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## ABSTRACT

This curriculum guide is for the first phase of Ohio's Career Development Program, the Career Motivation Program for Grades K-6. Intended for use by elementary school teachers in the classroom, the guide is divided into three major parts: Grades K-2, Grades 3-4, and Grades 5-6. Each unit contains developmental objectives, behavioral objectives, activities, and sample lesson. Developmental objectives have been written for the seven broad areas of career development: individual and environment, world of work, self, economics, education and training, employability and work adjustment, and vocational decision-making. The last three areas are for Grades 5-6. Behavioral objectives are written in three main areas to form taxonomies of behavior: cognitive domain, affective domain, and psychomotor domain. Activity levels (experiencing, simulation, vicarious) are integrated into the curriculum in stages. The final outcome of career development activities should be the integration of career education into the total curriculum of the school. Sample lessons drawn from those found successful in elementary school classrooms are suggested for each developmental objective unit.

(MF)

# OHIO'S CAREER CONTINUUM:

Early Life	Motivation	Orientations	Exploration	Vocational Training or Pre-Professional Training	Adult Technical and Collegiate Training
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ED 075641

## CAREER

DEVELOPMENT COMPONENT



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 Ohio Department of Education  
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## CAREER MOTIVATION

CURRICULUM GUIDE FOR GRADES K-6  
OHIO STATE BOARD OF EDUCATION



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DIVISION OF VOCATIONAL EDUCATION  
HOME ECONOMICS SECTION  
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1972

## FOREWORD

The new urbanized technological society has brought the urgency for an abrupt turn-around in thinking about the place of the school in our world.

Our economy's rapidly changing character with large industry remote from residential areas, surrounded by fences, and protected by security guards does not permit youngsters to see their parents or others at work.

Many children's parents are recipients of public assistance checks, a situation which compounds the problem of teaching job-centered values.

It is our hope that this Career Motivation Guide will assist youngsters in their appreciation and awareness of the place of production and services in their lives. Through knowledge of the work world, value judgments can be wisely made which lead to the highest level of personal and community living.



Martin W. Essex

Superintendent of Public Instruction

## INTRODUCTION

In June of 1971 the Ohio Department of Education sponsored and coordinated a curriculum workshop for the purpose of developing a curriculum guide for Career Education, grades K-6.

Coordinators of Ohio's Pilot Career Motivation programs participated in this workshop under the direction of Dr. Joseph Quaranta, Ohio State University, assisted by Mrs. Mary Roberts, Division of Elementary Education, State Department of Education and Mr. William Nemeec, Division of Guidance and Testing, State Department of Education.

Three of seven major areas of career development were completed in the initial guide. Comments and recommendations were requested of teachers of Career Motivation as they used the guide in their classrooms in Fiscal Year 1971.

\* \* \* \*

This Career Motivation Curriculum Guide includes the seven major areas of career development and was revised in accordance with the recommendations of the pilot teachers at a second curriculum workshop, held in July, 1972.

Mrs. Constance Carse, Coordinator of Career Education, Mansfield, provided leadership for the second workshop. Dr. Joseph Quaranta and Dr. Raymond Muessig, Ohio State University, were consultants. Special assistance was again provided by Mrs. Mary Roberts and Mr. William Nemeec.

Workshop participants included the following:

Mrs. Roberta Ryan, Akron  
Mrs. June Robbins, Cincinnati  
Mrs. Linda Keilholtz, Columbus  
Mr. Douglas Peterson, Minford  
Mr. Jerry Ruark, Minford

Special acknowledgement is due to Mrs. Mabell Black for leadership in promotion and development of Ohio's Career Motivation programs and to Mrs. Sonia Cole, Assistant Director, Vocational Education, Home Economics Section for program administration.

Participants in the June 1971 workshop included the following representatives of pilot Career Motivation programs: Mrs. Roberta Ryan, Akron; Miss Marlyn Davidson, Cincinnati; Mr. Oliver Jones, Cleveland; Mr. Robert Rammes, Dayton; Mrs. Doris Ramsey, Mad River Green, Springfield; Mrs. Constance Carse, Mansfield; Mr. Jerry Ruark, Minford; Mrs. Linda Keilholtz, Toledo; Mr. Mike Zockle, Warren. Other participants were Miss Sara Jane Rowland, graduate student, O.S.U.; Mrs. Alice Garry, Worthington Public Schools; and other graduate students of the O.S.U. Department of Education.



Byrl R. Shoemaker  
Director  
Vocational Education  
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## OHIO'S CAREER DEVELOPMENT PROGRAM

Career Education was introduced to Ohio in Fiscal Year 1970 when the Division of Vocational Education, State Department of Education, following recommendations of a Governor's task force, appointed in 1968 to study Vocational and Technical Education in Ohio, initiated programs of Career Orientation for seventh and eighth grade students in nine schools in six school districts of Ohio.

In September, 1970, Career Orientation programs were expanded to include twenty-six schools in eight school districts, serving over ten thousand students; and Career Education was extended in both directions, downward to the K-6 level for *Career Motivation* and upward to *Career Exploration* at 9th and 10th grades--thus completing the scope of Ohio's K-10 *Career Development Program*. Sixteen schools in nine school districts of Ohio, serving over ten thousand students, piloted K-6 Career Motivation programs; and at the same time five high schools serving approximately five thousand students, initiated Career Exploration programs.

Fiscal Year 1972 saw further growth of Career Education in Ohio. With the addition of state funds, Career Education programs in ten school districts were "rounded out" to form 10 complete K-10 Career Development programs, serving 37,000 students. In Fiscal Year 1973 over 120,000 students and 4500 teachers will participate in Career Education in 20 school districts of Ohio.

It is the goal of the Division of Vocational Education, State Department of Education, to reach all of Ohio's two million students by 1980.

\* \* \* \*

Goals of the three levels of Ohio's Career Development Program are the following:

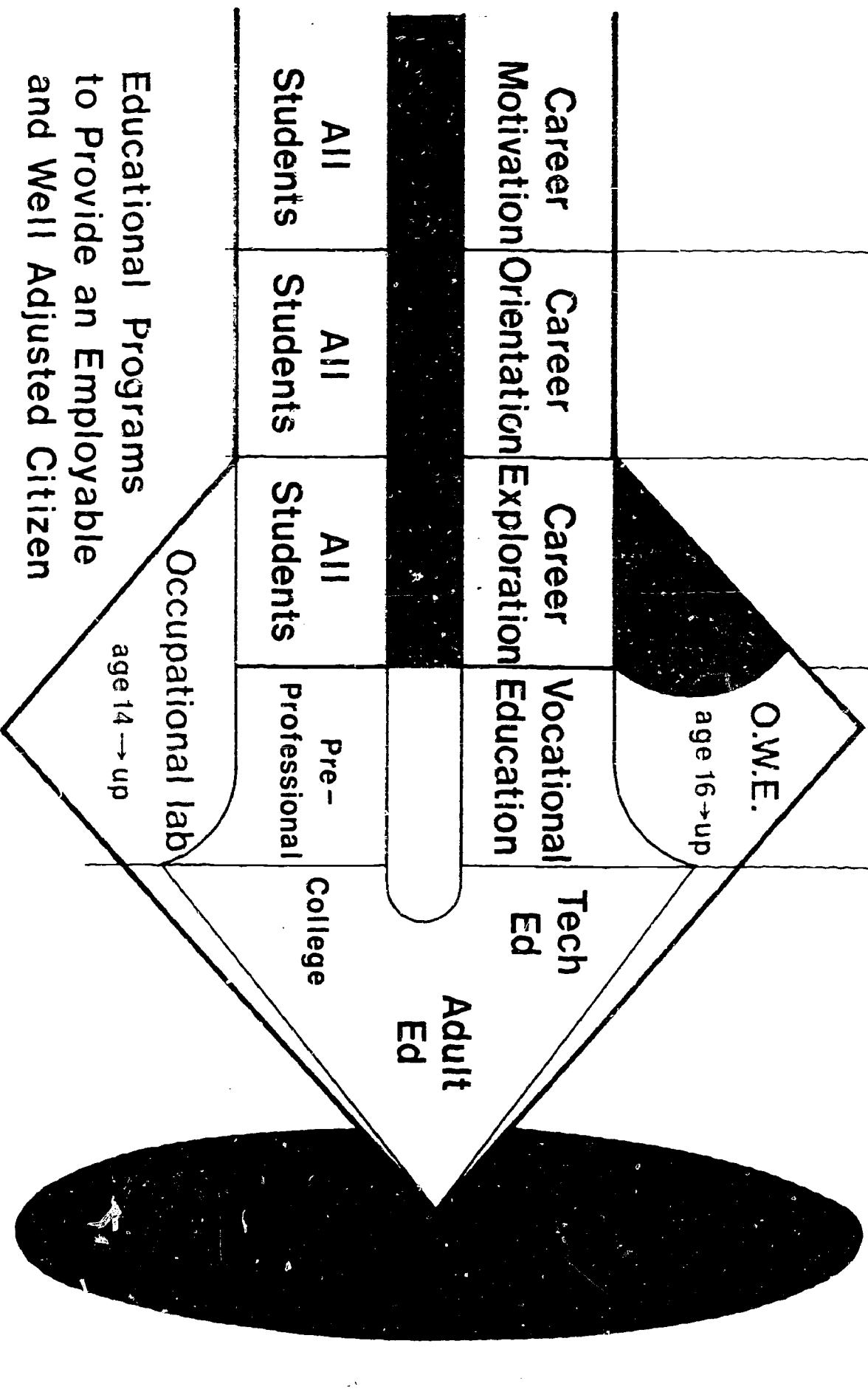
- Career Motivation - To develop in all youth an awareness and appreciation of the world of work and motivation to be a part of the world of work.
- Career Orientation - To provide all youth the opportunity to learn about the many occupations available to them and about the special abilities and the training required for specific occupations.
- Career Exploration- To provide all youth the opportunity to examine and to gain first-hand experience with several career opportunities of their choice, consistent with their interests and abilities.

\* \* \*

OHIO STATE DEPARTMENT OF EDUCATION · DIVISION OF VOCATIONAL EDUCATION  
**OHIO'S CAREER DEVELOPMENT CONTINUUM**

GRADE LEVEL

K-6      7-8      9-10      11-12      POST SECONDARY



**Educational Programs  
to Provide an Employable  
and Well Adjusted Citizen**



## CAREER EDUCATION IN OHIO

Career education is defined as a program which endeavors, through the regular curriculum, to provide all youth in the school with motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities which help youth benefit from and plan for pre-professional instruction or vocational education. The career education program also provides pre-professional instruction leading to further education, vocational education leading to successful entry and advancement in an occupation of personal choice, and training, retraining and upgrading instruction throughout an individual's work life which is consistent with the technology of the world of work and the individual interests and the needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home and the school to prepare youth for successful entry into the world of work. The school integrates the career motivation, orientation and exploration program with the regular curriculum and includes a strong family life program to develop the positive influence of the home to its fullest potential.

A total career education program consists of the following phases:

1. A total *Family Life Program* within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.
2. A *Career Motivation Program* for all youth in kindergarten through Grade six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.
3. A *Career Orientation Program* in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.
4. A *Career Exploration Program* in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and ability.
5. A *Career Preparation Program* for youth age sixteen and above which includes:
  - A. a comprehensive vocational education program which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment, and
  - B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.
6. A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

## **K-6 CAREER MOTIVATION PROGRAM**

The first phase of the Career Development Program, Career Motivation, with its goals of Awareness, Appreciation, and Motivation, emphasizes work as the meaningful activity engaged in by the child at home and at school.

For the elementary school child, work refers to the tasks in school and at home for which he has assumed a responsibility. Later those tasks become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

Career Orientation and Career Exploration Programs build upon this foundation of motivation for work. They deal more specifically, however, with work in the form of occupations. Not until after elementary school will the child be exposed to and assisted in becoming oriented to jobs and occupations as a part of career programs. At that time he will need to draw upon a foundation of healthy respect for work and responsibility. This healthy respect for work in the elementary school child is significant to his development as a person, as well as to his becoming a contributing member of society.

### **The Child and Work**

For the child, entrance into elementary school begins his contact with the world outside his home. School allows him to deal with his sense of personal industry and offers him his first real experiences with work. At this time he is faced with the development of a sense of industriousness and he must become aware of and be motivated to take part in the world of work around him. As he progresses through elementary school and his world expands, his work expands and becomes more complex and he develops a readiness to meet the challenge of sound career progress.

Thus, work in the Career Motivation Program has a special meaning for the child in his development as a person. During the elementary school year, he tends to develop either a sense of industry or a sense of inferiority. As he is assisted in becoming industrious, the child learns a number of valuable work lessons. These help him to grow as a person. They are closely related to career motivation and to subsequent career development.

The child learns that there are external criteria for evaluating his activities. Other individuals, teachers and peers, will determine how well he has performed his task. He learns that some of his activity should be productive, that is, he should produce something rather than to engage solely in random activities. Subsequently, he discovers the personal rewards that come from completing a task. In the elementary school, he learns to utilize the tools of home, school and community. He discovers what they are, what they can and cannot do, and how to find and use them more efficiently. Furthermore, he learns to share his tools and himself with others.

The child develops the skills necessary to accomplish the tasks for which he has assumed responsibility. He learns to discipline himself to the task at hand. Sometimes this means that he allows others to determine what he will do or what he will produce. He discovers that there is an external responsibility in work and an internal responsibility for work. He learns, by cooperating in a common task with others, that he can accomplish increasingly more complex and longer range work. The result of engaging in work for the elementary school child is a sense of accomplishment through effort and work. He begins to sense the power of his own will and his own efforts. He develops a respect for the work he can do and for himself. The child who does not develop this sense of industry is a child with feelings of inferiority.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work doing something. Work means accepting responsibilities which require that tasks be completed. Some people work regularly at jobs for which they are compensated and some of these jobs can be described as occupations or careers. The motivation to engage in a meaningful occupation or career development comes from a sound basis for work. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs, this respect for work translates into career development.

## USING THE K-6 CAREER MOTIVATION GUIDE

This Guide for the K-6 Career Motivation Program is intended for use by the elementary school teacher in the classroom as a part of on-going class activities. The Activities section is divided into three major parts to allow for flexibility in a school's curriculum. The first section is for grades K, 1, and 2; the second for grades 3 and 4; and the third for grades 5 and 6. Each major section is comprised of a series of units within a definite structure. Each unit consists of the following components:

- Developmental Objectives
- Behavioral Objectives
- Activities
- Sample Lesson

### DEVELOPMENTAL OBJECTIVES

Developmental Objectives are the broad, generally stated, over-all objectives for the program. They are not intended to be measurable, but to give direction for the scope, sequence and level of the program.

#### Areas of Developmental Objectives

Developmental objectives have been written for the seven broad areas of career development. Each of these is divided into topics. These topics are further broken down into developmental objectives themselves, each objective comprising a unit. The seven broad areas and those for which topics and objectives have been written are listed below with the number of developmental objectives:

#### INDIVIDUAL AND ENVIRONMENT

- Why People Work
- Individual and Work
- Environments and Work

#### WORLD OF WORK

- Varieties of Work
- Work Families
- Work Families in Environments
- Work Information in Vocational Guidance
- Work Characteristics in Vocational Guidance
- Processes of Vocational Guidance
- Dynamics of the World of Work

#### SELF

Self-awareness		Interests
Self-acceptance	of	Aptitudes
Self-affirmation		Achievement
		Values

#### ECONOMICS

**EDUCATION AND TRAINING** (Grades 5 and 6)

**EMPLOYABILITY AND WORK ADJUSTMENT** (Grades 5 and 6)

**VOCATIONAL DECISION MAKING** (Grades 5 and 6)

### **Levels of Developmental Objectives**

Developmental objectives are written at three levels: Awareness, Appreciation and Motivation. These three levels correspond to the levels of knowing, accepting and affirming, or cognitive, affective and psychomotor. They represent the sequence by which a person becomes aware of himself or his environment, internalizes, and acts out what he learns. The levels represent a hierarchy of complexity; the outcome of any series of developmental objectives should ultimately be manifested in behavior. In the Career Motivation Program, "Motivation" refers to the readiness of the child to engage actively in the next step of career development.

### **BEHAVIORAL OBJECTIVES**

Behavioral Objectives are the observable, measurable statements which give operational meaning to the Developmental Objectives. These statements are more useful when constructed by the teacher. Behavioral objectives can be written in three main areas each of which has a hierarchy of behaviors from simple to complex. They form taxonomies of behaviors.

#### **COGNITIVE DOMAIN**

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

#### **AFFECTIVE DOMAIN**

- Receiving
- Responding
- Valuing
- Organization
- Characterization of Value or Value Complex

#### **PSYCHOMOTOR DOMAIN**

- Perception
- Set
- Guided Response
- Mechanism
- Complex Overt Response

### **ACTIVITIES**

Activities are those teacher-planned, curriculum-based career motivation experiences which provide for the child's growth in the world of work. They are dictated by Developmental and Behavioral Objectives and comprise the child's learning situation.

## Levels of Activities (Spectrum)

Activities can be classified in three main levels, Vicarious, Simulated and Experiencing. Each level provides a higher degree of reality testing than the previous. These three main levels can be broken down as follows, providing an Activities Spectrum.

### Experiencing

- |   |                                |
|---|--------------------------------|
| 10. Work: Task Experiences<br>Actual Work Tasks                 | Part Time Job                  |
| 9. Guided Work Experiences<br>Directed Work                     | Directed Job                   |
| 8. Work Setting Observation<br>Work Samples<br>Work Observation | Job Samples<br>Job Observation |

### Simulation

- |   |                                |
|---|--------------------------------|
| 7. Simulated Work Environment<br>Classroom Work Corners<br>(Grocery Store, Doctor's Office) |                                |
| 6. Simulated Work Situations<br>Games<br>Role Playing                                       | Individual Skill<br>Activities |
| 5. Computer Based Systems<br>Computer "Counseling"  |                                |
| 4. Interviews with Experts<br>Interviews<br>Career Programs                                 |                                |

### Vicarious

- |   |  |
|---|--|
| 2. Audio Visual Aids<br>Films<br>Slides<br>Tapes<br>Pictures<br>Bulletin Boards |  |
| 1. Publications<br>Books<br>Monographs<br>Charts                                |  |

## **Integration of Activities**

Activities can be integrated into the curriculum in stages. Some Career Motivation activities are separate vocational activities and can be carried out as discrete units in and of themselves. Other activities are a part of a broader guidance related program. The final outcome of Career Motivation programs should be the integration of career education into the total curriculum of the school.

