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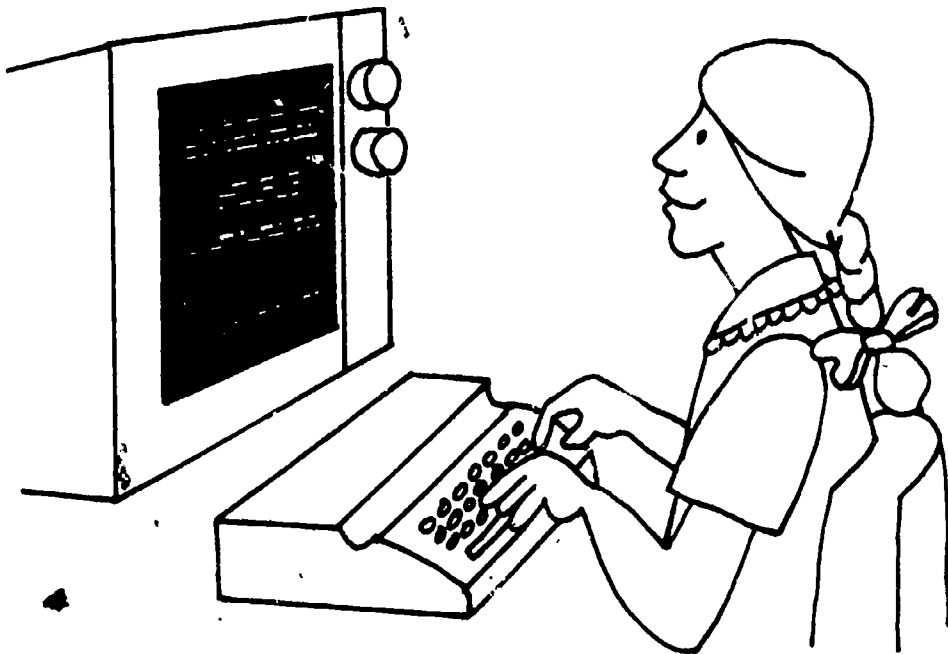
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ABSTRACT

This student guide is part of the microcomputer version of the Career Planning System (CPS). CPS is a comprehensive instructional package designed to provide individualized career exploration and career planning experiences for students of approximately middle-school age. This version is designed to take advantage of the motivational, managerial, and interactive capabilities of the Atari 800 microcomputer to provide individualized career exploration and career-planning experiences for students with mild learning handicaps. Students with mild mental retardation, learning disabilities, and behavior handicaps reading at the 3.5 grade level will profit from working with this instructional package. Section 1 introduces the student to the CPS. Section 2 provides worksheets for practice in working with the concepts and vocabulary essential to the CPS. Section 3 is a form to record the student's Interest Areas. In section 4 are reaction forms upon which the student records reactions to Activities and Briefs. Section 5 provides places to record career plans for 10 occupations (courses to take now, activities to do now, and things to do after high school). Section 6 contains a reaction form summary to list jobs that interest the student most. In the final section are forms to provide the basis for discussions with the teacher and/or counselor to prepare a personal education plan. (YLB)

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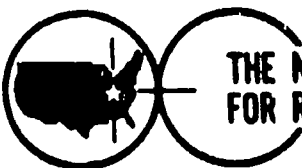
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# Career Planning System Microcomputer Version

## Student Guide

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# **Career Planning System Microcomputer Version Student Guide**

by

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Columbus, Ohio 43210

1983

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# Contents

Welcome . . . . .	1
Vocabulary . . . . .	5
Interest Sort Summary . . . . .	25
Reaction Forms . . . . .	29
Career Plan Pages . . . . .	51
Reaction Form Summary . . . . .	63
Education Plan . . . . .	67

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# Welcome

This section will help you get started on the Career Planning System (CPS). Read these pages and follow the directions you find.

# Welcome. . .

to the Career Planning System.

The Career Planning System--or CPS--is a way for you to learn about choosing a job that is just right for you.

You'll do most of this learning on a computer.

You'll do some things in this Student Guide, too. The Guide will help you keep track of what you learn and what you feel.

Now it's time to start. Your teacher will help you. First, ask your teacher to tell you your CPS name and code number. Write your CPS name and code number here:

My CPS name is \_\_\_\_\_.

My CPS code number is \_\_\_\_\_.

