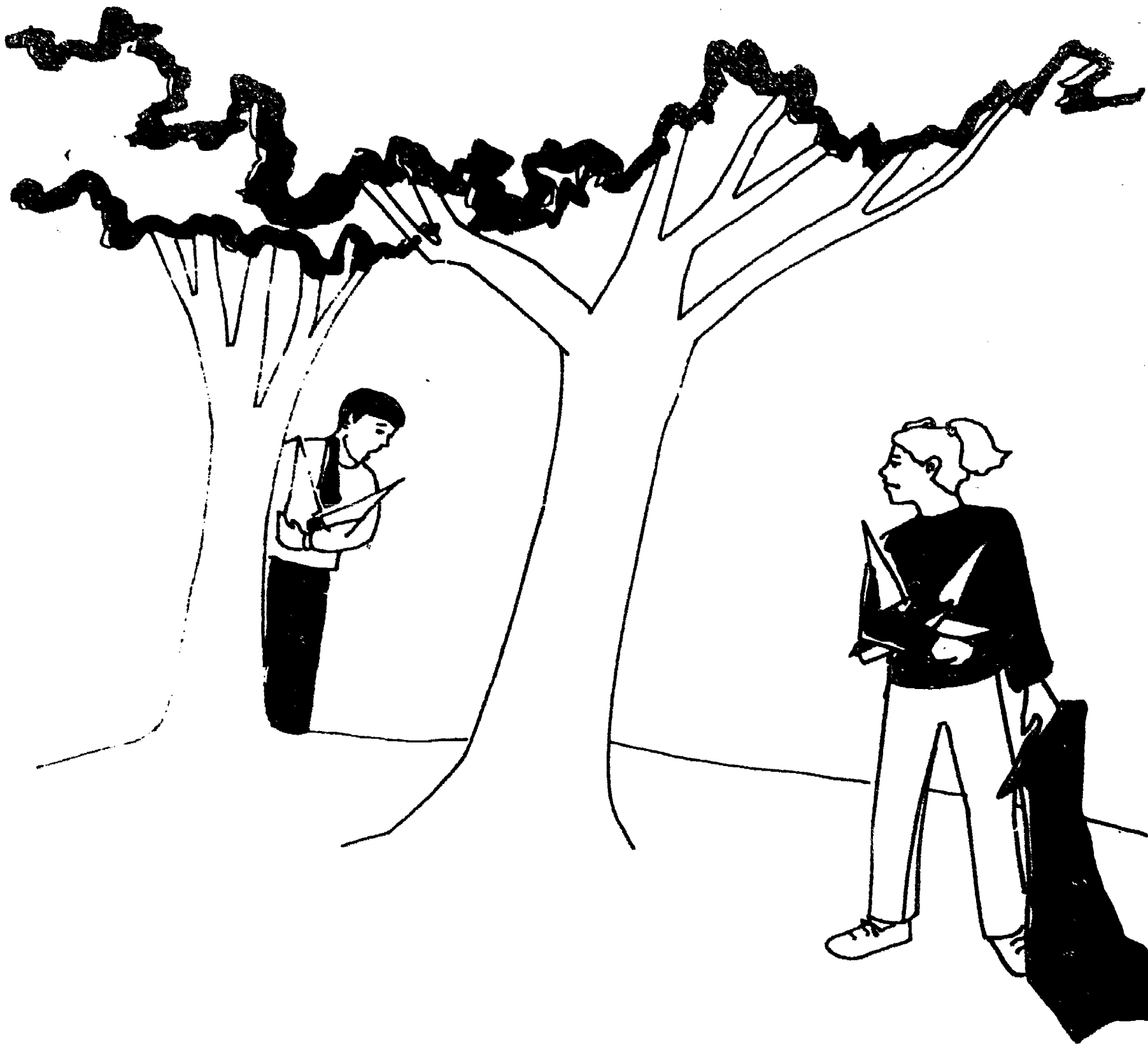
Kingston wrote out a PLAN to set up his stand in a shady place in the park; he figured he would hide behind the trees if cops came. Then he figured out how much to sell the boats for.

He was ready to ACT. He made some signs. He wrote a sales speech and got money ready for making change.



Kingston and his sister started to sell the boats.





The park patrol passed by often, and each time Kingston and Sissy ran into the woods.



Running made them hot, so they ate a lot of ice cream.

After two weeks, Kingston CHECKED his PROGRESS. He discovered he was not making much money. Two boats had broken, they had lost some money, and they had spent some money on ice cream. Kingston hoped things would get better.







One day, a park patrol officer caught them, and **kingston had to** pay a fine for selling boats without a license.

After that, Kingston knew that he had to MODIFY his GOAL. He put an ad in the newspaper and sold a few boats that way.

On August 10th, he was eighteen, and he got his license. Kingston sold his boats in the park, legally. By the time school had started, all the boats were sold.

On the first day of classes, Mr. Ashe asked, "How'd you make out selling your boats?" Kingston told him the whole story and how he reached his GOAL.

Kingston explained, "Not only did crime not pay; it cost me money. I ate too much ice cream, I lost money on a newspaper ad, and I paid a fine. I won't let that happen again; next summer, it will be all profit! I finished a blueprint for model canoes. Will you look it over with me?"

"Kingston, I'd be delighted!" exclaimed Mr. Ashe.