### **COMMUNICATION**

- Oral
- Written
- Non-Verbal
- Observe - Listen
- Reading

### **SOCIAL STUDIES**

MATH

SCIENCE

PHYSICAL EDUCATION

or

INTEGRATED CURRICULUM

HEALTH

MUSIC

ART

LEISURE

## **SAMPLE LESSON**

Sample lessons have been suggested for each Developmental Objective Unit. These lessons consist of a title, a listing of the materials needed to conduct the lesson and a description of the procedures to carry out the activity. The sample lessons presented in the Guide have been drawn from those found successful in elementary school classrooms. Each has been constructed so as to lead to a greater awareness of work, a deeper appreciation for work, or the motivation to work on the part of the child. The Developmental Objectives and the Behavioral Objectives provide a guide for the teacher to build a well-balanced program scope and sequence.

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**THE INDIVIDUAL AND HIS ENVIRONMENTS**

**WHY PEOPLE WORK**

**THE INDIVIDUAL AND WORK**

**ENVIRONMENTS AND WORK**

**K-2**

## THE INDIVIDUAL AND HIS ENVIRONMENTS

TOPIC:

Why People Work

The Individual and Work

Environments and Work

In the broad area, THE INDIVIDUAL AND HIS ENVIRONMENTS, three topics are developed. Work topics, the concept of work, necessity of work to the individual and his physical and social environments, and the concepts of needs and wants are presented.

Individual topics, the interrelationships among people, differences between individuals, and environments are presented. The motivation to become a productive worker at his own level is fostered in the child. The progression of lessons in this guide, from family to the world, corresponds to the natural expansion of the child's world.

### WHY PEOPLE WORK

#### DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an awareness that work is a way of life.

Work is the acceptance of task responsibilities.

Play is work.

Education is work.

In later life people work at jobs or other meaningful activities.

---

#### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a discussion of play, the child will be able to cite three ways play is work.
2. Given the completion of a school day, the child will be able to identify how school is his work by telling of his day in sequence.
3. Given a list of activities including play, school work and home work, the child will choose one or more to complete.

#### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. The teacher could read to the children stories of sports figures who make work of play.
2. Discuss the tasks of some people we know. How do these people help us and others? For what tasks are they paid and for what tasks are they not paid?
3. Play house (Mother gets breakfast, Father goes to work, and children go to school). Identify tasks each performs.
4. Draw a series of pictures of the child's school day: going to school, working at desk, going home in the afternoon.
5. Add something new to the classroom such as a fish or an animal. List all new responsibilities and ask for volunteers to assume them.

#### ADDITIONAL ACTIVITIES

### **SAMPLE LESSON**

“Getting Ready” Bulletin Board Display

#### **MATERIALS**

Crayons  
Drawing Paper  
Scissors  
Two large Tagboards  
Magazines for Cutting

#### **PROCEDURE**

1. Ask a child to describe verbally the steps required for him to prepare for school each day, being as attentive as possible to details. Utilize this child's description as an example.
2. Have each child choose an illustration cut from a magazine, or draw his own, of one or two tasks his parent performs and one or two tasks he performs in getting ready for the day.
3. Arrange these illustrations on a bulletin board in two sections: “My Parent Gets Ready for the Day” and “I Get Ready for the Day.”
4. Give each child an opportunity to describe the steps one of his parents takes to prepare for the day. Compare these steps with his own, noting likenesses and differences.

#### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that work is man's way of creating, preserving, changing and rebuilding his environment and that the important environments within which he lives are:

Family  
School  
Community  
Society  
World

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of tasks performed at work, the child will be able to match them with creating, preserving, and changing environments.
2. Given his own activities, the child will be able to define his contribution to family welfare.

## **SUGGESTED ACTIVITIES**

1. Discuss with classroom guests the topic of "Why People Work."
2. Make charts emphasizing family members working together for benefit of the entire family. Discuss ways in which work changes, preserves, or rebuilds the home setting.
3. List examples of how the following people contribute to changing, preserving and rebuilding the environment: plumber, carpenter, factory worker, doctor, lawyer, teacher, postman, grocery clerk, fireman.
4. Make a list of activities which would improve the physical appearance of the classroom: cleaning up, planting flowers, rearranging furniture. Have children select these and perform the duties.
5. Visit an area where new construction or building is going on. Identify the different work involved.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Environments Change”

### MATERIALS

Drawing materials

### PROCEDURE

Before introducing this lesson, show children several large pictures that illustrate changes taking place in their community. These are available in many local newspapers.

1. Assign students the task of going home after school and noting any changes which have taken place in the past few months or are currently taking place on the route home or in their neighborhood.
2. The following day, ask the children to draw “before” and “after change” pictures to be shown to the class. All students will attempt to determine what change each child is illustrating.
3. The child will then provide one or two sentences which indicate what he is illustrating; e.g., “We had an orchard behind our house. It’s been cut down and a big insurance building has been built there.”

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of individual differences in work.

Environment  
Personal Characteristics  
Preferences  
Limitations

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given several kinds of work, the child will be able to state some personal characteristics which are more necessary to one kind of work than another.
2. Given a work task, the child will be able to list some of the characteristics needed to fulfill the task.
3. Given pictures of people dressed in different working outfits, the child will be able to tell in what kind of setting each person works.
4. Given a list of types of limitations which an individual might possess, the child will be able to pick one kind of work the person would be able to do and one kind he would be unable to do.

## **SUGGESTED ACTIVITIES**

1. Discuss questions:
  - a) Why people work?
  - b) What are some of the things they have to know or do before you can get a job?
  - c) Why do some people like their jobs more than others like theirs?
2. Tape short speech from parents—"Why I Chose My Line of Work."
3. Discuss work likes and dislikes of pupils.
4. Draw pictures of people engaged in various occupations.
5. Take walks and interview workers on road gang or in trucks or in stores.

## **ADDITIONAL ACTIVITIES**

### **SAMPLE LESSON**

“Where Do They Belong?”

#### **MATERIALS**

Magazines, shelf paper, scissors, and paste

#### **PROCEDURE**

1. Have children name various work settings (office, factory, home, etc.). Divide a long sheet of shelf paper into sections representing the work settings named by the children.
2. Provide and have children bring in magazines which contain pictures of a variety of workers. Have the children cut out all the pictures of workers that they can find in the magazine.
3. Discuss the pictures one by one with the children and have them decide in which setting a worker would fit.
4. Some workers may not fit in any of the settings. The children should then be permitted to add new sections to the chart.
5. Children could continue to expand this chart as an independent activity.

#### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that through work people meet their needs.

Food  
Clothing  
Shelter  
Psychological needs--safety

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of items of food, clothing, shelter, and safety, the child will be able to choose three basic needs for himself.
2. Given a description of work of people who serve us, the child will be able to cite the needs they meet.
3. Given small picture cards of workers, the child will be able to match the worker with the basic needs he satisfies for other people.
4. Given class discussion, each child will be able to contribute at least one idea about the topic of safety and when he does not feel safe.

## **SUGGESTED ACTIVITIES**

1. View 16MM films or filmstrips about modern needs.
2. Make murals of workers performing tasks aimed at satisfying others' needs.
3. Build a playhouse and make a list of needs, items needed to meet them, and who provides and services them.
4. Collect pictures of the methods of many different cultures for providing food, clothing, shelter, and safety. Use primitive as well as modern peoples. Discuss.
5. Have children tell what it is like not to feel safe. Discuss the workers who keep us safe (from disease, accidents, others). Discuss how and when parents might not feel safe.
6. Collect and talk about pictures of tools for safety.

## **ADDITIONAL ACTIVITIES**

### **SAMPLE LESSON**

“Different Ways of Doing Things”

#### **MATERIALS**

Magazines, scissors, paste, paper, class books, discussion pictures

#### **PROCEDURE**

1. The class should discuss ways in which their needs are met.
2. The class may be divided into four groups—food, clothing, shelter and safety. Each group will find pictures or examples of how people from different cultures meet these needs. Primitive as well as modern cultures may be used.
3. Groups will then make a class presentation discussing the different ways that needs are met by the different cultures.

#### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that work is a way of fulfilling personal wants.

Personal accomplishments and satisfaction  
Helping others  
Belonging and love  
Personal comforts

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of wants and needs, the child will be able to separate them into proper categories.
2. Given a list of wants, the child will be able to state how each may be obtained.
3. Given a list of people who display acceptance and love for the child, the child will be able to tell what kind of work each does for him.
4. Given a child's list of people who are important to him, the child will be able to tell what kind of work they do to help him.

## **SUGGESTED ACTIVITIES**

1. Compose a list of wishes of individual children for the class.  
Discuss how one might go about obtaining his wishes.
2. List items a person wants. Find the cost of the items. Discuss how much people spend on wants.
3. Compile newspaper clippings of people who receive rewards or honors.  
Discuss what kind of personal satisfaction they may have felt.
4. Role play a situation where the children's wishes come true. Tell all the ways it might have happened.
5. Make a list of tasks that could be performed to show others that the child cares. Select one to perform.
6. Make a chart for a given day listing all the necessary goods, activities, and services the children use, perform or have performed for them.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

"I'd Like to Have . . ."

### **MATERIALS**

Catalogs, newspapers, writing paper, picture dictionaries

### **PROCEDURE**

1. Have children make a list of the things which they would like to have and how much they think each item will cost.
2. Look over the various items the children have listed and provide them with catalogs, newspapers, etc., that list the actual cost of the items. Let the children determine whether their items will cost more or less than they had estimated.
3. Discuss with the children the cost of their items and how they plan to earn the money to get them.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that work is a way of fulfilling environmental wants.

Beauty  
Recreation  
Comforts  
Space

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of tasks performed in various settings, including a farm, the child will be able to select work indigenous to farm life.
2. Given a comparative list of types of work, the child will be able to list six city jobs that do not exist in the country.
3. Given a tape of city sounds, the child will be able to identify 90% of the related jobs.
4. Given one week of assisting on a paper route, the child will be able to report on his experience.
5. Given a list of tasks that represent essentials and nonessentials, the child will be able to separate them into wants and needs.

## **SUGGESTED ACTIVITIES**

1. Show filmstrip about city work.
2. Read a book about farm work.
3. Make step-by-step mural of farm visit.
4. Interview farmers.
5. Visit farm.
6. Walk in the city, observe jobs.
7. Compare sounds in the environment.
8. Plant garden in back yard and keep record of hours, cost, amount of growth.
9. Help on paper route.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“A Walk in the City”

### **MATERIALS**

Camera, portable tape recorder

### **PROCEDURE**

1. Plan a route that will take the children past various job sites. Explain to the children that the purpose of the walk is to listen and observe. Start the tape recorder at the beginning of the walk and take pictures which relate to the various sounds that are heard along the way.
2. Upon returning to the classroom, listen to the recording and compare those things which the children saw with those which they heard. These sounds could later be made into a listening center in which the children could independently match the pictures taken on the trip with the sounds heard on the tape.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of interaction and interdependence among individuals at work in their environments.

Competition, cooperation, compromise, adjustment  
Conflict  
Power  
Tasks assigned by us, tasks assigned to us

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of occupations, the child will be able to name two farm occupations and five city occupations that are directly related.
2. Given a field of work, in an oral recitation the child will be able to identify if it relates to other fields.
3. Given an art assignment, the child will be able to depict how one worker competes with another.
4. Given a list of tasks at home and at school, the child will be able to tell who does them and if they were assigned or assumed.

## **SUGGESTED ACTIVITIES**

1. Make a mural depicting city and farm occupations.
2. View film about city and farm occupations.
3. Read about flower growers and florists to understand the cooperation needed between the two.
4. Role-play a situation in which one group consists of vehicle manufacturers and another of National Safety Committeemen to show how they depend on each other.
5. Visit two related work sites such as a car manufacturing plant and the State Patrol Office to observe the interdependence between the two.
6. Place an item in the room with directions to identify the people who handled that item from the time it was raw material until it reached the room. Assign tasks to small groups that (1) can be done best by one person (2) can be done by several.
7. Have children question other children to find out how their parents' work is related. See how large a related group can be formed by holding hands with those whose parents work is related.

## **ADDITIONAL ACTIVITIES**

### **SAMPLE LESSON**

“City-Farm Occupations”

#### **MATERIALS**

Large roll of paper, paint, yarn, chart paper, drawing paper, scissors, crayons and paste

#### **PROCEDURE**

1. Have the entire class help develop a list of farm occupations and city occupations which are directly related. Put this list on a chart for future reference.
2. Divide the class into two groups. Have one group draw the city occupations listed and the other draw the related farm occupations.
3. Divide the class into two large sections, one for farm, the other for city. Have children paste their pictures in the proper section.
4. Discuss the mural with the entire class and let individual children show how the city and farm occupations are related by joining them with colored yarn.

#### **NOTES AND COMMENTS**



## ENVIRONMENT AND WORK

### DEVELOPMENTAL OBJECTIVE:

To develop an awareness of work performed by family members and others in the home.

Mother  
Father  
Siblings  
Extended Families

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a series of pictures, the child will be able to identify work roles performed by family members.
2. Given appropriate information, the child will be able to compare his family's work with four culturally or ethnically different homes.
3. Given a home responsibility, the child will be able to perform tasks daily at home.
4. Given a list of household tasks, the child will be able to classify them according to who does them.

Mother  
Father  
Siblings  
Self  
Extended family

5. Given the opportunity, the child will be able voluntarily to assume the responsibility for a task at home.

### SUGGESTED ACTIVITIES

1. Interview another family member.
2. Identify roles performed by family members through a variety of study prints or pictures.
3. Draw pictures of family members at work.
4. Compare family roles in other cultures to one's own after viewing filmstrips and pictures and reading stories and poems.
5. Role-play work of family members.
6. Perform one or two tasks in the home as agreed upon by family members.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“Responsibility at Home”

### MATERIAL

Chart, writing paper, pencil, drawing paper, crayons

### PROCEDURE

1. Have the class dictate a letter to their parents or another family member asking permission to perform one or two tasks in the home. The letter could be written on the blackboard for each child to copy.
2. Have the class decide the length of time and number of days they wish to perform their chosen tasks.
3. Have children help make up a chart which they can take home and on which they can record their task performance.
4. At the end of the given time, have each child draw a sequence story showing the steps taken in performing his task. These could be made into books and placed in the reading center.
5. Talk with each child concerning such things as feelings about responsibility, evaluation of task performance and ways his task performance affected other members of his family.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work in the school.

Place of work  
Type of work  
People at work

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of workers in a building, the child will be able to name six workers in a building which the class has toured.
2. Given a general plan of the school, the child will be able to identify five workers in their proper locations.
3. Given a list of duties in the school, the child will be able to list four duties of a worker.
4. Given an occupation in the school, the child will be able to identify the tools used in that occupation.

## SUGGESTED ACTIVITIES

1. Bring janitors, secretaries, and administrators into the classroom.
2. Role play various school employees' duties.

*Example: Custodians*

What do they do?  
When do they work?  
What training do they need?

3. Tour the school and observe the employees.
4. Draw a plan of the school building and identify each employee's position.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Workers in School . . . ur"

### MATERIALS

Map of school

### PROCEDURE

1. Set up visitation schedule for one afternoon or morning with a school worker.
2. Talk about the people they will see in the school and about what they think those people do. List on blackboard their responses.
3. List the questions they can ask the workers, such as:
  - A. What is the name of your job?
  - B. What do you do for the school?
  - C. What can you do for me?
4. After the visits talk about what they saw and heard.  
Locate the place the worker works on the school map.

### NOTES AND COMMENTS

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of work in the peer group.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a play situation, the child will be able to detect the necessity of waiting his turn.
2. Given a group play situation, the child will be able to state the necessity of putting away all play materials.
3. Given a task selected by peers, the child will be able to perform it for the assigned time.

### **SUGGESTED ACTIVITIES**

1. Develop with the children a list of duties which they feel would facilitate classroom management. Place these duties on a chart and have the children perform them at a given time.
2. Given a story situation about an animal, such as a beaver, the child will be able to act out a dam building situation, then relate this to working with others.

### **ADDITIONAL ACTIVITIES**

**SAMPLE LESSON**

“Puppet Show”

**MATERIALS**

Book, i.e. *The Old Woman and Her Pig*, tongue depressors, paper and other scrap material suitable for making stick puppets

**PROCEDURE**

1. Read *The Old Woman and Her Pig* and discuss the events of the story until the children are well aware of the sequence of events.
2. The children then select the characters for their puppets and construct them.
3. The puppet show is then performed for the class.
4. The class may then discuss what might have happened if the rat had not begun the process. The various situations may then be performed with the puppets.

**NOTES AND COMMENTS**

## **WORLD OF WORK**

### **TOPICS:**

Varieties of Work  
Work Families  
Work Families in Environments  
Work information in Vocational Guidance  
Work Characteristics in Vocational Guidance  
Processes of Vocational Guidance  
Dynamics in the World of Work

In the broad area, **WORLD OF WORK**, four topics are developed. Under **Varieties of Work**, **Work Families**, the concept of "job" is introduced as well as several classification systems. In **Work Families in Environments**, the major categories of work are explored as they can be observed in the various environments of the child. Under **Vocational Guidance**, work information, work characteristics, and the processes of vocational guidance are presented. In the **Dynamics of Work**, various concepts are presented such as labor unions, change and expanding work world.

In this area an awareness and appreciation for the broader world of work is encouraged. Work information and the processes for finding one's way through the world of work are considered. The child is motivated to become a participating member of his current world of work. A readiness for an orientation to the broader world of work as jobs is fostered.

## VARIETIES OF WORK

### DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)

To develop an awareness of work as "jobs" and "occupations."

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### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given an understanding of work, the child will be able to cite two attributes of work.
2. Given three tools, the child will be able to match them with the names of the workers or work.
3. Given an understanding of "jobs" the child will be able to list two jobs performed by his parents in their occupations. (Ex. "My father's occupation is plumbing; two of his jobs are putting pipes in new houses and repairing leaks in pipes.")
4. Given three tools, the child will be able to manipulate the tools properly.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Provide and have children bring in magazines that contain pictures of various people working. Have the children cut out and classify in different ways.
  - a. Place of work—indoor—outdoor
  - b. Type of clothing worn
  - c. Other pertinent factors
2. Provide a chart on which a child can keep a record of work which he carries out at home.
  - a. Have the child make a picture book of the activities, and dictate a sentence story about each activity.
  - b. Have children form small groups and share their stories.
3. Have children bring in tools, work objects or parts of uniforms used in their parents' work, and role play work settings using these costumes and tools.
4. Carry out one work task at home.