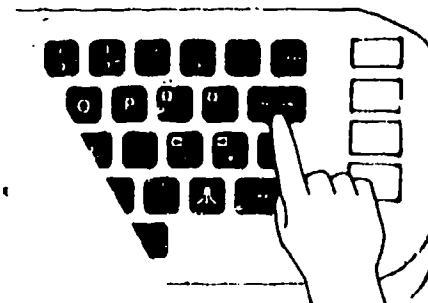
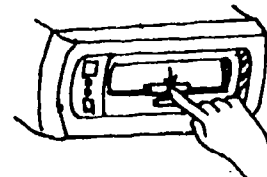
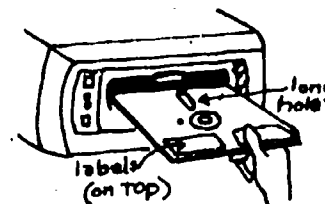
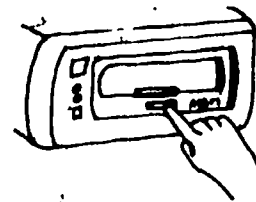
Now you are ready to use the computer. Type your CPS name and code number into the computer. When the computer tells you to load the "Introduction" disk, follow the steps shown on page 4 in this Guide. Page 4 will tell you how to load a disk.



# To load a disk. . .

You will load disks many times while you do the CPS. You will always follow these six steps to load a disk. If you forget any step, you can come to this page to find help.

- 1.** Find the right disk in the CPS disk notebook. Find the disk with the number called for by the computer.
- 2.** Open the door on disk drive #1. To open the door, push the button under it.
- 3.** Insert the disk:
  - a. Make sure the labels on the disk are on top.
  - b. Make sure the long hole on the disk cover is at the back, away from you.
  - c. Push the disk in gently until it clicks.
- 4.** Close the door on disk drive #1. To close the door, press down on the latch.
- 5.** Press the key marked RETURN.
- 6.** Wait until the computer tells you what to do next. Follow the directions on the computers' television screen.



---

# Vocabulary

This section will help you remember the words you will use in the CPS. You can always come back to this section to find a word you don't know. The computer will tell you when to use this section the first time.

# CPS Chart #1

This chart shows how the CPS works. Fill in the boxes to show each part of the CPS. Here are the words to use:

EDUCATION PLAN

INTEREST SORT

INTEREST AREAS

INTRODUCTION

(HINT: The answers are on page 8.)

This part of the CPS tells you how to use the CPS.



This part of the CPS helps you think about what you like to do.



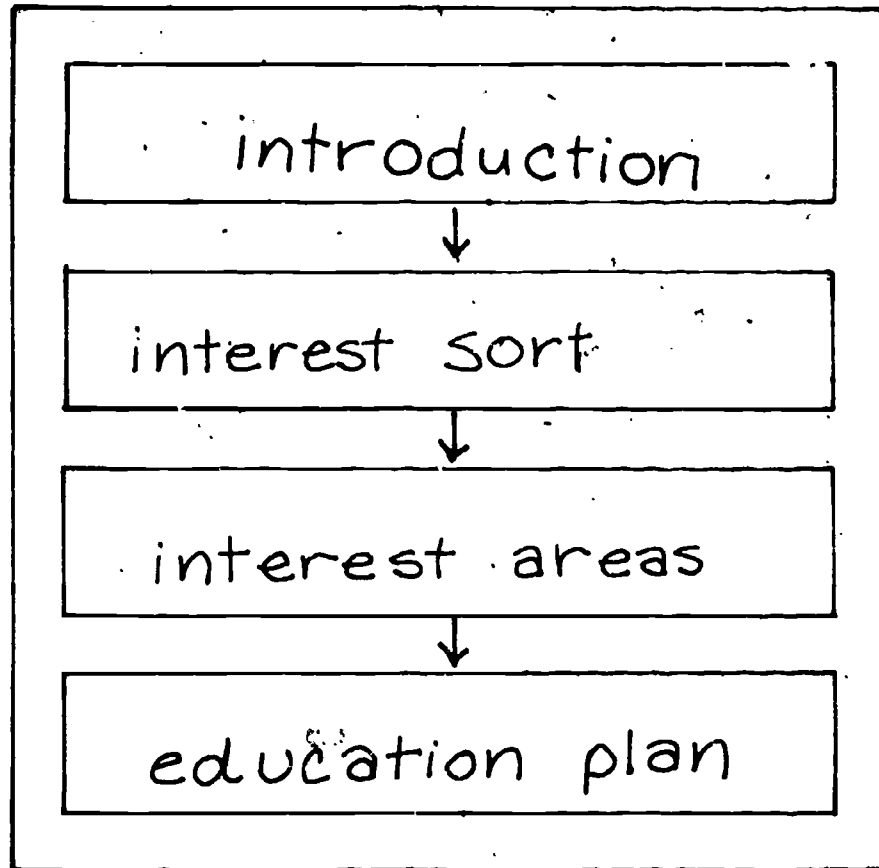
These are groups of jobs you might like to do.