### ADDITIONAL ACTIVITIES



## SAMPLE LESSON

“Matching”

### **MATERIALS**

One picture each of tools, vehicles, and workers

### **PROCEDURE**

1. Discuss each picture with a small group of children.
2. Separate the pictures of the workers from the pictures of tools and vehicles. Display the pictures of the tools and vehicles on the chalk edge. Have each child choose a picture of a worker and match it with the tool or vehicle used in his occupation.
3. Using oak tag, paste pictures of workers on one side and pictures of tools and vehicles on the other. Put a paper fastener beside each picture with yarn tied to each fastener on the left. Children can then attach the yarn to the clip aside of the related picture on the other side.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the importance of all jobs.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a particular work situation, the child will be able to match his work situation to pictures of various jobs.
2. Given a list of jobs, the child will be able to indicate, verbally, one or two problems which might occur if a worker failed to perform one of his jobs. (Example: The custodian didn't clean the halls.)
3. Given a study of jobs, the child will be able to indicate verbally how a person might feel if he is told his job is no longer needed.
4. Given a group project, the child will be able to take a part which involves cooperative effort.

## **SUGGESTED ACTIVITIES**

1. Discuss how the members of a family help one another by working in or out of the home.
2. Develop a class book of children's drawings showing how their work helps the entire family.
3. Pantomime the work that each member of the family does and why it is important.
4. Have the child do a job at home supervised by parents and report it to the class. Provide a form on which the parent may report his work to the teacher and the class.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

### **“Making a Class Book”**

#### **MATERIALS**

Construction paper, drawing paper, (optional) tape recorder, earphones

#### **PROCEDURE**

1. Have each child perform a task at home.
2. Have him draw a picture of himself performing the task and dictate a short story about how the task performance helped other members of the family.
3. Collect all of the stories and put them in a class book.
4. The teacher could then record the stories for use in a listening center.

#### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the interdependence of jobs.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the situation of an oral recitation, the child will be able to cite three jobs performed in the school and how each relates to the other.
2. Given the situation of an oral recitation, the child will be able to describe a job he performs in the home and explain how it relates to the functioning of the family.
3. Given a task in the home, the child will be able to relate how one member of his family might have felt when another performed or failed to perform his job. (Example: Father forgot to take out the garbage; what was mother's reaction?)

## **SUGGESTED ACTIVITIES**

1. Compare all the school jobs and discuss what would happen if any one of them was not performed.
2. Have the child describe a job performed at home and tell why it is important to his family.
3. Develop a class book of children's drawings of how they help at home with a caption explaining why their jobs are important.
4. List on a chart all of the tasks children do at home. Have children help classify tasks in categories:
  - a. Things we do alone, for ourselves and others
  - b. Things we do together
  - c. Things that are done for us
5. Make a list of school workers whom the children would like to visit. Develop with the children some questions which they would like to ask these workers. Tour the building to visit and interview these workers. Upon returning to the classroom, discuss the interdependence of these workers.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“School Job Performance”

### **MATERIALS**

none

### **PROCEDURE**

1. Each day for a period of one week, instruct various children not to carry out their assigned tasks.
2. Follow this experience with a discussion of the importance of working together. Lead the children to the discovery that
  - a. We are usually happier when we carry out our work tasks
  - b. We can get more done in less time when we all cooperate

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the division of labor.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given work done at home by the father and mother, the child will be able to list two types of work which are nearly always performed by his mother rather than his father, and two which are nearly always performed by his father rather than his mother.
2. Given a list of work performed by school personnel, the child will be able to list at least two types of work unique to the teacher, the secretary, and the principal in his building.
3. Given a list of tasks he does independently, the child will be able to express verbally how he feels when he is given work which he is to do independently. (e.g. unload the dishwasher).
4. Given a small group project, the child will be able to state the importance of his task in the total project.

## **SUGGESTED ACTIVITIES**

1. Having seen a film concerning a factory and the product it produces, make list of machines and specialists that were involved in making the product. Discuss how the division of labor in that factory makes it possible to produce more goods in less time and how factory workers depend on each other because their jobs are specialized.
2. Dramatize a day in the life of a particular worker. Have children change positions each day.
3. Develop plans for setting up a place of business which uses assembly lines to make products. Divide the various tasks and have children complete the product.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

### **"Making an Assembly Line Product"**

#### **MATERIALS**

Construction paper (multi-colored), scissors, paste, crayons, pencil

#### **PROCEDURE**

To bring out the importance of the assembly line in factories have the children produce greeting (or seasonal) cards.

1. Divide the class into teams. Give each team a production quota of fifteen cards. Have each team divide their labor.
  - a. Fold cards
  - b. Cut design
  - c. Paste designs on folded paper
  - d. Write greetings
  
2. At the end of the demonstration the class can discuss the advantages and disadvantages of an assembly line.

#### **NOTES AND COMMENTS**

## WORK FAMILIES IN ENVIRONMENTS

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the work of his parents and family.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given his parents' occupations, the child will be able to state what contributions his father or mother makes to the world of work.
2. Given a list of jobs, the child will be able to name his parents' jobs.
3. Given a list of jobs in his parents' work, the child will be able to give two ways in which his parents' work affects him individually.
4. Given some aspect of his family's work to role play, the child will be able to act it out as he thinks it is performed by that member of his family.
5. Given his choice of work objects of family members, the child will be able to draw or construct one object symbolizing the work of one member of his family.

### SUGGESTED ACTIVITIES

1. Develop with the children a list of questions which they could ask their parents concerning their jobs. Using the information gathered from the questions, have the child make a diorama showing the parents at work.
2. Have a child role play his parent's job.
3. Have each child name all of the people in his immediate family and tell one kind of work each person does in the home and away from the home.

### ADDITIONAL ACTIVITIES



## SAMPLE LESSON

“Construction of Family Work Object”

### MATERIALS

Salt or modeling clay (see *Childcraft* for salt clay recipe) Blank work cards

### PROCEDURE

1. The children should ask their parents what they do at work and what kinds of tools they use.
2. Have the children make the tools from clay. If salt clay is used, the tools can be painted.
3. Upon completion of the objects have each child print the name of his tool on a blank card. Set up a display of the tools.
4. Invite another classroom in to see the display. Have each child show his tool and explain its relation to the work of the family member that uses it. Allow for questions and answers.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the variety of occupations represented by the children's parents.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given three jobs representative of the class members' parents, the child will be able to state whether the work relates to people, data or things.
2. Given a list of the occupations of parents of class members, the child will be able to work as a group member in constructing a bulletin board to illustrate occupations of parents of class members.

## **SUGGESTED ACTIVITIES**

1. Have each child name his parents' jobs and list them on a chart. Make a bulletin board which is divided into three classifications (people, data, things). Have a child draw a picture of what his parents work with and put it in the proper classification.
2. Have a panel of parents who perform various kinds of work visit the classroom. Have children ask them questions concerning their occupations. This should be followed by a class discussion of how the occupations differ.
3. Visit two family-operated businesses.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Role play work of family member”

### **MATERIALS**

Chart, small blank cards, box

### **PROCEDURE**

1. Discuss work roles performed by various family members at home and list them on a chart. Go over the chart with the children several times to establish familiarity.
2. Have each child draw a card and role play the work role described on the card. Have other children try to guess what role is being played.  
(Teacher may have to help a child read his card.)
3. After a role has been played, have children suggest other ways of acting out the same role.

### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work represented in his school.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks performed in school and out-of-school, the child will be able to identify those which are performed in school.
2. Given a discussion of work in the school, the child will be able to *name* five tasks performed in his school.
3. Given the role of a school worker, the child will be able to enact that role.
4. Given a dittoed worksheet, the child will be able to classify the various tasks performed in his school.

## SUGGESTED ACTIVITIES

1. Draw a map of a school building and place workers in their areas by drawing characters or utilizing markers.
2. Word Games—Tour the building and take snapshots of the school workers. Have the children dictate a story about each helper and place the picture and story behind paper doors which can be opened. Put a work card on each door. If the child can read the word he can open the door.
3. Tour building and watch the workers.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

### **“Our Building Workers”**

#### **MATERIALS**

Simplified floor plan of building, pins, cut-outs of workers small enough to fit on the building plan.

#### **PROCEDURES**

1. Make a list of all known workers in the building.
2. Take a tour of the building to meet all workers and see if any were overlooked in the list making. Observe work settings.
3. After the tour, return to the room and place the pictures of the workers seen on the school building floor plan to show the appropriate work settings of the workers. Place the floor plan where the children can see it if they need to before going someplace in the building.

#### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of his work role in the home and school.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of tasks, the child will be able to define certain tasks for which he is responsible at home and school.
2. Given a task, the child will be able to explain why it is important. In a discussion the child will be able to state how the successful completion of a task affects other members of the family.
3. Given available tasks, the child will independently identify tasks and voluntarily complete them.

## **SUGGESTED ACTIVITIES**

1. Read stories of children working at home and school.
2. Draw a picture of home and another of school. List home jobs and school jobs. Explain feeling about these jobs.
3. Play charades—pantomiming some jobs the child does at home and at school.
4. Select and perform a job at school and make a work chart.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Classroom Tasks Pinwheel”

### MATERIALS

Pin wheel of classroom jobs with slots for childrens' names. Classroom work equipment including broom, mop, erasers, rags, water, and waste baskets.

### PROCEDURE

1. Discussion of the word “responsibility.”
2. Show how responsibility exists on the part of the teacher and students.
  - a. Teacher role plays to show how she must make out report cards.
  - b. Have children role play to show how they must keep their desks clean.
3. Have children establish classroom responsibilities.
4. List classroom jobs.
5. Fill in the pin wheel.
6. Establish rotation procedure for jobs and children.
7. Choose a time at which jobs begin.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the basic differences in goods and services occupations.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a selection of pictures of workers, the child will be able to identify each correctly as providing goods or services.
2. Given a list of occupations, the child will be able to define goods and services.
3. Given an assembly line project, the child will be able to identify workers within his own groups who supply goods, services or both.
4. Given an assigned task, the child will be able to perform the service or produce the goods.

## **SUGGESTED ACTIVITIES**

1. Have children name as many workers as they know who come to their homes to work. Have children find pictures of these workers in magazines and cut them out. Talk about these workers and decide whether they provide goods or services. Put these pictures on a bulletin board under the proper classification.
2. Let children pantomime a worker's activities and let children guess the name of the worker and tell whether he supplies goods or services.
3. Make peanut butter and have lunch. Decide who makes things, who serves people, who provides information.

## **ADDITIONAL ACTIVITIES**



## **SAMPLE LESSON**

“Goods and Services” Shown for Goods only.

### **MATERIALS**

Flannel board, cut-outs of goods, cut-outs of men who provide goods, hats, egg cartons

### **PROCEDURES**

1. Arrange children around the flannel board which has men on one side and goods, covered up, on the other half.
2. Hold up a poster of the word GOODS. Ask for opinions of what the word means. Explain the meaning of the word.
3. Put on a hat and explain you are now the “Eggman” and are going to deliver eggs to Johnny’s house. Have one child role play the father and one the mother.
4. Discuss the situation just enacted. Ask the children to give other examples.
5. Uncover the flannel board. Call on various children to match the goods with the men who provide them.

### **NOTES AND COMMENTS**

## **WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the relationship between school and work.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a dittoed worksheet, the child will be able to state three things used by workers in a business that he has visited.
2. Given a list of three tasks he performs at home, the child will be able to talk about how what he learns in school is a part of the tasks he does at home.

### **SUGGESTED ACTIVITIES**

1. View films appropriate to the grade and see if children can see the relationship between their classroom learnings and their application.
2. Role play work situations such as "working at the supermarket."
3. Dramatize a day in the life of a worker. Then have the class discuss relationships between what the worker needs to know and what the class is learning in school.
4. Perform a classroom task (e.g. caring for guinea pigs) and report to the class what the job entails and what one needs to know to do the job.
5. Visit supermarkets and notice the different workers and what they do. List who uses reading, numbers, etc. and who works with data, people or things.

### **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Baking Cookies”

### MATERIALS

Cookie mix, items necessary for baking, the school kitchen

### PROCEDURE

1. With the class develop a letter requesting the use of the kitchen.
2. Review the methods, utensils and words to be used. Emphasize those to be used in the process.
3. Demonstrate to the class how measuring is to be done. Entertain any questions which arise.
4. As you run through the process, have the students keep a tally of the number of times something they learn in school is called for.
5. Assign the tasks of marketing, measuring, mixing, placing unbaked cookies on sheet, removing baked cookies for cooling, washing dishes, drying dishes, and putting equipment away to groups of students. Make sure everyone participates.
6. Have a group of students prepare a place to eat the cookies.
7. Bake, place on rack to cool and eat.
8. Discuss with the class how many things mothers must know in order to prepare food and relate it to what they learn in school.
9. Write a letter with the class thanking the kitchen people for their help and the use of the kitchen.

### NOTES AND COMMENTS

## PROCESSES OF VOCATIONAL GUIDANCE

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the wide variety of occupations in which an individual may become interested.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given stories about various occupations read to him by the teacher, the child will be able to choose four or five which sound interesting to him.
2. Given films and/or filmstrips about various occupations, the child will be able to name two or three people he knows whose occupations are the same as those viewed.
3. Given a picture dictionary or other source, the child will be able to select three occupations which interest him.
4. Given a group discussion, the child will be able to name at least ten occupations that exist in his community.
5. Given a group discussion, the child will be able to name at least two occupations that do not exist in his community.
6. Given a trip to the library, the child will be able voluntarily to choose a book about a worker and ask his parents to read it to him.
7. Given a role playing situation, the child will act out a work role representing an occupational interest.

### SUGGESTED ACTIVITIES

1. Make a scrapbook of pictures showing the child's work interests.
2. Make a bulletin board about "Different Workers We Know"—"Workers We Have Learned About."
3. Write a story. "If I were a . . ."
4. Write letters to different workers asking them why they chose that job. Select an item and have children tell how it is used in work.
5. Make a treasure chest. Fill it with pictures of various work items. Let the children select an item and tell how it is used in work.
6. Have children bring items from home which may be associated with certain occupations. Have children take out an item and see how many occupations it could represent. (Example: a can of corn—farmer, cannery worker, trucker, grocer, food broker.)

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

### **“Role Playing Work Interests”**

#### **MATERIALS**

none

#### **PROCEDURE**

1. Hold a class discussion about different occupations. Encourage each child to express his interest in a particular occupation. Ask him to tell why he is interested in the occupation and to describe what kind of work he does.
2. From the discussion, prepare a list of role play situations. Let each child choose one work role of interest to him to role play.
3. Have the children play their roles for the rest of the class. Afterwards, ask if anyone found that he was now interested in new occupations. Also ask if he learned about any new occupations. Use these questions as a basis for class discussion.

#### **NOTES AND COMMENTS**

## **DYNAMICS IN THE WORLD OF WORK**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the evolution of various occupational roles in the home and school.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of homemaking or school roles, the child will be able to select two and explain the way they have changed.
2. Given a list of homemaking or school roles, the child will be able to identify those characteristic of early life and modern life.
3. Given pictures of new and old household utensils or school tools, the child will be able to classify them into the proper category.

### **SUGGESTED ACTIVITIES**

1. Read story about the little red school house and farm house.
2. Discuss why workers' jobs have changed.
3. Make a mural depicting growth of living things.
4. Show film or filmstrip which depicts the one-room school house.
5. Role play people working in the different historical eras at different jobs.
6. Make models of clay or wood to display the evolution of cooking methods (from fire, spit, black iron pot, electricity, gas to sound waves).
7. Visit a museum and study early living of workers and their tools.
8. Present a style show depicting modern and old fashioned dress. Discuss reasons for change in dress.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“The Evolution of Homemaking Occupations”

### **MATERIALS**

Pictures of household utensils or tools from early days to present, clay.

### **PROCEDURE**

1. Discuss in general how and why certain occupations in the home have changed from early times.
2. Have the children give some examples of changes that have occurred.
3. Give the children a list of homemaking roles and have them identify those characteristic of early life and those of modern life.
4. Have the children match some household utensils or tools with the roles they identified above. Provide or draw pictures to match.
5. Make models out of clay to display the evolution of a household task. Example: cooking from fire spit, black iron pot, electricity, gas, sound wave.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the reciprocal responsibilities of parents and child.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of tasks, the child will be able to state which tasks are done for whom and how that person reciprocates.
2. Given a class discussion the child will be able to define reciprocal responsibility of each member of the family.
3. Given a doll house, the child will be able to manipulate figures of family members performing their regular tasks.
4. Given a discussion of responsibilities, the child will be able to name two reciprocal responsibilities of parents and child.

## **SUGGESTED ACTIVITIES**

1. Read stories of families working together.
2. Read stories of camping and trailer life.
3. View films of the above.
4. Make lists of mother's and father's work in the home and how children can help.
5. Role play mother and daughter, father and daughter, mother and father helping each other and working together.

## **ADDITIONAL ACTIVITIES**



## **SAMPLE LESSON**

“Responsibilities of Parents and Children”

### **MATERIALS**

Drawing materials, chart paper

### **PROCEDURES**

1. Draw pictures of family members, including pets.
2. List responsibilities of each member of the family.
3. Discuss how children have responsibilities and roles in the home.
4. Discuss what each child can do to help.

### **NOTES AND COMMENTS**

## **SELF**

### **TOPICS:**

Self—awareness  
Self—acceptance  
Self—affirmation of  
interests  
aptitudes and abilities  
achievement  
values and attitudes

In the Broad Area, SELF, seven topic areas are developed. These trace Self-awareness, Self-acceptance and Self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes. These correspond with the natural stages of growth of self from knowledge through acceptance to affirmation of self and others.

In this area the self as subject is the major focus, as contrasted with the individual as object in the initial area. Self as subject requires that the person's own feelings, perceptions, and beliefs be dealt with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Self-awareness. Self-acceptance. Self-affirmation (interests)

**DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop awareness of one's own interest development.

Liked interests  
Disliked interests  
New interests

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**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given a list of interest activities, the child will be able to identify several current expressed interests.
2. Given a list of interest activities, the child will be able to list several manifest interests.
3. Given a list of interest activities, the child will be able to list those he is not interested in or does participate in.
4. Given activities he does and does not like to do, the child will be able to tell why he does or does not like to do them.
5. Given the reactions of others, the child will be able to relate in a positive way to recognition of his interests by others.
6. Given a new task, the child will be able to apply a latent interest to a task.

**SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. Discuss: "Some Things I Really Like to Do..."
2. Draw a picture of the child engaged in a favorite activity or depicting a favorite thing.
3. Have others—peers, family—list the activities they believe he is interested in.
4. Act out his drawing and/or interpret another's drawing of his interests.
5. Designate a task in the room in which he expresses an interest and assumes responsibility for performing.
6. Designate an activity the child does not like and have him try to perform it with a different attitude. Choose pairs who exchange liked or disliked activities.

**ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Happiness is: Things I Like”

### **MATERIALS**

Art supplies, magazines

### **PROCEDURE**

1. Talk about how we decide the things we like and dislike. Put some samples on the board.
2. Have each child make a “Happiness Is” booklet of at least 10-15 things he likes by either cutting out a picture or drawing one.
3. Let the children share them, each telling what his booklet consists of. As they talk, categorize the likes on the board.
4. Discuss the word “interests” and relate it to their “Happiness Is” Booklets.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To accept one's interest patterns as uniquely his own and growing.

Current  
Exploratory  
In change

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a situation where he can engage in activities, the child will be able to discuss the current relationships between his interests and willingness with which he undertakes a task.
2. Given a situation where he can select activities, the child will choose to explore new areas of possible interest to him.
3. Given a situation where he has new activities, the child will be able to compare his current interest with those he has had in the past and those he may acquire in the future.
4. Given a discussion of interests of others, the child will be able to compare his interests with those of others.

## **SUGGESTED ACTIVITIES**

1. Develop a simple pictorial chart depicting a current interest and its related task. Use pictures from periodicals or the child's drawings.
2. Assemble and bring to class a collection of items that might lead to a new interest. Child should be sufficiently informed about items to be able to explain origin, use, and/or application, as well as the potential expansion of the collection.
3. Keep a chart of "Things I do" during school hours and out-of-school hours. Compare charts with one another. Try to imagine what it would be like to do things others do. Guess why each child does what he does.
4. Have children interview several adults in their homes or neighborhoods to determine to what extent their interests may be related to their choice of occupation.
5. Invite resource people to the class to relate childhood interests to choice of career.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“My Interests”

### MATERIALS

Interest materials

### PROCEDURE

1. Discuss with the class, as a group, the possibility of interests changing as we grow. Ask the children to indicate any interest they formerly had, but which has changed, and to give examples of interests which they feel they may have in the future. (Based on knowledge of older brothers' or sisters' or parents' interest.)
2. Have the children bring to school materials which indicate their current interests. Have each child do a short oral presentation focusing on his interest area.
3. Each child, after giving his oral presentation, will arrange his materials in a group display, including a written title such as “I like to weave pot holders.”

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To affirm one's interest development through meaningful work activities.

Current interests  
Interest exploration  
Interest growth and change

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given activities, the child will be able to identify several which reflect his interests.
2. Given opportunities at home and in school, the child will be able to select individual activities to explore new areas of interest and report to the class.
3. Given opportunities at home and in school, the child will be able to adjust his interest to his changing abilities and report new activities to class.

## **SUGGESTED ACTIVITIES**

1. Construct a bulletin board of labeled snapshots which show the child participating in a favorite activity.
2. View pictures of a variety of activities related to possible interests of the individual child.
3. Role play several classroom tasks that have not previously been performed by the children in order to identify obstacles to developing new tasks.
4. Make a people-data-things chart to show how much time is spent at a particular kind of activity.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Awareness of Work Activities”

### MATERIALS

Chart paper, drawing paper

### PROCEDURE

1. Fold paper so you have large blocks for children to draw daily activities, such as:
  - a. Getting up
  - b. Getting ready for school
  - c. Eating breakfast
  - d. Going to school and daily work activities
  - e. Eating lunch
  - f. Completing the rest of the day
2. On chart paper report the child's information of how much time is spent on sleep, work, play, eating, etc.
3. Discuss these charts and pictures to see if the children realize how they spend their time on interest and other activities.
4. Discuss how we could have more time to do those things which we “like” to do. What can we do?

### NOTES AND COMMENTS



Self-awareness, Self-acceptance, Self-affirmation (Aptitudes)

## **DEVELOPMENTAL OBJECTIVES**

To become aware of one's work aptitudes for school work.

Play  
Home work  
All activities

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given daily work, the child will be able to judge specific scholastic abilities in relation to self and others.
2. Given social situations outside the classroom, the child will be able to tell how he can work and play best with others.
3. Given a specific task, the child will be able to carry out responsibility according to his aptitudes.
4. Given a rating scale, the child will be able to identify aptitudes in others by viewing their actions.

## **SUGGESTED ACTIVITIES**

1. Illustrate through poems and stories how abilities are necessary in performing certain tasks.
2. Role play two different people in specific job tasks: one who lacks aptitude in that area and one who has aptitude for that task area.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Self Awareness & Play”

### **MATERIALS**

Sociogram to be filled out by teacher or children which checks off certain social feelings while at play with others.

### **PROCEDURES**

1. First discuss the importance of cooperation, sharing, fair play, good sportsmanship, and other qualities needed in people who work and play well together. Ask what it means to have or to be a friend.
2. Give sociogram which includes things like:
  - a. Who are your best friends?
  - b. Why do you like each one?
  - c. Do they play fair, share, etc.?
  - d. What makes a friend?
  - e. Are you a good friend? Why or why not?
3. Later summarize answers and discuss results with the class. Maybe the class will need to add more or decide to leave out some ideas.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To accept one's aptitudes as uniquely his and growing.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given information concerning his performance in a task, the child will be able to identify his present aptitudes by relating his own performance ability.
2. Given a class discussion of individual aptitudes, the child will be able to identify one or two areas of strength which he possesses.
3. Given a class discussion, the child will be able to state one or two aptitudes which someone else possesses to a greater or lesser extent than he.
4. Given one of his stated aptitudes, the child will be able to perform a task related to his aptitudes.

## **SUGGESTED ACTIVITIES**

1. Discuss the concept of individuality.
2. Write evaluations of the children's own abilities in specific activities.
3. Interview parents regarding child's earlier ability on a specific activity.
4. Write and perform a short play illustrating that a person's aptitudes vary in different areas.  
Goal: Acceptance of one's own abilities.
5. Prepare possible "life" chart beginning with limited aptitudes, continuing through present aptitudes, and projecting toward future aptitudes in performing the stated activity.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“The Concept of Individuality”

### **MATERIALS**

Roll of brown paper, roll of white paper, chart paper, “I Want to Be” series

### **PROCEDURE**

1. Have each child lie on a sheet of paper and have the teacher or another child trace around him. The child will fill in the details and cut out the outline.
2. After the project is completed, discuss the individual characteristics.
3. After an understanding has been achieved that each child had individual physical characteristics, have the children relate individual abilities that they possess.
4. Make charts of each child showing the abilities that he thinks that he possesses at the present time.
5. This chart could be further expanded to include abilities he hopes to possess in the future.
6. Another expansion of the chart would be to show how these abilities could be used in the community or in areas of work. At this level, the answers might not always be appropriate, but it could start the children generalizing as to the use of their personal abilities. This could also lead to some primary research work which could be developed in the Language Arts period (example: use “I Want to Be” series).

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

Affirm one's aptitudes through satisfying performance to self and others.

Educational  
Personal  
Work  
Continued development

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given an education situation, the child will be able to discuss his aptitudes through his daily school work.
2. Given in-school and out-of-school social situations, the child will be able to detect his socially acceptable manners.
3. Given a work situation, the child will be able to detect his work aptitudes by completing a task successfully as evaluated by others.
4. Given a situation, the child will be able to become aware of his ability for continued development of aptitudes by satisfactorily affirming current aptitudes.

## **SUGGESTED ACTIVITIES**

1. Discuss concept of pride in one's own aptitudes regardless of level (i.e. everyone does something well).
2. Role play activities demonstrating a child's aptitude.
3. Organize art contests, music contests, etc. so that each child may demonstrate the talents he possesses.
4. Have each child make a book titled: Things I Can Do. As a child accomplishes a task, he adds a page to the book with a sample of his work or a picture and story concerning the task. (I Can Read, I Can Write, I Can Jump on One Foot, etc.)

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Self-Awareness”

### MATERIALS

Chart paper, pictures of famous people who have well known aptitudes (singers, authors, etc.)

### PROCEDURE

1. Show the pictures of famous people and see if the children recognize them. If not, tell them what they are known for.
2. Hang the pictures of the people on the bulletin board and put a clue next to each (example: M. L. King—Bible, Nixon—White House.)
3. Discuss the fact that everyone has some talent and an aptitude for a particular thing.
4. Go around the room and make a list of talents they think they might have (e.g., singing, dancing, reading, sports, math, writing, etc.).
5. Discuss the possibility of having a talent day when everyone might do whatever he feels he does the best (e.g., read a poem, sing, dance, play an instrument, discuss a sport, etc.).

### NOTES AND COMMENTS

Self-awareness, Self-acceptance, Self-affirmation (Achievements)

### **DEVELOPMENTAL OBJECTIVE**

To become aware of one's work achievements

In school  
At play  
At home

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### **RELATED BEHAVIORAL OBJECTIVE**

1. Given a list of school tasks suitable to the child's developmental stage, the child will be able to state which of these he has accomplished.
2. Given the results of a classroom quiz, the child will be able to state one or two skills he has indicated achieving through his performance.
3. Given a class discussion, the child will be able to contribute one or two goals which he has achieved (e.g., learn to play ball, tie shoes).
4. Given a list of classroom tasks, the child will be able to complete a task.
5. Given a task he completed or one he has seen at home, the child will be able to duplicate the task for the class.

### **SUGGESTED ACTIVITIES**

1. Participate in a hobby show.
2. Participate in a talent show.
3. Act out open-ended sentences concerning one's achievements.
4. Each morning, develop with the children a list of tasks which they wish to accomplish that day in school. Keep this list on the chalkboard. At the end of the day have a child copy the name or number of the tasks which he feels he successfully completed. Ask individual children to name one or two of the tasks they completed.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Hobby Show”

### **MATERIALS**

Small prizes, tables for display of hobbies.

### **PROCEDURE**

1. The class will have discussions on hobbies. Each child will have a chance to demonstrate or tell about a particular hobby.
2. Plan one day for each to bring his hobby for display.
3. Allow children to question one another on their particular hobby. Provide those who are interested time to expand their hobbies or develop new ones.

### **NOTES AND COMMENTS**



Self-awareness, Self-acceptance, Self-affirmation (Values)

### **DEVELOPMENTAL OBJECTIVE**

To develop a knowledge of one's work values.

Others' perceptions  
Influence on others  
Influence of others  
Morality  
Choice

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a class discussion, the child will be able to indicate verbally that his work values are perceived and evaluated by others.
2. Given a knowledge of his values, the child will be able to explain how his values affect others who look to him for acceptance.
3. Given a cooperative activity, the child will be able to talk about the influence of his peers and of others on his work values.
4. Given an understanding of the concept of morality, the child will be able to identify his concern for morality through his daily work.
5. Given an understanding of values, the child will be able to show how we choose friends and activities according to our values.

### **SUGGESTED ACTIVITIES**

1. Discuss the topic: "I Like people who . . ." and "I don't like people who . . ."
2. Role play a situation displaying an interdependence chain—each link representing different values. Show what happens when one link is broken.
3. Organize small group activities in which each child has an opportunity to work both as leader and participant.

### **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"I Like . . ."

### MATERIALS

Magazines, scissors, pins, stapler, magic markers

### PROCEDURE

1. Have a group discussion on the topics, "I like people who . . ." and "I don't like people who . . ." Encourage the children to describe things they do and don't like about people. Guide the children in the understanding that they have values.
2. Ask the children to select pictures from magazines that show people performing both activities approved of and disapproved of by the children. Have the children tell about their pictures.
3. Construct a bulletin board on values utilizing the pictures selected by the students. Ask the students to dictate a sentence about their pictures to the teacher and place the captions with the pictures on the bulletin board.
4. Ask each child individually to select three children, according to his values, whom he would consider as friends, and tell why.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To accept one's own values as current

Environmental values  
Culture values

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given an experience with a child of another race, the child will be able to explain that current values may be due primarily to environmental influence.
2. Given a difference of opinion with an adult, the child will be able to discern that values can and do change as one matures.
3. Given some ideas on which child and parent may differ, such as staying outside after dark, the child will be able to state his reasons why his feelings on the topic may differ from those of his parents.

## **SUGGESTED ACTIVITIES**

1. Read story which illustrates the values of a specific hero.
2. Role play adults (parents and others) illustrating differing values of home care.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“What If”

### **MATERIALS**

none

### **PROCEDURE**

1. The children will suggest values that they might change if they were ~~its~~. For example:
  - a. Going to bed at any time because
  - b. Eating all the candy they want because
  - c. Playing outside after dark because
2. Allow children to role play what might happen if their parents had no rules.
3. Discuss the reason for having such rules and the consequences of not having rules.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To affirm one's preferred value patterns for personal and social benefits.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given leadership or participatory activities, the child will be able to isolate his own values.
2. Given a list of names of people in his class, the child will be able to choose at least three children who have values different from his own.
3. Given the task of choosing to work with other children most like himself, the child will be able to select these children and cooperatively complete a given work assignment.
4. Given a group situation in which there are children with differing values, the child will be able to work with this group in completing the task.

## **SUGGESTED ACTIVITIES**

1. Video-tape the children playing and doing school work together. Show them the tape and talk about their reasons for some of their actions.
2. List some work values on the board. Talk about them with the children. Put the values on the cards in a box. Have a child draw one. Read it and name someone it fits. Have that person agree or disagree.
3. List the classroom tasks on the board. Have a child volunteer to do one, and have him choose someone, most like himself, with whom to work.

## **ADDITIONAL ACTIVITIES**

**SAMPLE LESS ON**

“Values Through Puppets”

**MATERIALS**

Puppets (family), puppet stage

**PROCEDURE**

1. Teacher can develop a short play using hand puppets with the theme “values.” Children would be expected to observe situation and discuss it afterwards. E.g., three child puppets playing a game where one is always tossing the others around. Dramatic display of conflict in group.
2. Teacher present the children with this small episode.
3. Afterward encourage children to react to the situation with their ideas and opinions about what happened.
4. Teacher ask for volunteers to develop their own “values” situation and give them five minutes to rehearse.
5. Children proceed and follow up with teacher-led discussion.

**NOTES AND COMMENTS**

## ECONOMICS

This section of the Career Motivation Curriculum Guide is adapted from the GRADES K-6 RESOURCE SUPPLEMENT TO CONSUMER EDUCATION, developed under the leadership of the Home Economics Section, the Division of Vocational Education, of the Ohio Department of Education.

The complete supplement is available from The Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210. The price is approximately \$2.40.

## **YOU—ROLES, RIGHTS AND RESPONSIBILITIES (CONSUMER, PRODUCER, AND CITIZEN)**

Pupils and other people are at the center of consumer education. All people are consumers. Sometimes consumption is in satisfactions, not necessarily in the buying transaction.

Early in life actual purchases are often small items from allowance. Most consumption is through the family unit. Groups or individuals and families support a church, a service club, or a corporation. The government also provides many services which satisfy group needs. These are called social goods and services or collective needs.

Most people are producers within the family, or outside the family, where people work at some kind of service or production of goods. Some services are produced for which no income is earned.

The citizen role involves interaction with other people. Citizens pay taxes, vote for representatives who make many economic decisions for the citizenry, and spend in ways which affect other people. The rights and responsibilities of good citizenship are defined in laws and interpreted by all of us. By identifying and learning about the rights and responsibilities accompanying each role, the child will learn more responsible behavior.



### **DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)**

To develop an awareness that each individual is a consumer, producer, and citizen.

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### **RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)**

1. Given a definition of a "consumer" and a follow-up discussion, the child will be able to draw at least six things he consumes.
2. Given a definition of a "producer" and a classroom production activity, the child will be able to state at least one thing he produces.
3. Given an opportunity to develop a list of wants, the child will be able to categorize them into things which are most important to him and things which he could sacrifice.
4. Given a situation where the consumer wants several things and has only a limited amount of money, the child will be able to explain his reasons for purchasing selected items.

### **SUGGESTED ACTIVITIES (Vicarious, Simulated, Experiential)**

1. Draw pictures showing goods and services being produced by family members.
2. Role play situations showing how families make consumer decisions.
3. Produce an edible product utilizing a production line technique. Discuss all of the roles needed to produce the good; then establish the meaning of "producer" and "consumer."
4. Make a chart listing the rights and responsibilities of consumers for a field trip to a local grocery.
5. Walk around the school and decide what is needed to improve the school facilities both inside and out. Stress the concept that, as citizens, we must work together to preserve, maintain, create, and change our environment.

### **ADDITIONAL ACTIVITIES**

## OUR ECONOMIC SYSTEM

Personal decisions as consumers, producers, and citizens take place within the context of our economic system. Likewise, our economic system affects our behavior in each of these roles. Our economic system provides the opportunity for many personal choices in alternative modes of behavior. Economically we are interdependent on each other in the production, distribution, and consumption of goods and services. Sometimes we choose to produce goods and services through government, supported by paying taxes. Built into our economic system is a market—a place in which consumers and producers meet to decide prices and amounts of goods and services that will be produced and consumed.

Not all the principles of economics are equally applicable to personal decisions, particularly at the elementary grade level. However, there are some basic axioms and umbrella concepts that are very fundamental and basic to these decisions. Following are some examples:

1. An expenditure by one person or economic unit is income to another.
2. The total of personal and group decisions and exchanges provide a flow of goods and services in exchange for money. Labor, investment capital, management, and natural resources also flow to businesses in exchange for wages, rent, commission, or profit.
3. The presence of a market where goods, services, and money are exchanged is a hypothetical location. Some of the determination of prices and wages takes place in connection with the marketplace.
4. A multitude of choices are made by individuals. Sometimes we make choices through families, sometimes through groups, and at other times through taxes and government.
5. Mass production and mass consumption provide us with a large variety of goods and services. The total of personal decisions determine to a large extent the variety of these products as well as the quantity that will be produced and consumed.
6. Government is individuals exercising mass or group decisions. We also collectively limit and protect ourselves through some of the services of government.
7. The opportunity cost of one item is what is given up in order to make a choice instead of other choices. Individuals, families, groups, and governments make this choice by the individual or collective decisions that they make.
8. Spending, saving, investing, borrowing, and earning decisions of individuals affect other individuals and the whole economy and are in turn affected by how the economy functions.

Economic principles are a part of consumer and other personal economic decisions. Consumer decisions, no matter how derived, affect both the individual and the economy. Consumer education taught without the reinforcing concepts of how our economy works is buymanship and money management only.