This part of the CPS helps you decide how to learn more about jobs you like.

Check your answers on page 8. Then read the bottom of page 8 and go to CPS Chart #2.

Answers to CPS Chart #1:



You know that the Interest Sort takes you to an Interest Area. The CPS has ten Interest Areas. Here are their names:

**ADVISING**

**ARRANGING**

**BUILDING  
AND  
MAKING**

**DOING  
CLERICAL  
WORK**

**HELPING**

**MAINTAINING  
AND  
REPAIRING**

**THINKING  
IN  
PICTURES**

**USING  
ENVIRONMENTAL  
INFORMATION**

**WORKING WITH  
EQUIPMENT**

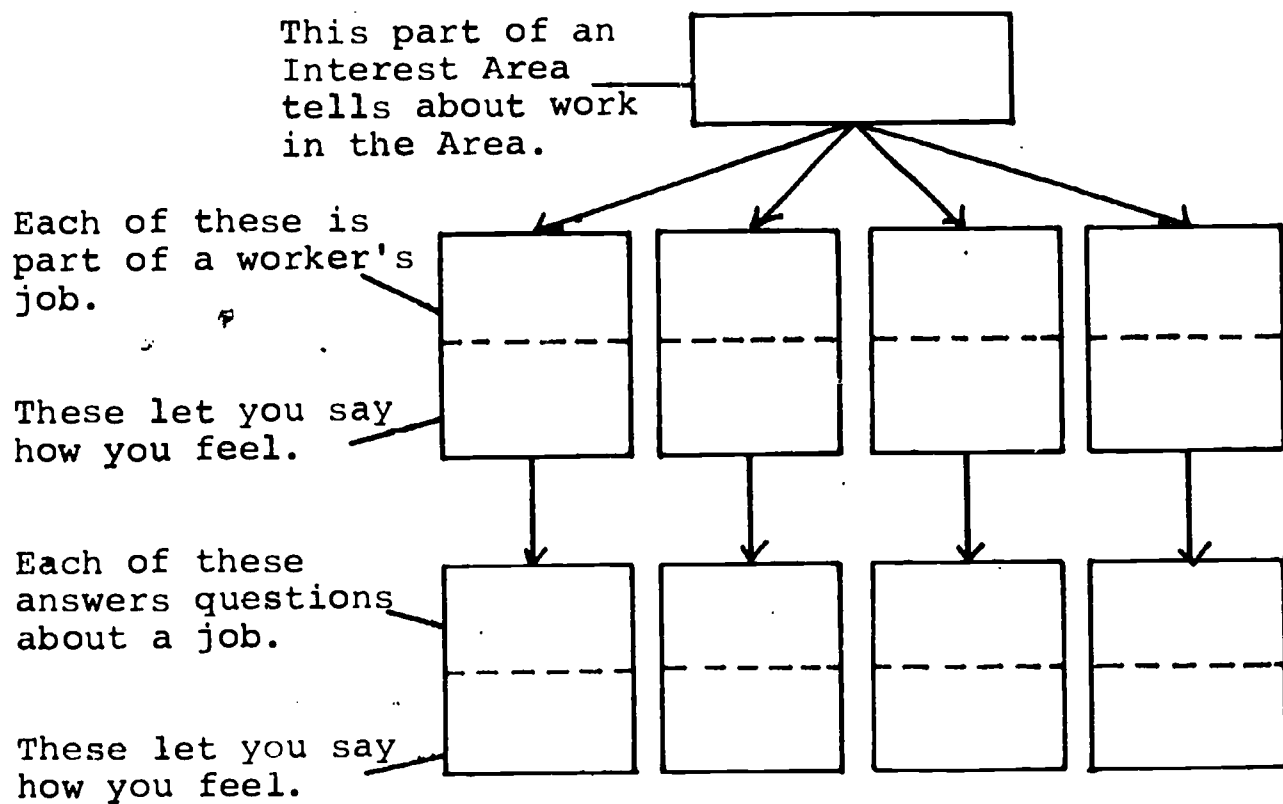
**WORKING WITH  
NUMBERS AND  
SYMBOLS**