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of how money flows to people and businesses in exchange for goods and services in our economic system.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a situation involving play money, the child will ask other children to provide goods and services for him.
2. Given a simulated situation involving the setting up of a service company, the child will provide a necessary service for his classmates and receive tokens for his efforts.
3. Given a discussion of barter, the child will list items which can be utilized for trade.
4. Given a bartering experience without currency, the child will verbally relate the advantages and disadvantages of this form of exchange.
5. Given an opportunity to list the reasons why people work, the child will include at least one reason which emphasizes personal satisfaction rather than economic gain.

## **SUGGESTED ACTIVITIES**

1. Construct a mural showing the transfer of dollars for goods and services.
2. Discuss pictures showing out-of-home occupations performed by a breadwinner.
3. Draw a simple diagram showing circular flow as family member leaves for work and returns with money.
4. Prepare a list of the services performed by class members in which money was earned.
5. Simulate situation in which child has 10¢ to spend; explain that the result of his decision tells the manufacturer which items will sell and must be restocked. Choose between items of equal price. Explain the option of saving the dime for later use.
6. Plan the use of different amounts of allowances: 25¢, 50¢, \$1.00. Discover what effect amount has on the decision making process.
7. Prepare a list of needs for six children living alone on an island for one month.
8. Discuss how we find out about goods and services. Present the yellow pages to the students. Have them find advertisements in the newspaper.
9. Develop understanding of terms such as: money, barter, income, and wages.

## **ADDITIONAL ACTIVITIES**

## HOW WE EARN AN INCOME

Basic to spending is the amount of the income. The ultimate purpose of income is spending for satisfaction of needs and wants. The amount of spending that individuals or families do is directly proportionate to the size of the income. The role of the producer has its beginnings in the many economic decisions which are made about choosing a vocation, the training required for it, necessary retraining, and the opportunities for advancement. The producer's role then becomes part of the basis of how and why buying decisions are made.

An emphasis concerning training or education for a vocation stresses the fact that this is an investment in human resources. One of the rewards for successful vocational effort is the pay that a worker receives. How much he earns depends on supply and demand, labor and management agreements, minimum wage laws, and other considerations. In general workers who complete more years of schooling or training will earn more.

Another important reward of work is the sense of personal fulfillment and joy that results from a job that is well done. Learning how to find personal satisfaction from work will help offset the elements of boredom, discomfort, and other negative aspects that every job will have to some extent. In the upper elementary grades especially, the various types of income as well as the satisfactions that are non-monetary become an integral part of this section.

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the various ways people obtain and use money.

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## RELATED BEHAVIORAL OBJECTIVE

1. Given a list of goods and services which people need, the child will explain how they can be obtained.
2. Given a list of goods and services, the child will decide which he can provide himself and which he must pay someone else to do.
3. Given a discussion on how people earn money, the child will list at least five methods.
4. Given an opportunity to interview a school employee, the child will find five ways the employee uses his salary.
5. Given a role playing situation, the child will act out one method he uses to earn money.

## SUGGESTED ACTIVITIES

1. Ask each pupil to determine if the bread winner in his family produces goods or services.
2. Make a mobile offsetting the label "income" with separate labels showing sources of income. How does one procure an income? Identify sources of monetary income. For example:

—salary	—allowance
—wages	—dividends
—gifts	—etc.
—prizes	

3. Identify sources of non-monetary income. For example:

food provided by parents  
house provided by parents  
public service, education, etc.  
companionship provided by parents  
maintenance of environment by parents and community

4. Interview workers in a variety of situations. Ask them to tell some of the satisfactions they receive from their jobs.
5. Have each child draw pictures of how he would spend \$1.00. Discuss the variety within the class and the reasons for the purchases.

## ADDITIONAL ACTIVITIES

## WHY WE BUY

The factors which influence buying decisions are interesting and complex. Consumer choices are frequently unpredictable or illogical. The psychologist and marketing specialist study consumer behavior. They find:

- Elementary pupils think spending is fun.
- The spending of others exerts influences on consumer behavior.
- The advertising messages encourage buying.
- Keeping up with the Joneses affects consumer decisions
- When money is scarce, basic decisions about its use are necessary.

Elementary school age pupils are developing life styles based on the values, goals, and cultural patterns of the communities and larger societies in which they live. Emotions exert an important influence and often result in impulsive or compulsive buying habits. Individual or family consumer decisions follow no set pattern and often are subject to rapid change because of the many influencing factors involved.

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that there are many reasons for the choices consumers make.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the opportunity to select things for a specific amount of money, the child will relate his reasons for his purchases.
2. Given a discussion about how we find out about products, the child will relate how he found out about a new toy.
3. Given magazines, the child will make a collage of advertisements.
4. Given several pictures of new cars, the child will select which one he would like to own and explain why he would buy it.
5. Given a selection of different types of food, the child will list reasons for his preference.

## **SUGGESTED ACTIVITIES**

1. Show pictures one at a time of many items. Have pupils suggest who in the family would most want the item and how it would be possible to get each of the items. Pictures should include items that are normally purchased such as car, baseball glove, doll, hamburgers, and items such as a friendly smile and an invitation to play a game.
2. Take a field trip to a store and discuss what factors in the store cause the pupils to want to buy certain items, e.g. pictures on packages, arrangement on shelves, etc.
3. Give each pupil a quantity of play money. Let the pupils have an auction in which small items with different appeals are for sale. After the auction, encourage the pupils to explore. Why do individuals hand on some items and not on others?
4. Make a list of items which pupils would like to buy. Explore the questions:
  1. Where did you learn about this item?
  2. What has caused you to want this?
5. Invite a grandparent to the classroom to talk about his needs and wants when he was of the approximate age of the class members. Explore why some of the needs and wants have changed.

## **ADDITIONAL ACTIVITIES**

## HOW WE BUY—CONSUMER CHOICES

For many teachers this section will occupy the most classroom time. It involves the money management and buymanship skills of consumer education. This section emphasizes that each of these is done in the context of the economic system and that the decisions of businesses and governments also affect and are affected by the purchasing choices of individuals.

The kinds of choices that are made, e.g. to buy or not to buy, to buy now or later, to buy this item or service or an alternative one, and to buy in this place or outlet or at some other place, are the decisions that people actually make in the marketplace. Because decisions are made in various ways by individuals, families, groups, and governments, it is obvious that consumer choices are not all individual, but that some are indirect and are made by groups of people.

Consciously or unconsciously people use three, four, or five steps in a decision-making process. Decisions where goals and consequences are not considered lack the rationality that demonstrates wisdom. The provision for open-endedness in this section suggests that teachers may wish to deal with the specific buying experiences of pupils, e.g. purchases from allowances, school supplies, or gifts for parents. The how-to-buy implies that these are carry-over skills and a knowledge which can be applied whenever consumer decisions are made.



## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the skills and information that help us in buying things.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a number of items which satisfy needs and wants, the child selects those which are most needed to sustain his life.
2. Given an opportunity to observe others purchasing items, the child will question the consumer to determine his motives for the purchases.
3. Given several items of approximately the same value, the child will select one item and state why he feels the item is important to him.
4. Given a simulated market place with the following choices:
  - a) to buy or not to buy
  - b) to buy now or to buy later
  - c) to buy this item or service or to buy some other item or service
  - d) to buy here or to buy somewhere elsethe child will make his own decisions.

## SUGGESTED ACTIVITIES

1. Make a chart indicating what it costs to own such pets as a dog, cat, bird, fish, etc. Compare the cost of keeping each pet. Discuss how the cost of keeping a pet might influence choice. What other factors influence the selection of a pet?
2. Collect empty boxes and cans. Examine, compare, and discuss the use of labels in making consumer choices.
3. Set up a simulated store with similar items at different prices. Have students determine how much you would save if you bought the less expensive item.
4. Buy two cans of the same kind of vegetables, one name brand and a less expensive brand. Prepare them in separate pans in the classroom and compare them.

## ADDITIONAL ACTIVITIES

## HELP WE FIND IN COMMUNITIES

A community has many resources to assist the people, business, and government units at all levels. This section helps pupils to discover how these resources provide services in order to fulfill recognized needs. The integrity and pride in achievement by business foregoes in part the necessity of extensive protective measures. In addition, there are agencies financed from different sources. Public funds (taxes) support some of the agencies and the others are privately financed.

One school of thought suggests that at the marketplace, consumers may choose not to buy goods and services that are faulty or take unfair advantage of individuals. More realistically, there is a need for laws and protective agencies to perform the function of regulating and insuring the quality of available goods and services. Whether supported through public funds or through private contributions, the cost of protection eventually is paid by individuals in the form of taxes or higher prices.

There are agencies that provide financial support for people in such situations as unemployment, disability, old age, and poor health. The resource persons and information available to assist people with personal economic decisions as consumers, producers, and citizens may be identified in our communities.

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the persons and organizations within communities, which assist consumers in various ways.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a law enacted to protect the consumer (e.g. all children's clothes must be fireproof), the child will state how this helps the consumer.
2. Given a situation where the child may interview a community resource person, the child will state how this individual assists consumers.
3. Given a discussion about the people and organizations in the community who provide consumer services, the child will state the persons and organizations with which he has had direct contact.

## **SUGGESTED ACTIVITIES**

1. Identify sources of consumer information such as parents, T.V. advertisements, billboards, etc.
2. Dramatize the return of a faulty product. Emphasize consumer protection, claim department services, producer's pride in his product.
3. Role play consumer and salesman in a store. Emphasize the assistance given by store workers to customers.
4. Develop a list of services provided to families in city or county by government or voluntary agencies.

## **ADDITIONAL ACTIVITIES**

**THE INDIVIDUAL AND HIS ENVIRONMENTS**

**WORLD OF WORK**

**SELF**

**ECONOMICS**

**3 — 4**

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## WHY PEOPLE WORK

### DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an appreciation that work is a way of life.

Work is the acceptance of responsibility in the form of tasks.

Play is work.

Education is work.

In later life people work at jobs or other meaningful activities.

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### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given an understanding of "jobs," the child will be able to name at least five adults who work at a job and three who work without a job.
2. Given the names of three jobs, the child will describe the tasks performed.
3. Given two days in his life, the child will be able to state what work he does at home and in school.
4. Given a list of class tasks, the child will be able to choose one, complete it and state why it needed to be done.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Discuss the kinds of work with which students are familiar and reasons for it.
2. Invite guest speakers to describe their work. Plan ahead the kinds of questions to be asked.
3. Discuss how work differs for students and adults.
4. Interview adults in family and on the block to find out what work they do.
5. Plan rotating class work chart.
6. Take responsibility for selecting classroom chores from a previously designed list.
7. Visit volunteer work clubs.
8. Visit other classrooms and observe indications of work being done.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Nothing For A Day”

### **MATERIALS**

None

### **PROCEDURE**

1. Have the children use their imaginations to think about what it would be like to do nothing for a day.
2. Have the children write a story putting themselves in a situation in which they do nothing for a day.
3. Have the stories read aloud. Have the class react to whether the child portrayed himself as doing nothing.
4. Select several stories to act out.
5. Discuss: Is it possible to do nothing?

### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is man's way of creating, preserving, changing, or rebuilding his environments.

Family  
School  
Community  
Society  
World

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of at least ten people who enhance his life, the child can describe their work.
2. Given one week, the child will be able to identify on a map of his community
  - a. at least two buildings new or under construction in new industries
  - b. at least two areas of renewal and park development.
3. Given a list of developments, machines or new inventions, the child will be able to state how they have affected his life and/or his family.
4. Given experiences with cultural events, the child will be able to state at least two ways in which these have affected him or his community.
5. Given an understanding of work, the child will be able to write about the effects of his work on some part of his environment.

## SUGGESTED ACTIVITIES

1. Interview parents and grandparents to obtain a list of home items each did not have as a child.
2. Collect pictures of a major product (e.g. automobile) as it has developed over a period of time and discuss changes.
3. Collect magazine and newspaper articles on ecology and pollution.
4. Discuss and name types of workers in the community who create, preserve, change or rebuild the environment.
5. Tour community with family, noting change and growth.
6. Visit a landmark or a museum in local area.
7. Brainstorm in groups to come up with ideas for new inventions to make life easier.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“A New Invention”

### **MATERIALS**

None

### **PROCEDURE**

1. Have the children talk about things they would like to see invented that are not presently available. (e.g. a machine that would curl your hair without using rollers, a new toy.)
2. Indicate to the class what the intent of this project is and that you expect the idea they develop will be something they can try to construct as a group.
3. Divide into small groups and brainstorm inventions. Have each group draw a picture of its idea.
4. Have the ideas explained and take a vote on that which is best and most feasible.
5. Divide into work groups for building. Draw up blueprints and gather materials.
6. Build the chosen object.
7. Discuss and evaluate the process and the product.

### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVES**

To develop an awareness that many contributions to environments create goods and services for the individual.

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## **RELATED BEHAVIORAL OBJECTIVE**

1. Given a complete list of community workers, the child will be able to list five to ten workers in the community that benefit the individual.
2. Given a list of community workers, the child will be able to write and illustrate a story of at least one paragraph about one of the community workers listed.
3. Given an illustrated bulletin board of community workers, the child will be able to describe workers in their dress, type of equipment and working or on-the-job environment.

## **SUGGESTED ACTIVITIES**

1. View filmstrips on community helpers and discuss how each benefits the individual.
2. Listen to and question guest community workers.
3. Read about community services and helpers.
4. Make displays of goods and equipment used by community workers.
5. Make puppets. Develop and perform skits showing community workers discussing and demonstrating their tasks.
6. Interview a community helper and report to the class. Write to a community helper (one interviewed or visited) and thank him for his daily assistance.

## **ADDITIONAL ACTIVITIES**

**SAMPLE LESSON**

“Puppet Show on Community Helpers”

**MATERIALS**

Paper mache, cloth scraps, large cardboard box, filmstrips on community helpers, books on community helpers, list of people in the community that would volunteer to be interviewed concerning their community jobs, paper and pencils.

**PROCEDURE**

1. Class discuss project and how information may be collected to make plays realistic.
2. Students, as a group, list community helpers and then divide into groups of two or three to collect information on specific community helpers, produce puppets, and write and perform puppet show.
3. Students collect information via reading, observing filmstrips, or interviewing community helper.
4. Students make paper mache heads for puppets and dress appropriately.
5. Students develop play showing community workers discussing and demonstrating their jobs.
6. Students perform skits.
7. Students list community helpers and list tasks that each performs. They may use ideas from the skits.

**NOTES AND COMMENTS**

## INDIVIDUAL AND WORK

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the importance of working together cooperatively in order to become contributors to the environment.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a group project outside the school, the child will be able to cooperate in the planning and completion of the project.
2. Given participation in a group effort, the child will be able to state his reactions to the effort and to evaluate his performance in carrying a specific aspect to completion.
3. Given a specific group project assignment, the child will be able to participate in project production.

### SUGGESTED ACTIVITIES

1. Use role playing to depict a playground situation or some problem typical of a class group.
2. Write and publish a newspaper and/or a book of short stories, assigning each child a specific task or duty to be carried to its completion.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“What it Takes to Help a Group!”

### MATERIALS

None

### PROCEDURE

1. Present a list of various class situations for both entire class and small groups of children to act out. For example:
  - a. fighting on the playground
  - b. group games on the playground
  - c. class in lunchroom
2. Discuss the parts played by various class members and reasons why problems did or did not arise. What behaviors contributed to or helped to prevent problems?

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that through work people meet their needs for

Food  
Clothing  
Shelter  
Psychological needs - safety

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of food items, the child will be able to:
  - a. list the food needed for his family for three meals;
  - b. identify the cost of the food on his list;
  - c. indicate the different stores at which the items will be purchased;
  - d. cite those food items which can be grown at home.
2. Given a list of clothing items, the child will be able to:
  - a. name clothing which can be made in the home and that which is usually bought.
  - b. compare cost of items of clothing.
3. Given a study of shelters, the child will be able to:
  - a. name ways of obtaining shelter.
  - b. name these things needed in connection with shelter (maintenance, utilities).
4. In class discussion the child will be able to tell under what conditions a person is not safe, who makes the conditions safe, how it feels not to be safe.

## SUGGESTED ACTIVITIES

1. Teacher or other speaker may provide typical monthly prices for utilities.
2. Collect pictures and prices of clothing from catalogs and magazines.
3. Collect grocery ads and the house ad section from a local and out-of-town paper.
4. Do a picture study on shelters past and present. Discuss ways of getting shelter today - renting - buying - building.
5. Discuss why food, clothing, shelter and psychological safety are needs.
6. Visit a local grocery to check prices of food lists and build a grocery store in the classroom.
7. Make a garden and/or an item of clothing.

## ADDITIONAL ACTIVITIES

### **SAMPLE LESSON**

#### **“Planting a Vegetable Garden”**

#### **MATERIALS**

Soil, seeds, containers, suitable conditions for growing the plants, small garden tools.

#### **PROCEDURE**

1. The class will plant seeds for a small vegetable garden. Some suggestions might be lettuce, spinach, radishes, green peppers, etc.
2. Each member of the class will care for the plants and observe their growth.
3. The different stages of growth will be noted and discussed. The advantages and disadvantages of growing a garden will be discussed.
4. When the vegetables are ready the class may put them together and have a tossed salad.

#### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that work is a way of fulfilling personal wants:

Personal accomplishments and satisfaction  
Helping significant others  
Belonging and love  
Personal comfort

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the opportunity to construct a bulletin board around the theme "Work Meets Personal Needs and Wants," the child will be able to make his list and explain it to the satisfaction of the teacher.
2. Given the responsibility for finding and carrying out a job in the home, school, or community, the child will be able to explain how his job was of help to others and/or was satisfying to himself.
3. Given a stated personal want the child will indicate why he wants it, and ways he could work to obtain it.
4. Given the opportunity, the child will be able to write a short story telling of something he did that he felt was an accomplishment for him and/or was satisfying.
5. Given a list of ten items, the child will be able to state orally whether they are basic needs or wants and why.

## **SUGGESTED ACTIVITIES**

1. Develop a bulletin board around the theme "Work Meets Personal Wants and Needs," such as health, friendship, and belonging.
2. Keep individual records for one week of work that fulfilled personal needs. At the end of the week share lists.
3. Make a list of the items a child would want if he had \$1.00, \$5.00, \$10.00.
4. Develop a play which illustrates that cooperative efforts can bring personal satisfaction.
5. Do volunteer work in the community. Discuss how personal needs were met.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Children’s Home / Hospital Visit”

### **MATERIALS**

Tape recorder, transportation

### **PROCEDURE**

1. Discuss with the children (and tape) what would happen to them if their parents were not able to care for them as a result of an accident, death or unknown circumstances. As they state alternatives ask what would happen if none of these were available.
2. Discuss (tape) with them what they think it would be like to be in a home or orphanage and how they would feel.
3. Have the class spend one-half or one full day then with the children in a home or orphanage. This could be a week day or Saturday.
4. Follow up the visit by listening to the pre-tape thinking and feeling and compare it with the experiences of the day.

### **NOTES AND COMMENTS**



## DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is a way of fulfilling environmental wants:

Beauty  
Recreation  
Comfort  
Space

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a certain kind of work, the child will be able to list several ways that this work could fulfill his environmental wants.
2. Given some type of work of his choice, the child will be able to tell which environmental wants are met through this work.
3. Given a field trip to a park, the child will be able to list environmental wants that may be satisfied there (e.g., beauty, recreation, space etc.) and to indicate the ways in which he may find satisfaction in these areas.

## SUGGESTED ACTIVITIES

1. Have the child keep an expense account to determine how he spends his money to satisfy environmental wants.
2. Take a trip to a park to demonstrate how environmental wants are met for some people.
3. Make a bulletin board of government sponsored recreational facilities. Gather pictures from pamphlets from the State of Ohio. Emphasize these parks are available to everyone because of the workers' taxes.
4. Have each child assume he is a worker and has just received his paycheck. Have him write a story to tell how he would spend his money after all bills were paid.
5. Carry out jobs outside of school for which there is or is not a material reward. Ask the child to determine whether the job satisfies an environmental want.

## ADDITIONAL ACTIVITIES

### SAMPLE LESSON

"Expense Account"

#### MATERIALS

Ditto master and paper

#### PROCEDURE

1. How and why of expense accounts

- a. Discuss why people keep expense accounts.
- b. Through mathematics show how to keep an expense account. Include ideas such as balance, amount received, amount spent.

2. Individual expense accounts

- a. Give each child an expense account chart such as the one below.

Date	Amt. Rec'd.	How Rec'd	Amt. Spent	Purpose	Balance

- b. Discuss how to use the chart.
  - c. Have each child record his monetary transactions for a predetermined length of time (such as a week).
3. Class discussion of expense accounts.
- a. Have the class discuss:
    1. The various ways they got their money.
    2. The various ways they spent their money.
    3. Whether money was left at period's end.

#### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To appreciate the role of community service workers as contributing to people.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of community workers, the child will be able to describe in written form what service these workers supply to him, his family and his school.
2. Given the telephone book and a map of the community, the child will be able to locate the ambulance service, fire station, police station which serve his community.
3. Given different situations requiring public service, the child will be able to indicate verbally to whom he will go and why.
4. Given one week time period the child will be able to chart the number and kinds of public service workers he encounters and what they did.

## **SUGGESTED ACTIVITIES**

1. Interview public service workers (fireman, police, sanitation, postal, city maintenance) or invite them to speak to the class.
2. Research and discuss the various duties and contributions of the public service workers.
3. Build a community service system within the class room and act out the roles.
4. Plan and present puppet skits on service workers.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Puppet Show on Community Workers”

### **MATERIALS**

Paper bags (hand size), art supplies, pictures of community helpers, puppet theatre.

### **PROCEDURE**

1. Review with children community helpers and list all of the workers they can think of. Discuss how they serve us and situations in which we might need them.
2. Have class break up into small groups, choose one or two workers, make paper bag puppets portraying them.
3. Have each group choose a situation or problem involving its workers and write a short skit (3-5 minutes).
4. Have each group present its skit and have the class members react to it.

### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the importance of working together to accomplish more than an individual could accomplish.

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks to do in school or at home, the child will be able to tell those he does on his own at home or in the classroom, those which others do for him, and those that are best done in a group.
2. Given a list of products, the child will be able to state which ones would best be produced by several people working together.
3. Given a work situation, the child will be able to cite advantages and disadvantages to individual and group production of products.
4. Given a field trip to a local industry, the child will be able to describe the positive outcome of group work.
5. Given a single task description, the child will be able to state in writing if, how and why a group could perform it better and more efficiently.
6. Given a task performed by a group, the child will be able to state orally how he felt about working with the group and the task performed.

## SUGGESTED ACTIVITIES

1. Make a product flow chart for some classroom object showing individual and group input.
2. Discuss advantages and disadvantages of individual and cooperative work carried out at home and in the classroom.
3. Take several simple tasks that an individual or a group could do and record the completion times for an individual and for the group. Compare.
4. Decide upon a product that the class could produce in quantity and quality best as a group. Produce it.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Produce Flow Chart - Worker Oriented"

### MATERIALS

Resource books, wide shelf paper, art supplies, resource people

### PROCEDURE

1. Choose an object, such as a desk, and trace its origin to the planting of the tree with emphasis on the workers involved at each stage.
2. After the stages have been tentatively outlined have the students break into small groups and research each stage to define the kinds of workers involved and whether it is an individual or group effort.
3. Have the chart put on shelf paper distinguishing individual from group workers.

Partial Example:

Stages	Workers involved
Desk	Student
Classroom	Teacher moves
School	Custodian places
Van	Driver, loader
Tree	Planter

4. After the chart is finished invite someone from each stage for a panel discussion of cooperative efforts and ask them to check their stage of the flow chart.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of interaction and interdependence among individuals at work in their environments:

Competition, cooperation, compromise, adjustment  
Conflict  
Power  
Tasks assigned by us; tasks others assign to us.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the responsibility of carrying out a specific task in the writing of a class newspaper, the child will be able to carry out the task and explain how his job related to the end product.
2. Given the titles of three workers in the school, the child will be able to state in written form how they must work with each other.
3. Given a task he performs at home with another, the child will be able to state orally a time in which conflict occurred, how it was settled and how he felt about it.
4. Given a classroom situation in which disagreement occurs over how to settle a problem, the child will be able to list alternative solutions and the advantages and disadvantages of each.
5. Given the food ads from the newspaper, the child will be able to indicate how the stores compete with each other (prices, quality of display, extra benefits).

## **SUGGESTED ACTIVITIES**

1. Create mobiles depicting the need for various workers in the community. The teacher may stress the need for "balance" of producers of goods and services in making the mobile.
2. Invite people to speak to the class about the work they do and how competition, cooperation, compromise, adjustment, conflict and power are involved.
3. Plan and publish a class newspaper so that each child has a "job" which contributes to the final product.
4. Take ads from two stores offering comparable products for comparable prices. Visit the stores and compare the quality of the products based on previously developed criteria.
5. Bring in bread wrappers showing prices and weight comparisons.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“A Class Newspaper”

### **MATERIALS**

Newspaper, ditto masters

### **PROCEDURE**

1. Bring in copies of a newspaper and discuss with the class the various parts of a newspaper (i.e. sports page, editorials, etc.).
2. Discuss the tasks involved in producing a class newspaper (i.e., feature writers, cartoonists, type-setter, proof-readers, etc.).
3. Divide the class into groups according to their preference and interests. Set a deadline for the completion of their task.
4. Work with the individual groups discussing improvements and changes.
5. Have the children copy their work on ditto master, preparing for the publication.
6. Take each group to the ditto machine, explaining the duplicating process and perhaps allowing them to run off their own work.
7. Have children review and then distribute the newspaper.
8. Evaluate with the class the total group process - cooperation, compromise, etc. Relate this to cooperation in the world of work.

### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To develop and awareness of individual differences in work:  
Personal characteristics  
Environment  
Preferences  
Limitations

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a study of civil rights laws, the child will be able to describe past situations when job discrimination existed.
2. Given his local community environment, the child will be able to identify and tell about local situations where discrimination exists.
3. Given a list of the four seasons of the year, the child will be able to indicate the kinds of work he does at home during each season and state reasons for his answers.
4. Given a list of work tasks, the child will be able to demonstrate that boys do some work, girls do other work and that some work can be done by either boys or girls.
5. Given a mismatched set of pictures of workers at work and climates, the child will be able to match them correctly and give a reason for his choice.

## **SUGGESTED ACTIVITIES**

1. Research work opportunities for persons of various races, creeds, and sex and those which require various physical characteristics.
2. List various types of work in both the classroom and the school and discuss.
3. Show film strips or discuss different climate areas and discuss appropriate and inappropriate kinds of work.
4. Define role situations in which different kinds of discrimination are practiced.
5. Observe workers and list ways in which they do or do not fit their jobs.
6. Have each student write one characteristic which others might not like: role play the characteristic and have others respond.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Job Characteristics and Want Ads”

### **MATERIALS**

Want ads from newspaper

### **PROCEDURES**

1. a. Have children bring in the want ads from local and out-of-town newspapers.  
b. Choose ads that illustrate a variety of “jobs.”  
c. Discuss the qualifications necessary for each job such as age, sex, education, special skills, physical abilities, etc.  
d. Have the class explain why certain qualifications are mandatory in a particular “job” and why these qualifications may vary in different “jobs.”
2. a. Study the same want ads to determine “jobs” the children would especially like to have.  
b. List reasons for their choices including interests, working environment, salary, preferences, etc.  
c. Relate these reasons to the adult world and generalize what adults have to take into consideration when choosing a “job.” Include personal limitations as well as qualifications.

### **NOTES AND COMMENTS**

## ENVIRONMENT AND WORK

### DEVELOPMENTAL OBJECTIVE

To develop an appreciation of work done by the family:

- In the home
  - Away from the home
- 

### RELATED BEHAVIORAL OBJECTIVES

1. Given a chart of his family's work, the child will be able to state in written form the work each member of the family does and how it benefits the family.
2. Given three tasks he has done at home, the child will be able to tell which he did well, which he did poorly and how he felt about each.
3. Given a list of adult members of the family, the child will be able to state orally the name of their occupation and what kind of work they do away from home.
4. Given the time period from the close of school one day to the beginning of school the next day, the child will be able to state three things that he did that he felt contributed to the family's work and explain how they were a help.
5. Given an assigned task at home that he did not complete, the child will be able to tell how it affected the family and how he felt about it.

### SUGGESTED ACTIVITIES

1. Discuss "Work I Did Which Made More Work."
2. Discuss what happens at home when people do not do their tasks.
3. Talk about work done outside the home.
4. Have the children identify members of the family as workers and have them explain how the work of each member helps the rest of the family.
5. Pantomime some member of the family engaged in a task at home. Try to guess the task.
6. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance.
7. Demonstrate a job in the home that the child feels he does well and explain how that helps the family.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“Study of Work Roles in Family”

### MATERIALS

None

### PROCEDURE

1. Compile a list of work roles done by members of the family.
  - ex. mother—cook, seamstress, nurse, dietitian, chauffeur, handywoman
  - father—repairman, chauffeur, judge, banker
  - children—gardener, dishwasher, etc.
2. List work roles on separate dittoes for each member with key for 1) done alone, 2) done with others.
3. Write letter to family members asking their cooperation for one week.
4. Carry out the study.
5. Compile the results, adding any new-found roles, on a chart and discuss in terms of division of labor, skills; dependence, independence, inter-dependence; feelings about what and who involved.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an appreciation for work in the school.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a bulletin board entitled "The School Team," the child will be able to explain the value of the service each school worker performs.
2. Given a class discussion, the child will be able to explain how he is a valuable worker as he does his part in school.
3. Given an opportunity to establish a new school of his own choosing, the child will be able to identify five new kinds of work not found in his current one.

### SUGGESTED ACTIVITIES

1. Conduct school worker interviews.
  - a. What is the name of your job?
  - b. What do you actually do?
  - c. What kind of personal qualities are required?
  - d. What kind of training is necessary?
  - e. Why do you think your job is important?
  - f. What personal satisfactions do you receive from your job?
  - g. Your job is dependent on which other workers?
2. Play "Who Am I" or "What's My Line" with the school workers' jobs.
3. Gain permission for a child to spend a brief period of time with a school worker.
4. Discuss the importance of work within the schoolroom - responsibility, cooperation, etc.
5. Choose and carry out a task which is important to the functioning of the school.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“School Workers - How They Help Us”

### **MATERIALS**

Art paper, paints

### **PROCEDURE**

1. After the school workers have been interviewed, the children will divide into committees and each committee will be assigned one school worker who was interviewed.
2. Each committee will construct a chart illustrating the assigned worker performing a task related to his job.
3. Underneath the illustration, some other members of the committee can write a report of the questions answered during the interview.
4. After the above assignment is completed, the class could then discuss if the occupations were performed (or required) in the past (i.e., ten years ago) and if the occupation will still be in existence in the future (i.e., ten years from now).

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the school's role in preparing the individual for the world of work.

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given two activity lists, the child will be able to list activities he does in the school as related to what he does out of school.
2. Given a list of qualifications for five occupations, the child will be able to explain ways in which the amount of education may affect his future work.
3. Given a guest speaker, the children will be able to hear another's views of how school prepares for work, and then react to him.
4. Given a class walk, the child will be able to cite examples of people at work in jobs they would someday like to do.

## **SUGGESTED ACTIVITIES**

1. Let the children imagine what it would be like if we had no schools. They will probably react with, "That would be great." After the initial enthusiasm has worked down, ask them to consider what it would be like to try to get a job when they are grown if they have not gone to school.
2. Role play a situation in which an employer is interviewing an applicant for a job. The applicant has never gone to school or had any training.
3. Involve reading, writing and arithmetic in planning a party or parent visitation. This would involve food preparation such as cookies and punch and writing invitations. After the party or visitations, the class should discuss how school knowledge helped them plan the party.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Ordering From a Catalog”

### **MATERIALS**

Order blanks, catalogs, pencils

### **PROCEDURE**

1. Have class discuss what kinds of items we can order from catalogs and why we use catalogs in place of shopping at the store.
2. Provide each student with a book catalog and have him list three books he would like to order.
3. Give students order blanks. Explain how they would enter their desired books in terms of: quantity, code number, item name, amount, total, and tax.
4. Discuss how ordering helped students prepare for future tasks and wants.
5. Students mail their orders.
6. When students receive their order, have them distribute the books by comparing reproduced copy of order with student copies.
7. If mistakes occur, have students discuss what procedures to take to solve the problem.
8. Have each student write a report on what new things he has learned, and what new skills he may apply to future tasks.

### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of work in the peer group.

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given out-of-class activities, the child will be able to recognize and talk about those situations in which he participates with classmates.
2. Given a work problem to solve, the child will be able to work as a part of the peer group solving the problem and evaluate the problem results and member participation.
3. Given the task of identifying work he does with peers, the child will be able to list five kinds of work he does out of school and the people with whom he does it.

## **SUGGESTED ACTIVITIES**

1. Discuss with students the many places and times that they see each other, and the variety of things they do together.
2. Cut out pictures and have students describe whether or not they like the person in the picture. Discuss any additional information needed.
3. Cut out pictures of groups. Discuss the kinds of groups pictured and what they are doing and talking about.
4. Act out behaviors the children see in groups of people that they like and dislike.
5. Observe a group at work. Watch for verbal and non-verbal behavior that is positive and negative.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Can You See Yourself”

### **MATERIALS**

Old clothing, hats, shoes, role playing script, tape recorder, magazines

### **PROCEDURE**

1. Develop with the class an understanding of the different personalities found within groups. This can be done through class discussions of what we like and dislike about people's behavior.
2. Have the students act out situations where each of these behaviors occurs within a work setting.
3. Together with class, write brief situations in which specific characteristics are shown (i.e., poor sportsmanship, temper tantrums, heckling, joy etc.)
4. Have class put on costumes and some role play the situations displaying particular behaviors while others serve as audience.
5. After role playing is completed have class tell what they liked and disliked in the role play concerning participants' actions and behaviors.
6. Cut pictures out of magazines displaying different expressions which could be labeled according to behaviors discussed.
7. Follow with a discussion relating to the fact that everyone in the class including the teacher exhibits some of the behaviors.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the influence that one's peers have in regard to one's work.

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of potential activities, the child will be able to list those in which he has participated because of the influence of a friend.
2. Given a list of activities, the child will be able to list activities in which he has failed to participate because of a friend's influence.
3. Given a work list, the child will be able to name three types of work which appeal to him only if performed with others.
4. Given examples of his work, the child will be able to tell whether the quality of the work has been improved or lessened due to peers and indicate his degree of satisfaction with it.

## **SUGGESTED ACTIVITIES**

1. Each child indicates three kinds of work that he does and chooses one of his peers to help him. He should give the reasons for his choice.
2. Discuss positive and negative ways in which peers influence us and our work.
3. Keep a list of work activities performed or not performed during the week and indicate whether this was due to peer influence. (e.g., helped wash the car because friend next door was doing so, didn't mow lawn because friend wanted to play ball.)
4. Interview a parent to discover whether the parent's work is also influenced by his peers. If so, in what ways?
5. Read several stories and select those in which the child sees an individual being influenced by someone else in what he does. Provide explanation.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Peer Influence on Quality of Work”

### **MATERIALS**

None

### **PROCEDURE**

1. Discuss how peers influence one's work.
2. Select an area of knowledge from any subject (example: social studies). Design a written individual test over material and administer to class. Also administer an oral examination that would take place with entire class (example: panel discussion). Ask similar questions over same material.
3. Discuss how peers during the oral examination influenced each child's performance (desire to excel, reluctance to participate).
4. Have each student compare performance on both examinations and tell whether the quality of work has been improved or lessened due to peers. Indicate his degree of satisfaction with group work.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of work in the community:

Type of work  
Function of work  
Individual's role as member

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a knowledge of the community, the child will be able to list at least three ways in which he is a part of the community.
2. Given a list of ways to contribute to the community, the child will be able to indicate ways in which he does contribute to his community and tell of at least one such experience.
3. Given a list of the ways a child contributes to the community, the child will be able to identify at least three points, places, or areas in which his work has caused a change in the community.
4. Given a list of areas of work in the community, the child will be able to identify the roles his family members play in the community.
5. Given the names of two different communities with which he is familiar, the child will be able to identify and compare types of work within these communities.

## **SUGGESTED ACTIVITIES**

1. Discuss meaning of community and different types of communities.
2. Discuss how people are members of the community.
3. Chart the child's ideas of how he contributes to the community.
4. Chart, categorize and compare the work roles of each family member to the community.
5. Build a model of a community unlike one's own.
6. Represent through art, "before" and "after" pictures of places in the community.
7. Visit a community unlike the class's own.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Community Workshop”

### **MATERIALS**

Pictures of work areas in the community or pictures from old magazines or newspapers which represent these areas.

### **PROCEDURE**

1. Display pictures of work areas on the bulletin board.
2. Discuss with the class what the pictures represent.
3. Have the students identify these work areas.
4. Ask the class to list work areas that were perhaps not represented by the pictures.
5. Let each student tell about the place where his family works.
6. Have the class list the most outstanding features of the work areas and tasks performed by family members.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of work in the society.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a situation in which the children trace a product through its entire production, they will be able to name the workers involved in this production and the tasks they performed.
2. Given a field trip to a company which produces some product, the child will be able to see products and relate what he has seen to one other person.