# CPS Chart #2

Each Interest Area looks the same inside. This chart shows how each Interest Area looks. Once again, fill in the boxes to show each part of an Interest Area. Here are the words to use:

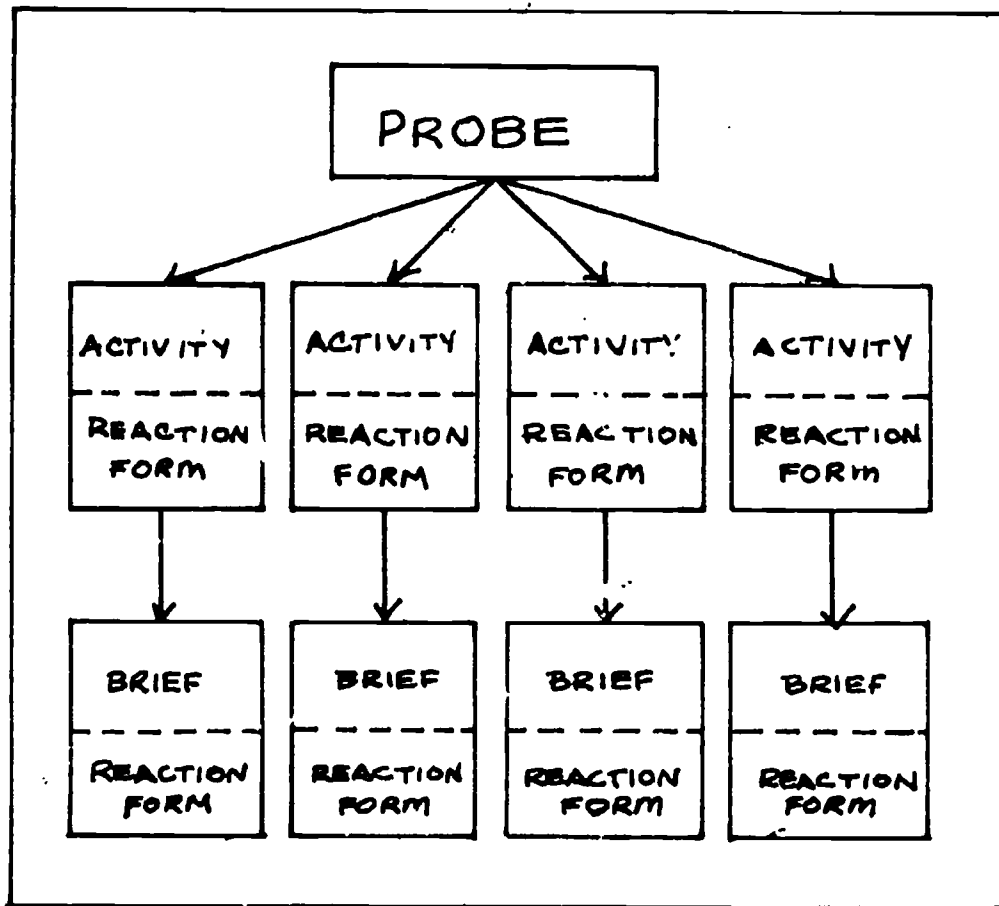
ACTIVITY                  BRIEF                  PROBE                  REACTION FORM

(HINT: The answers are on page 10.)



Check your answers on page 10. Then go back to the computer to begin the next part of the CPS.

Answers to CPS Chart #2:



Now you are ready to continue on the computer. First, type your CPS name and code number. The computer will tell you what to do next.

# My Story

This is a story about you. It tells how you will use the CPS. Most of the story is here, but some parts are missing. You must fill in the missing parts. Here are the words you will use:

ABILITIES

DECISIONS

DISLIKES

EXPLORE

INTERESTS

LIKES

SKILLS

(HINT: The answers are on the back of this page.)

I will use the CPS to \_\_\_\_\_ lots of jobs. I will think about my \_\_\_\_\_ (things that make me happy). I will think about my \_\_\_\_\_ (things that do not make me happy). I will think about why these things are important in choosing a job.