## **SUGGESTED ACTIVITIES**

1. Ask the children to list the foods they ate for breakfast. Have them take the list home to find out where the product was boxed and packaged.
2. Role play a situation showing how a product is produced (e.g., how a loaf of bread is made) and use the children to portray all the workers involved in its production.
3. Give the students an assignment made up of several steps in incorrect order. Have them organize the steps in proper order, set up a "production line," and carry the assignment through to completion. Have them describe difficulties encountered in the process.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Go Fly a Kite”

### MATERIALS

See below

### PROCEDURE

1. Discuss with the class types of work done on a production line basis. Follow this with a film showing a production line in operation. (e.g., put out by Ford Motors, Proctor and Gamble, etc.) or visit a plant in which a production line exists.
2. Discuss details of setting up an assembly line for kite making in the classroom.
3. Provide the following materials to be used in the production line in the classroom: kite sticks of two different lengths, tissue paper-colored-pre-cut, string, cloth scraps, glue, scissors.
4. Put these directions on the board in any order, and read them to the class:
  - a. Sort materials and put them in the correct order of assembly.
  - b. Tie the sticks together.
  - c. Glue tissue paper to sticks.
  - d. Tie flying string to crossbar.
  - e. Cut cloth into strips.
  - f. Tie cloth strips to tail string.
  - g. Go Fly a Kite!
5. Have children put directions in correct order, designate jobs, and complete production line task.
6. Evaluate the results.

### NOTES AND COMMENTS



## DEVELOPMENTAL OBJECTIVE

To develop an awareness of work in the world.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a geography unit on work in foreign countries, the child will be able to list ten different types of work done in countries outside the United States.
2. Given objects from other countries brought to school by classmates, the child will be able to determine two or three kinds of work required to produce the objects.
3. Given a series of films or filmstrips dealing with life in other countries, the child will be able to tell what types of work are common to the United States and what types are unique to other countries.
4. Given a visit to the classroom by a child who has visited a foreign country, the child will be able to ask questions concerning work in the country the student has visited.

## SUGGESTED ACTIVITIES

1. Let the children imagine they are an article manufactured in a different part of the world. Have them trace their life from its origin to where they are now.
2. Discuss ways in which the students' city is dependent on other states and countries.
3. Have student pick an interesting type of work done in a foreign country. Have them role play the job they are doing and from what country.
4. Have the students go all through their home looking for objects from other countries and keeping a list of the objects and the country. Write alphabet stories and poems.
5. Make list of products for which particular countries are well known, e.g., Italy - food; Spain - baskets; Germany - figurines.

## ADDITIONAL ACTIVITIES

### **SAMPLE LESSON**

“In The House - Around The World” (An Alphabet Book)

#### **MATERIALS**

Art supplies, world map, colored pins

#### **PROCEDURE**

1. After discussing work in the world tell the children you want them to go on a scavenger hunt in their home. The task is to look at labels on objects to find out where they were made. They are to keep a list of objects made outside the United States and of where they were made.
2. When the lists are complete they are to make alphabet sheets, drawing a picture of the object and then writing a poem or story about it indicating where it came from; was it made by machine or hand; and what is its use (Example - cooking, gardening, leisure, decoration, etc.). Try to use all letters of the alphabet.

Volkswagen (Germany)

Poem or story

When all alphabet stories are completed put them in the reading center until all have had a chance to read them. Then share them with other classes.

3. As each child finishes a page help him locate the country his product was made in on a world map and let him put a pin in the country indicating one item from the country.

#### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interaction of all environments.

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## RELATED DEVELOPMENTAL OBJECTIVES

1. Given the task of making a booklet containing work and illustrations, the child will be able to show his understanding of the interaction of plant, animal and human environments.
2. Given the environments of family, school, community, society, and world, the child will be able to state orally how he is a part of each environment.
3. Given a common societal problem, the child will be able to show how people in the different environments work toward a solution.

## SUGGESTED ACTIVITIES

1. Make a wall display showing the interaction of human environments, i.e.,

family  
|  
school  
|  
community  
|  
city  
|  
state  
|  
country  
|  
world

2. The children may work in small groups to dramatize the interaction of different workers from different environments.
3. Write a song about the interactions of the environments to the melody, "Dry Bones."
4. Develop a play for a school fair. Present the plan to the principal.

## ADDITIONAL ACTIVITIES

### **SAMPLE LESSON**

“Wall Display on the Interaction of Human Environments”

#### **MATERIALS**

Art paper, paint, scissors, stapler, pins, tape, yarn

#### **PROCEDURE**

1. Hold a class discussion about the interaction of human environments i.e. Family, School, Community, City, State, Country, World.
2. Divide the class into small groups and assign each group to work on one area listed above.
3. Have each group develop the design for their area and use the provided materials to construct their part of the display.
4. After the display is completed, review the interaction of human environments with a discussion.

#### **NOTES AND COMMENTS**

## VARIETIES OF WORK

### DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

Awareness - Appreciation - Motivation

To develop an awareness of work as "job" and "occupation"

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### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a task which the child completed, he will be able to state the steps he went through to complete the task.
2. Given a list of activities relevant to him, the child will be able to differentiate "job" from "occupation" by appropriate labeling.
3. Given the teacher's explanation of "job" and "occupation," the child will be able to explain, in his own words, the difference between a "job" and an "occupation."
5. Given classroom tasks, the child will be able to complete a task without being reminded for the period of the task assignment.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Role play jobs which are obsolete (e.g., candle maker, streetcar driver).
2. Assign weekly tasks to the students to help in classroom upkeep.
3. Take a walking tour of the neighborhood and make a list of all work they see being done. Separate from the list all work that qualifies as "job."
4. Have the children keep track of all the work they see being done for a weekend. Separate from the list all work that qualifies as "job."

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Classroom Helpers System”

### **MATERIALS**

Classroom helper chart, access to materials required to carry out each classroom task.

### **PROCEDURE**

1. At the beginning of the school year, prominently display a classroom helpers' chart. Discuss with the children the different jobs on the chart, and how the tasks should be accomplished. Explain to the class that the children will take turns accepting responsibility for the tasks on a weekly basis.
2. Assign children to perform the tasks.
3. Have the completed tasks evaluated by the children's peers to determine if they are being performed well. Have the children provide reasons for the evaluation, either positive or negative.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the importance of all "jobs"

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given his naming of a task he did not complete, the child will be able to describe the effect or results of his not having completed it.
2. Given a list of "jobs" and their purposes, the child will be able to supply the meaning for himself and the community.
3. Given his list of tasks he does at home, the child will be able to keep a completion or non-completion record for one week and explain the effects of both situations.
4. Given a task that the child dislikes but has completed, the child will be able to state its importance in spite of his dislike of it.

## **SUGGESTED ACTIVITIES**

1. Have a group discussion focused upon the results of a task that has not been completed.
2. Make a bulletin board of chores in the classroom and relate it to data, people, and things.
3. Make a list of all the "jobs" the class can think of in the community. Ask the students to choose "jobs" they think they would like and write riddles dealing with their importance.
4. Make a list of problems people encounter in the community. Make a list of workers in the community and see how many workers could be involved in solving a problem.
5. Take a problem-finding tour in the neighborhood. List specific problems found and various workers who might be involved in solving the problem.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Job Importance”

### **MATERIALS**

Construction paper, crayons or paint, thumb tacks or tape, yarn or string, bulletin board or wall space.

### **PROCEDURE**

1. Divide the class into small groups assigning each a specific bulletin board area. Have them choose one job and illustrate someone doing it.
2. Conduct a group discussion of how this job helps others.
3. Have them print cards naming the people or situations affected by this particular job being done well or poorly.
4. Post these cards on the board attaching them to the job illustration with yarn or string.

### **NOTES AND COMMENTS**



## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interdependence of "jobs."

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of family tasks, the child will be able to state orally how they are interdependent.
2. Given several class members, the child will be able to list two ways that their work makes them dependent upon one another.
3. Given his choice of a number of community helpers, the child will be able to explain his dependence upon them.
4. Given a short chore, the child will be able, after completing the chore, to tell how each of its steps was dependent on another.
5. Given a film depicting assembly line jobs, the child will be able to determine how one "job" is dependent on the "job" just before it.

## SUGGESTED ACTIVITIES

1. Utilize a street map of school area, using yarn to connect residences, community resources and businesses that are interdependent upon one another.
2. Work in small groups to develop a circular chart depicting the interdependency of workers. Upon completion of the chart have each group explain its chart to the rest of the class.

barber	groceryman
farmer	truck driver

3. Plan and draw a mural showing the progression of a product from its origin through completion and distribution to the consumer. Divide the tasks for making the mural among people in the group. Try to choose a product that could be made in class.
4. Make a bulletin board showing a large cornucopia with tools of workers involved in the production or a product spilling out to the completed article at the bottom of the pile.
5. Make bread, candy or cookies in assembly line fashion with class members assuming tasks of the different workers.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Cooperation”

### **MATERIALS**

Props for skit; for example, dust cloth, broom, waste basket; typewriter, ditto masters, paper, ditto machine.

### **PROCEDURE**

1. Hold a discussion on family tasks. Begin by asking “What tasks do the members of your family do that help your family run smoothly?” Guide the children during the discussion to talk about how the tasks are interdependent.
2. Direct and guide the children in writing the script for a skit on family tasks. Have the children decide upon the characters to be included. Have the script prepared.
3. Assign each member of the class a task in the production of the skit, either as a cast member or committee member, such as the prop committee.
4. Have the children perform the skit for another class.
5. After the skit, have the class discuss how the different tasks were portrayed interdependently.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the division of labor.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the class activity of building an animal shelter, the child will be able to identify the kinds of workers needed and distribute the work among the groups.
2. Given classroom or home cleaning tasks and names of people to work, the child will be able to make chart indicating specific people's responsibilities by day or week.
3. Given a specific task, the child will be able to decide how many people are needed to complete it and why.
4. Given a list of tasks, the child will be able to state which could be best done by one individual and which could be best done in a shared manner.

## **SUGGESTED ACTIVITIES**

1. Discuss ways of dividing responsibilities to complete tasks and the reasons for this division.
2. Make a work chart showing that responsibility for one job is often shared by a number of people.
3. Plan and present a puppet show about the building of an animal shelter which will tell other students about the division of labor. Let children divide the labor in the preparation.
4. List all possible tasks that might be necessary to build something as a class.
5. Build an animal shelter.
6. Take a walking trip around the neighborhood to identify places of work such as the beauty shop, drugstore, grocery, library, etc. Count the number of people working in each place.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

### **“A Trip to an Animal Shelter”**

#### **MATERIALS**

Bus transportation, permission slips, construction paper, crayons, paints, scissors, paste.

#### **PROCEDURE**

1. Prior to taking a trip to an animal shelter, explain to the children that the primary purpose of the trip is to become aware of the many workers needed to maintain an animal shelter, so that they will eventually be able to give a puppet show about its construction. Hold a class discussion about what the children anticipate observing on the field trip and about the rules to be followed. Have children think of appropriate questions to ask authorities.
2. Take the trip to the animal shelter. Remind and encourage children to observe closely during the tour, and to ask questions.
3. Have the children draw or paint pictures of the animal shelter as they saw it.
4. After the children have completed their pictures, have them tell about their individual drawings. Through discussion, review information learned about the animal shelter during the trip.

#### **NOTES AND COMMENTS**

## WORK FAMILIES

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the influence of work on such personal factors as residence, clothing, working hours, and friends.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a description of work performed by one of his parents, the child will be able to state in written form how it affects him as a child.
2. Given names of ten imaginary people and work they do, the child will be able to state whether they could find work in his town and if not, why not.
3. Given a display of worker clothing, the child will be able to match it with worker title and write a short description of the work represented by the clothing.
4. Given a list of ten workers in the community, the child will be able to provide a short job description for them, including such factors as work hours, clothing needed, etc.

### SUGGESTED ACTIVITIES

1. Investigate the advantages and disadvantages of various school jobs.
2. Interview various school personnel to discover what they like and dislike about their jobs in terms of the effect on their personal life.
3. Set up a panel of workers to discuss advantages and disadvantages of their jobs as they affect their personal lives.
4. Make booklets portraying characteristics of various jobs the child has encountered.
5. Visit a place where there is the opportunity to observe and talk with two workers. Interview them to get their reactions and discuss factors that may have influenced their choice of work.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Likes and Dislikes”

### **MATERIALS**

Paper, pencils

### **PROCEDURE**

1. Hold a class discussion about how to conduct an interview.
2. Divide the class into groups. Assign each group the task of interviewing a specific school staff member to discover his feelings about his work in relation to hours, friends, and other personal factors. Each group should think of appropriate questions to ask during the interview.
3. Have the groups conduct their interviews, employing one member of each group as the group's secretary.
4. After the interviews, each group should orally report the information gained through their interviews to the rest of the class.

### **NOTES AND COMMENTS**

## WORK FAMILIES IN ENVIRONMENTS

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work in the community.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of work families, the child will be able to classify the various given family jobs into categories of people, data, and things.
2. Given a list of work families, the child will be able to classify one worker within the community for each of the following work families: construction, distribution and marketing, communication, transportation, health services, general services, homemaker.
3. Given newspaper want ads and list of work families, the child will be able to place each job in the correct work family and relate it to people-data-things.
4. Given a writing assignment, the child will be able to write a narrative based on pictures representing various job categories.

### SUGGESTED ACTIVITIES

1. List various tasks on work sheet and have students classify according to people-data-things categories.
2. Have students select job family from several given. Divide into groups. Have each group try to see how many tasks it can list for that family.
3. Compare job families found in your city's newspaper ads and another city's want ads.
4. Discuss occupations represented by "hats." Role-play an interview with each occupation.
5. Have students go into community and survey the different types of job families represented.
6. Visit or have as visitors, many people representing different job families. Have each person wear his job outfit. Relate his work to the community. Take pictures of each person.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Community Workers”

### **MATERIALS**

Newspapers, job category charts

### **PROCEDURES**

1. Discuss job categories:
  - a. Agriculture
  - b. Business and Industry
  - c. Communication
  - d. Transportation
  - e. Construction
  - f. Marketing and Distribution
  - g. Government
  - h. Health Services
  - i. Homemaking
  - j. General Community Services
2. Cut out newspaper articles and want ads pertaining to these categories and paste them on appropriate chart.
3. Teacher provides a bar graph to show number of people involved in each job.
4. Also, could discuss how some jobs include tasks in one or more categories.

### **NOTES AND COMMENTS**



**DEVELOPMENTAL OBJECTIVE**

Develop an appreciation of the variety of work in the school.

Place of work  
Type of work  
People at work

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given pictures of school workers, the child will be able to categorize the various kinds of school work by place, type, and/or people.
2. Given a choice of three school workers, the child will be able to write a report describing the tasks that one of the people does.
3. Given the absence of a regular school worker, the child will be able to describe what happens when that school worker is absent.
4. Given the names of three school workers, the child will be able to list ways in which these school personnel assist him and other school personnel.
5. Given a poster series on school workers, the child will be able to explain orally the ways in which these workers assist him.

**SUGGESTED ACTIVITIES**

1. Interview school worker (bus driver, cook, maintenance staff, instructional staff, administrative staff, other services staff) to discover the type of work each does.
2. Discuss the consequences when a school worker is ill and unable to carry out his tasks.
3. Develop and present a poster series on "workers in the school" to a lower grade.
4. Observe a particular place in the school to determine what kind of work is done there.
5. Have various students spend one hour with different school personnel and make a list of all the different things they do in that time.
6. Assist various workers for short periods of time. (Example - work in cafeteria, with secretary, with custodian).

**ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Work and Workers in the School”

### **MATERIALS**

Art supplies, poster board

### **PROCEDURE**

1. Review and discuss what is known about the school workers.
2. Give each child an envelope containing letters which spell out the title of a type of school work (e.g. cook). Have him unscramble the word and write a poem about the school worker relating what he does, where he works and how he helps.
3. Read the poems to the class for their suggestions.
4. Print them on the posterboard along with a picture the child has drawn of the worker.
5. Present the poster series to a lower grade and answer their questions about the different school workers.

### **NOTES AND COMMENTS**

## **WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the relationship between school and work.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of tasks, the child will classify them according to general levels needed to perform each.
2. Given a list of skills, the child will be able to give two reasons why a particular skill is required in a given occupation.
3. After work visitation and/or film shorts and given a list of school subjects, the child will be able to check those subjects he observed were necessary in the performance of different tasks.
4. Given his out-of-school activities, the student will be able to indicate situations in which he utilized learning from school.

### **SUGGESTED ACTIVITIES**

1. Discuss child's hobbies and interests. Talk about the way he became interested in this hobby. Talk about activities in school that relate to these hobbies.
2. Plan several group projects. Split the class into groups to work on them. Outline the tasks to be involved and make a subject study for each task listing all the school-related skills involved. Have each group member indicate which aspects of the task he feels most capable of completing.
3. Visit different kinds of workers for some period of time, and list all the things they do in that time. List and discuss those activities that require special training.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“School and Work”

### **MATERIALS**

Chart paper, small pieces of paper, film and projector

### **PROCEDURE**

1. Ask each child to list on a piece of paper the job which his father and/or mother holds. Pass them to the teacher.
2. Choose three children to come to the front of the room and alternate reading the jobs aloud, explaining ones which might be unfamiliar.
3. Choose one for which you have a filmstrip and show it.
4. Discuss what skills this person might have learned in school that helped him on the job.
5. Have children ask their parents in which ways the parents used their school work to help them in their jobs.
6. The next day discuss their findings, keeping a chart of school learning used by their parents.

### **NOTES AND COMMENTS**

## PROCESSES OF VOCATIONAL GUIDANCE

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of three of his talents, the child will be able to identify at least two occupations in which they might be used.
2. Given the different work situations of family members, the child will be able to explain different talents being used in the work.
3. Given autobiographies of famous Americans, the child will be able to explain ways in which each individual utilized his talents.