I will think about other things, too. For example, I will think about my \_\_\_\_\_ (things I do well naturally). I will think about my \_\_\_\_\_ (things I have learned to do well). These things are important in choosing a job, too. A job doing what I do well will probably make me happy.

I will try to discover my \_\_\_\_\_ (things I like most). I will make \_\_\_\_\_ about how to learn more about the jobs I might like best.

Check your answers on page 11. Then you will be finished with the CPS "Introduction."

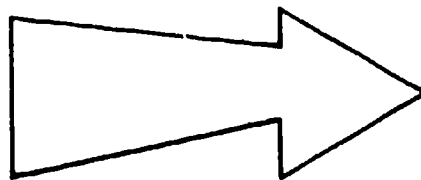
Answers to "My Story":

I will use the CPS to EXPLORE lots of jobs. I will think about my LIKES (things that make me happy). I will think about my DISLIKES (things that do not make me happy). I will think about why these things are important in choosing a job.

I will think about other things, too. For example, I will think about my ABILITIES (things I do well naturally). I will think about my SKILLS (things I have learned to do well). These things are important in choosing a job, too. A job doing what I do well will probably make me happy.

I will try to discover my INTERESTS (things I like most). I will make DECISIONS about how to learn more about the jobs I might like best.

**PLEASE READ  
THIS PAGE**





# Other CPS Words

You have learned many new words you will use in the CPS. You will use other new words, too. Some of these other new words are listed on the following pages.

Some of the words are about work. Some of the words are about things people do to get ready for work.

The WORK WORDS--words about work--are listed first. The EDUCATION WORDS--words about getting ready for work--are listed second.

You can look at the lists now. Or you can wait until you find a word you don't know in the CPS. Then you can look for it here.

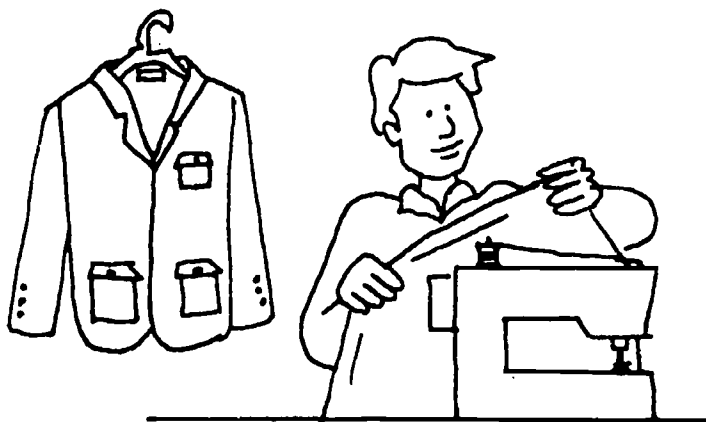
You don't have to learn these words, but you can look at them if you need to. So, remember--if a word you don't know comes on the screen, look for it here. If you don't find it, ask your teacher.

You can look at the words now. Or you can go back to the computer. It's your decision!

# Work Words

---

## goods

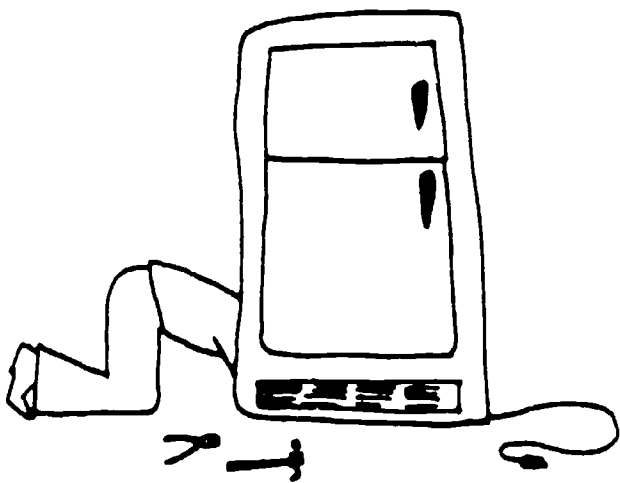


goods--things some people  
make at work

Cars, stereos, and clothes  
are goods.

---

## services



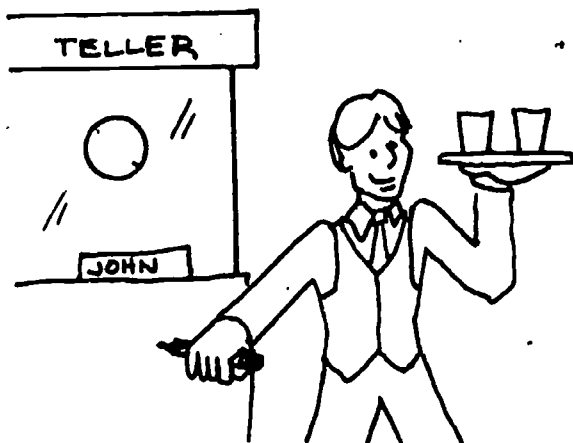
services--things some people  
do at work

Giving haircuts and fixing  
refrigerators are services.

---

---

## job

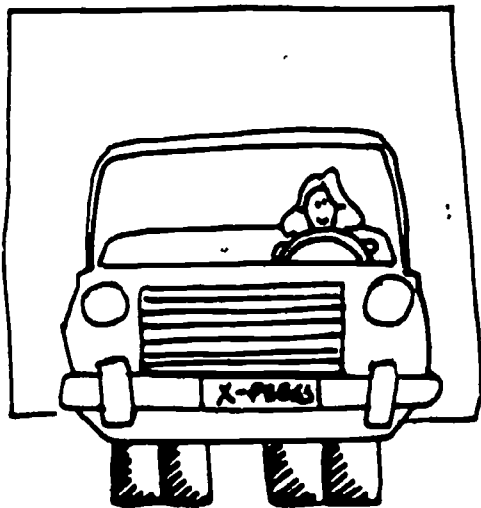


job--work a person does  
for a short time

First John had a job as a  
bank teller; then he had a  
job as a waiter.

---

## occupation



occupation--work a person  
does for a long time

For many years, Mary's  
occupation has been driving  
a truck.

---

## employed

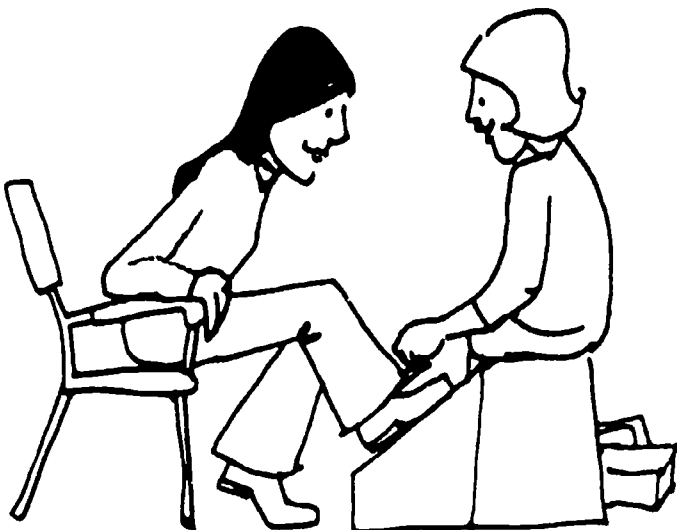


employed--hired and paid to work in a job or occupation

Pat was employed to sell shoes in a large store.

---

## employee

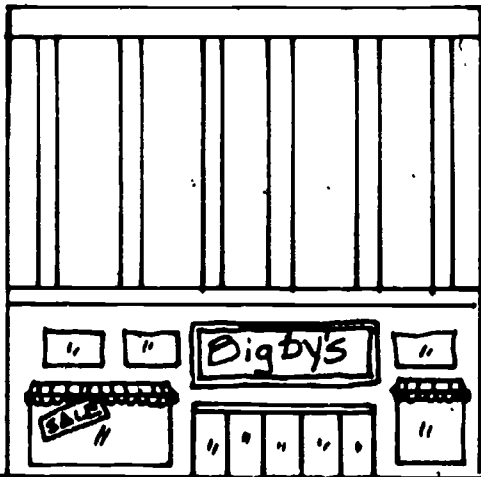


employee--a person who is hired and paid to work in a job or occupation

Pat is an employee in a large store.

---

## employer



employer--a person or business  
that hires and pays workers

Pat's employer is a large store.

---

## pay



For  
doing  
a job.

pay--the money a person gets  
for working

Mike's pay for washing the  
car is \$5.00.

---

## wage



For each  
hour  
of  
work.

wage--a kind of pay; the money  
a person gets for each hour  
of work

Peggy's wage as a waitress is  
\$3.00 an hour,

---

## salary



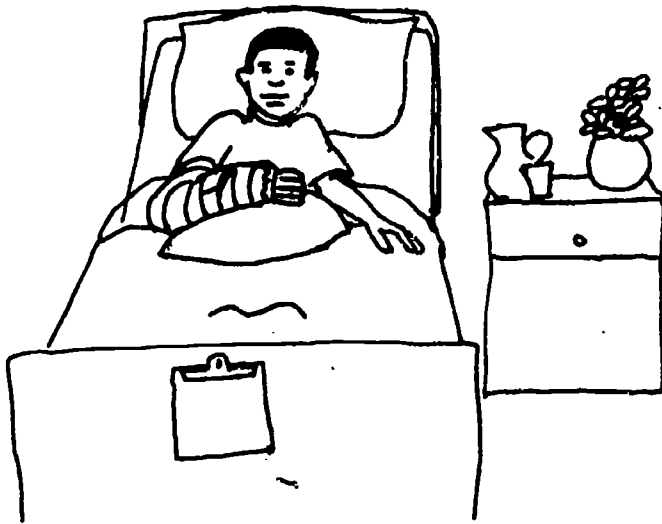
For each  
week,  
month, or  
year  
of work

salary--a kind of pay; the  
money a person gets for each  
week, month, or year of work

Bill's salary as a teacher is  
\$1,000.00 a month or \$12,000.00  
a year.

---

## benefits



benefits--things other than pay  
a person gets for working

Sick leave, vacations with pay,  
and paid health insurance are  
benefits of many jobs.

---

## experienced



experienced--a person who is  
good at a job after working  
at it for a long time

Joan is an experienced lawyer.

---

## advance

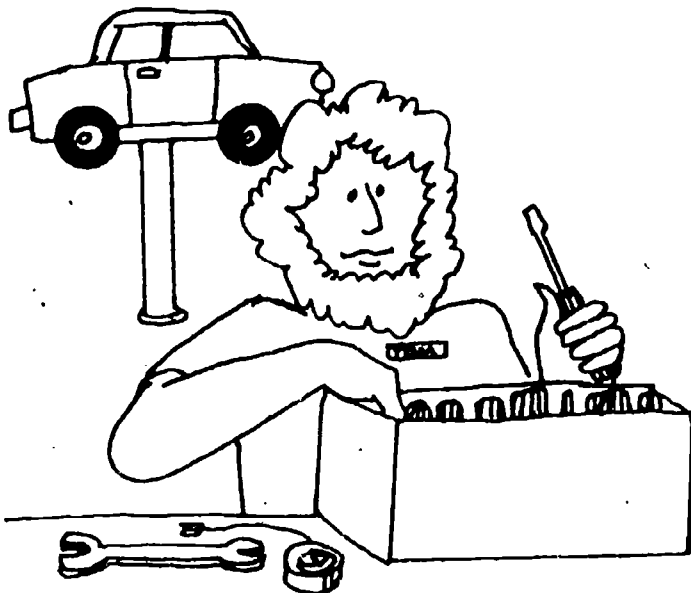


advance--to get a better job

A good file clerk can advance to a job as a secretary.

---

## equipment



equipment--tools and machines people use at work

Tom uses lots of equipment--wrenches, screwdrivers, lifts, and gauges--in his job as an auto mechanic.



# Education Words

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## vocational school



vocational school--a kind of high school where you can learn to do a job

Barb went to vocational school to learn to be a plumber.

---

## technical school

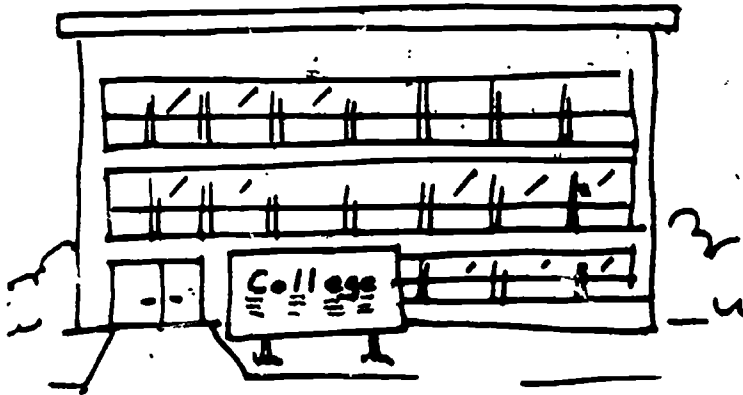


technical school--a school to go to for a short time after high school to learn to do one job

Harry went to technical school to learn to be a hair stylist.

---

## college

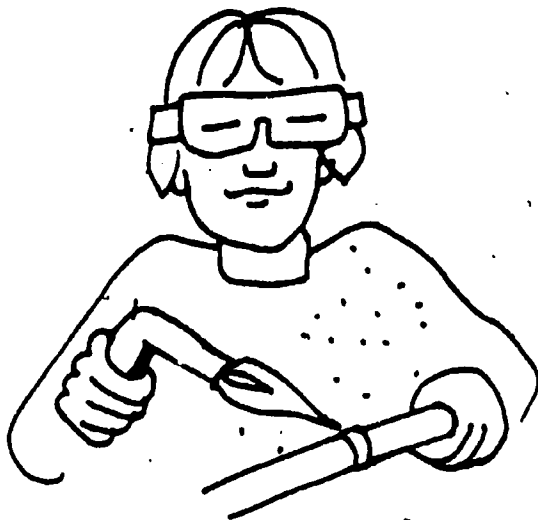


college--a two-year or four-year school to go to after high school to learn many things.

Teachers go to college for four years to learn to teach reading, math, and many other things.

---

## training



training--teaching and practice for a job

Pete got training in welding.

---

## apprenticeship



apprenticeship--a kind of training; learning a job by working with someone who knows the job well

Phil had an apprenticeship with a carpenter.

---

---

# Interest Sort Summary

This section will help you remember your Interest Areas. You'll copy those Interest Areas from the computer. Then you can come back to this section to see all your Interest Areas.

# Interest Sort Summary

These are my Interest Areas:

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

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

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

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

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

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

---

# Reaction Forms

This section will help you remember how you feel about Activities and Briefs. The computer will tell you when to use this section. Later, you'll use your Reaction Forms to make your Education Plan.

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?



# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Second Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Second Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Third Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Third Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Fourth Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Fourth Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Fifth Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Fifth Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?



# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Sixth Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Sixth Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Seventh Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Seventh Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Eighth Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Eighth Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Ninth Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only on the computer's television screen.)

Ninth Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?



# Reaction Form, Part 2

(NOTE: Reaction Form, Part 1, appears only on the computer's television screen.)

Tenth Occupation: \_\_\_\_\_

1. What did you like most about this Activity?

2. What did you like least about this Activity?

3. What did you do best in this Activity?

# Reaction Form, Part 4

(NOTE: Reaction Form, Part 3, appears only  
on the computer's television screen.)

Tenth Occupation: \_\_\_\_\_

1. What do you think you'd like most about this work?

2. What do you think you'd like least about this work?

3. Do you want to learn more about this work? Why or why not?

---

# Career Plan Pages

This section will help you remember things you can do to become a worker in jobs you like. You'll copy these things from the computer. Then you'll use these pages to make your Education Plan.

# Career Plan

First Occupation: \_\_\_\_\_

Courses to take now: ,

Activities to do now:

Things to do after high school:

# Career Plan

Second Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Third Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Fourth Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Fifth Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:



# Career Plan

Sixth Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Seventh Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Eighth Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Ninth Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

# Career Plan

Tenth Occupation: \_\_\_\_\_

Courses to take now:

Activities to do now:

Things to do after high school:

---

# Reaction Form Summary

This section will help you remember the jobs that interest you most. You'll copy a list of jobs from the computer. Then you'll use your list to make your Education Plan.

# Reaction Form Summary

These jobs are most interesting to me:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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# Education Plan

This section will help you plan to learn more about the jobs that interest you most. You'll think about your Reaction Form Summary, your Reaction Forms, and your Career Plans. Then you'll talk to your teacher or counselor. Your teacher or counselor will help you answer the questions in this section.



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1. What skills or training do I need?		
2. Can I get these skills or training in high school?		
3. What high school courses should I take?		
4. When can I do the other activities listed on my Career Plan? How?		

QUESTION	WHAT YOU SAY	WHAT YOUR TEACHER OR COUNSELOR SAYS
<p>5. Do I need to go to school after high school to get the skills or training I need? What kind of school?</p>		
<p>6. Will I be able to get into this kind of school after high school?</p>		
<p>7. If not, what can I do so I'll be able to get into this kind of school?</p>		
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