### SUGGESTED ACTIVITIES

1. Interview adults to discover which talents they use in their occupations.
2. Invite an author or poet from the community to speak to the class about his work and how he became involved in it.
3. Have the class read biographies of famous people. Discuss if early talents became a part of later work.
4. Decide which job families may use the same kinds of skills. Interview workers to determine if their skills may qualify them for other jobs beside the ones which they already hold.
5. Have each student identify a specific ability or talent he feels he possesses, and demonstrate at least three ways in which he is able to use it. (Example: playing the piano—accompanying singing, teaching another child a melody, background for a program; math ability—tutor a younger child, figure dimensions for building something, divide recipe in  $1/2$  or  $1/4$ ; etc)

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

### **“Presenting Book Reports on Biographies”**

#### **MATERIALS**

Biographies, art paper, crayons, paints, paste, scissors

#### **PROCEDURE**

1. Hold a class discussion about what a biography is.
2. Have each child select a biography to read.
3. Assign each child a book report on the biography read. Encourage the children to use a variety of methods in presenting their reports, such as role play, skits, murals, in addition to traditional written and oral reports. Have the children include an account of the talents possessed by the main character and how they contribute to his occupation.
4. Children should give their reports and be able to answer questions of other class members.

#### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that different work requires a variety of competencies.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given an occupation, the child will be able to list three skills needed to be successful in the given task.
2. Given list of jobs in the classroom, the student will apply for one and state why he should have it.
3. Given a list of his competencies, the child will be able to state how his work ability might be affected if he incurred some physical handicap.
4. Given a checklist of competencies and film shorts of workers at work, the child will be able to check at least three competencies required for each type of work.

## **SUGGESTED ACTIVITIES**

1. Design displays of clothes and equipment—helmet, carpenter's hammer, bricklayer's trowel. Discuss the capabilities needed to use each instrument.
2. Describe a person's work behaviors while other students attempt to determine job held by person.
3. Discuss types of jobs that a person with a handicap (skill, physical, etc) could not handle. Show film showing the wide variety of work the handicapped do.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

### **“Display of Work Tools and Clothing”**

#### **MATERIALS**

Clothes and equipment used by various workers; table or shelf for display; cardboard and marking pen.

#### **PROCEDURE**

1. Students will make a list of workers and discuss the variety of instruments and clothing used by each.
2. Students will borrow from parents or family friends various tools or clothing used in their work. Student should ask how tool is used or why a particular type of garment is worn.
3. Students will bring items to school and label tools by name and worker and then place them on display.
4. Each student will choose a tool to hold as the other students discuss the competencies necessary for its use.

#### **NOTES AND COMMENTS**



## DYNAMICS IN THE WORLD OF WORK

### DEVELOPMENTAL OBJECTIVE

To develop an awareness that technological change brings about work changes.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of kinds of work, the child will be able to choose at least five kinds no longer existing in his community due to technological change.
2. Given a list of kinds of work, the child will be able to choose at least five kinds recently created by technological changes.
3. Given a discussion on technological change, the child be able to explain one way in which technological changes have brought about a new way of doing some task that was done before using a different method.
  - a. In his home
  - b. In his school
  - c. In his community
4. Given the possibility that one of his parents could lose his job to technological change, the child will be able to state in written form how it might affect his family and himself and how he would feel about it.

### SUGGESTED ACTIVITIES

1. View films on change through technology.
2. Identify workers who had to change jobs because of technological advances. Discuss advantages and disadvantages of such technology.
3. Investigate recent efforts to control pollution. Discuss how present jobs ultimately may be affected because of technology.
4. Plan and present a program on past, present, and future in the world of work. Collect tools, clothing, and products from all over the world.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

### "A Visit to an Old People's Home"

#### MATERIALS

Small notebook

#### PROCEDURE

1. After some work in the area of change, technology and work, prepare with the class for the visit to the home. Pre-planning with personnel at the home should be done by the teacher indicating the purpose of the trip (send a copy of questions to be asked), asking them to find out which residents are interested and suggesting that the residents may have scrapbooks or albums to share with the children.
2. In planning with the children make a list of questions to be asked and notes to be taken:
  - a. What kind of job did they hold?
  - b. What work was involved in the job?
  - c. What kinds of inventions do we have now that they wish they had had as children?
  - d. What kinds of work chores did they do as children?
  - e. Is there any invention we have now they do not think is an improvement?
3. Talk with the children about looking at pictures and noticing objects they don't recognize and asking about them.
4. After the trip talk about how they felt about the experience and put together some type of booklet about it. Send it with a thank you note to the residents so they might see what the children gained.

#### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVES

To develop an understanding of the reciprocal rights of the school.

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## RELATED BEHAVIORAL OBJECTIVES

1. Give a bulletin board entitled "What We Do In School." the child will be able to express the school's expectations of him and his expectations of the school.
2. Given a writing assignment, the child will be able to list how and when the school has and has not met his expectations.
3. Given a discussion period, the child will be able to verbalize how he feels when he does or does not meet the school's expectations.
4. Given a discussion period, the child will be able to verbalize how he feels when the school does or does not meet his expectations.

## SUGGESTED ACTIVITIES

1. Discuss the rules of the school and the reasons for them.
2. Discuss the child's expectations of his school.
3. Plan a booklet listing school rules for the entire school.
4. Role play a situation in which the child demonstrates how he feels when he has or has not met school expectations.
5. Have students form a committee to draw up a list of requests they would like to see honored in their school. Then have the principal come in and discuss requests, explaining whether they are possible or not.

## ADDITIONAL ACTIVITIES

**SAMPLE LESSON**

“Role Play of School Situation Related to School Rules”

**MATERIALS**

List of situations to role play

**PROCEDURE**

1. Have a discussion of school rules and how they apply to children.
2. From a list of role play situations in relation to these rules, have each child choose one to role play.
3. After each role hold a discussion of what rule was portrayed and how it was followed or not followed by the child in the role play situation.
4. Ask each child to describe orally or in writing how necessary he thought his role play rule was and why it was necessary.

**NOTES AND COMMENTS**

**DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)**

To develop an awareness of one's interests in the world of work:

- Expressed
  - Manifest
  - New Interests
  - People-Data-Things
- 

**RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)**

1. Given a list of interest areas, the child will be able to list at least three areas of personal interests and disinterest.
2. Given a list of interest areas, the child will be able to choose one interest and write a story in keeping with it.
3. Given a class discussion on interests, the child will be able to identify three others whose interests are similar to his own and three whose interests are not.

**SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)**

1. Locate and interview an adult who shares the same interest as the student.
2. Take a trip to a library, art or science museum, or local institute of interest to research the different aspects of the student's interests.
3. Make a list of class interest areas, have each student pick out one or two which are new to him and give the opportunity for exploration. After the experience have the student react to his experiences.
4. Have students with similar interests break into small groups for sharing and discussion of their common interests.
5. Simulate work experiences that could evolve out of students' interest areas.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“A Book About Me” (Home-Family-Friends-Interests-Aptitudes-Achievements-Work)

### MATERIALS

Art supplies, drawing paper, oaktag for covers, folders

### PROCEDURE

1. Discuss with children the word “interests” and make a list of things they are interested in—likes, dislikes, tasks, hobbies, etc.
2. Talk about things they like now which they didn’t like before.
3. Have the children draw the following:
  - a. Me
  - b. My house
  - c. My family
  - d. My best friend
  - e. My favorite foods
  - f. My favorite activities
  - g. My favorite tasks at home; my least favorite
  - h. My favorite tasks at school; my least favorite
4. Let them share with each other their pictures and reactions to others’ interests. Talk about the many similarities and differences.
5. Store pictures for later additions of aptitudes and achievements. Put into book form.
6. When completed put the books on display for parents.
7. At the end of the year, discuss with children the book and ways in which the children have changed.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To accept one's interest patterns as uniquely his own and developing.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of areas of interest, the child will be able to choose and state those which coincide with his.
2. Given the interests of other children in the class, the child will be able to state which of his interests are similar to others, which are different, and the reasons for the selection.
3. Given a list of interest areas of his parents, the child will be able to list those interest areas which he accepts as his own.
4. Given knowledge of his interests, the child will indicate one area of interest through a class demonstration or display.

## **SUGGESTED ACTIVITIES**

1. Plan and put on a hobby show, focusing on the interests of each child.
2. Attend a craft or hobby show in the community (Example—Golden Age Club, outdoor artists, demonstration.)
3. Develop and display a collage of interest areas.
4. Invite people from the community to speak who have unique or unusual hobbies or interests.
5. Play "What's My Line?" focusing on interest areas of each child.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Me and My Interests”

### MATERIALS

Large sheets of oaktag, magazines, black magic markers, art supplies.

### PROCEDURE

1. Review with the children the concept of interests and the different ways we express our interests.
2. Explain the collage and how it will be put together. Each child will cut out pictures representing his interests and put them on the oaktag in whatever manner he wishes, leaving an empty space somewhere for a picture of himself.
3. Let each child try to guess who the collage represents. When all have had a chance to write down their guesses have each person put his picture in the empty spot.
4. Let them interact with each other, stating what made them think each collage represented the person they thought it did.
5. Alternate—Put flap over pictures and let parents at PTA try to identify their child by his interests.

### NOTES AND COMMENTS



## **DEVELOPMENTAL OBJECTIVE**

To develop a knowledge of one's aptitudes

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of various aptitudes, the child will be able to identify those which he feels he possesses and areas for which he is best suited.
2. Given a class project to write and perform a play, the child will be able to choose a responsibility which is best suited to his aptitudes.
3. Given the assignment of demonstrating his hobby, the child will be able to tell the class how his aptitudes are shown in his hobby.
4. Given a small group discussion, the child will be able to tell another student what aptitudes he has noticed in the other members of the group.
5. Given a list of school activities, the child will be able to state for which ones he has an aptitude.

## **SUGGESTED ACTIVITIES**

1. Role play various situations in which people choose unsuitable or suitable activities according to their aptitudes.
2. Give an aptitude test suitable for the children. Discuss the results with each child.
3. Plan to write and produce a play. List all the possible work to be involved and talk about the aptitudes necessary for the different kinds of work.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“A Knowledge of One’s Aptitude”

### **MATERIALS**

An aptitude test (such as the California)

### **PROCEDURE**

1. Discuss with the class the reasons for giving a student an aptitude test:
  - a. Indication of strengths and weaknesses
  - b. Vocational possibilities
  - c. Self knowledge
2. Administer the test to the class. Stress the fact that the student will be given an opportunity to discuss the results with the teacher or counselor. Emphasize that the test will help them learn more about themselves.
3. After receiving the test results, have a conference with each student. Stress the individual’s strong areas. Help him discover some areas where he can use his aptitudes.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an acceptance of one's aptitudes as uniquely his own and developing.

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of aptitudes, the child will be able to choose from list those he has and describe some activity in which he engages which utilizes those aptitudes.
2. Given a knowledge of his aptitudes, the child will be able to indicate which ones he feels are his strong areas and which ones he feels are weak.
3. Given a knowledge of his aptitudes, the child will be able to discuss his feelings about those which are strengths and those which are weaknesses.

## **SUGGESTED ACTIVITIES**

1. Discuss the meaning of aptitude test results.  
Talk about the fact that all people have strengths and weaknesses.  
Ask students to list what they feel are their strengths and weaknesses.
2. Discuss the results of an aptitude test with each student.
3. Have each student demonstrate to the class one way in which he uses an aptitude.
4. Set up various subject area centers containing activities of varying degrees of difficulty so the child can work at his own level.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Aptitude Acceptance”

### MATERIALS

Results of an aptitude test

### PROCEDURE

1. Discuss with the class the meanings of aptitude test results.  
Stress:
  - a. All people have strengths and weaknesses (use personal example).
  - b. We should use and develop our strengths.
  - c. We can often turn weaknesses into strengths if we are willing to do so.
  - d. We can understand ourselves better if we know and accept our strengths and weaknesses.
2. Have students select areas in which they feel they have aptitudes. Discuss reasons for their feelings of strength and weakness.
3. Have a conference with each student. Compare test results with the student's list of his perceived strengths and weaknesses. Discuss any discrepancies between the two. Talk about ways the student can use his strengths or develop his interests.
4. Provide the opportunity for him to work on any areas he feels he would like to strengthen.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an affirmation of one's aptitudes through satisfying performance to self and others.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given responsibilities relative to his aptitudes, the child will be able to fulfill them to his satisfaction and that of the teacher.
2. Given the opportunity to choose tasks based on aptitude and aptitude level, the child will be able to choose one for which he has an aptitude and complete it at a level he feels matches his.
3. Given a list of volunteer activities and the opportunity to experience one, the child will be able to choose to be involved in one in which he can use his present aptitudes.

## **SUGGESTED ACTIVITIES**

1. View films or filmstrips which discuss aptitudes needed for various tasks.
2. Have students list activities they would like to do which use one or more of their aptitudes.
3. Have each student choose an activity in which he uses one or more of his aptitudes and carry out.
4. Have the children react to ways of solving a problem presented to them by the teacher; list the alternatives according to the name of the child who provided same. Follow with a discussion of varieties of solution present as related to individual skills/aptitudes.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Things I can Do”

### MATERIALS

Paper, art supplies

### PROCEDURE

1. Have each student choose an activity in which he uses one or more of his aptitudes. Examples are:
  - a. Solve a difficult math problem (at his level).
  - b. Read a story to the class.
  - c. Demonstrate a science experiment.
  - d. Sing or play an instrument.
  - e. Give a speech.
  - f. Demonstrate a phase of art.
  - g. Interpret a graph.
2. Give each student time to demonstrate his ability before the class.
3. Discuss the many different aptitudes within the class. Be positive; concentrate on strengths.

### NOTES AND COMMENTS

## **SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (Achievements)**

### **DEVELOPMENTAL OBJECTIVE**

To develop a knowledge of one's achievement.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given scholastic criteria, the child will be able to supply orally, or in written form, two or three examples of achievements.
2. Given his own personal standards, the child will be able to compare them with his personal achievements.
3. Given a list of a week's activities, the child will be able to tell of any new achievements for him and why.
4. Given a knowledge of his achievements, the child will be able to list those which he feels others may admire.

### **SUGGESTED ACTIVITIES**

1. Have a voluntary helper chart so children can use their achievements in helping others. Ask the students to keep a record of those things they have done well.
2. Give recognition to children for successful achievements.
3. Give opportunity to contract for a grade.
4. Have the students make a log of all the activities they engage in for one week. At the end of that time review the meaning of achievement and list the categories social, cultural, academic, athletic and other on the board. Have each student categorize his activities and then underline those which are achievements for him and circle those which for him are new achievements.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Individual Study and Achievements”

### **MATERIALS**

### **PROCEDURE**

1. Tell children about a particular unit they will be studying.
2. Discuss what kind of activities can be done in relation to this unit.
3. Have each child list a set of goals he plans to meet while working on the unit.
4. Meet with each child to determine if his requirements are realistic in regard to what he can achieve.
5. Provide class time for child to work on his individual requirements.
6. At the completion of unit have children evaluate their work to see if they achieved their goal.

### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To affirm one's achievement at his optimum chosen level.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given realistic achievement goals, the child will be able to record his achievement progress on a chart at the end of a given period of time.
2. Given tasks at home, at school and in the neighborhood, the child will be able to perform them to his own satisfaction and that of one adult.
3. Given the opportunity, the child will be able to describe his feelings about his progress to others.

## **SUGGESTED ACTIVITIES**

1. Discuss how the child feels about his achievements and those of others.
2. Make a bulletin board of "Our Best Work," including samples of each child's work, chosen by the child.
3. Make a mural including each child performing a task in which he feels some achievement.
4. Role play situations which give the child an opportunity to function at his optimum level.
5. Present a puppet show demonstrating a variety of areas in which people can excel.
6. Record achievement on a chart at the end of each time period so as to see progress.
7. Accept rewards for exceptional achievement in a variety of tasks.
8. Perform physical education activities at optimum level.
9. Observe a skilled worker performing his job and relate working at one's optimum level to one's achievement.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

### **"Recording Achievement on Progress Charts"**

#### **MATERIALS**

Magazines, chart paper, magic markers, paste, crayons

#### **PROCEDURE**

1. Hold a class discussion about the different areas in which the children would be able to see progress in their own achievement.
2. From the different areas, ask each child to select three in which he could measure progress in his achievement.
3. Have the children design individual charts showing the selected three areas, using the provided art materials.
4. Throughout a definite period (e.g. six weeks), the children should be able to see their progress in their areas, and describe their charts.

#### **NOTES AND COMMENTS**

## SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (Values)

### DEVELOPMENTAL OBJECTIVE

To develop a knowledge of one's work values:

Other's perceptions  
Influence on others  
Influence of others  
Morality  
Choice

---

### RELATED BEHAVIORAL OBJECTIVES

1. Given the definition of work values, the child will be able to list examples of work values imposed by someone else.
2. Given the definition of work values, the child will be able to list examples of work values which he imposes on himself.
3. Given a specific task, the child will be able to tell how his work values are reflected in the way in which he completes it.
4. Given knowledge of his own work values, the child will be able to tell ways in which he learned or developed these values.

### SUGGESTED ACTIVITIES

1. Assign the same task to each child. After a specified time, discuss how different values affected the various outcomes of the task.
2. Make a list of classroom tasks. Have each child indicate his choice. Discuss how work values could affect his choice.
3. Cut out pictures from magazines of people doing different types of work. Make a bulletin board of these pictures and discuss it in relation to work values.
4. Have the students tell about the jobs they do at home and tell how their work values affect these jobs.
5. Have each child assume he no longer holds one work value which is important to him. Have him write a story telling how this affects his school work.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“What Are Work Values?”

### **MATERIALS**

Construction paper, paste, magazines

### **PROCEDURE**

1. Write on the bulletin board the topic “Our Work Values.” Go around the room and have the students give their ideas of what work values are.
2. Have the students write on a sheet of paper all the things they do that they feel are work. Make a bulletin board called “Work I Do” from these papers.
3. From the bulletin board “Work I Do” have the students discuss their work values in relation to their work.

### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an acceptance of one's work values in regard to work and environment.

Environmental values  
Cultural values

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## RELATED BEHAVIORAL OBJECTIVES

1. Given the opportunity to select a work task from a list of possibilities, the child will be able to provide at least one reason for his choice.
2. Given specific work, the child will be able to describe his feelings if he were assigned this kind of work.
3. Given a check list of kinds of work, the child will be able to choose those types which coincide with his work values (e.g. choose between physical vs. mental; outside vs. inside work, etc.)

## SUGGESTED ACTIVITIES

1. List occupations in which children in the classroom would like to take part. Have each child tell why he would like to do that work.
2. Role play a situation in which one student portrays his idea of how a person who does not like to work would act, i.e., how he acts when the alarm goes off in the morning, when he gets to work — talking, coffee breaks, etc. This could be followed by a student portraying his idea of a person who likes to work.
3. Have the child name a job in the classroom that he would like to do. Let him perform the task. Then have him tell the class whether or not he did a good job and reasons for his judgment.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“On the Job”

### MATERIALS

None

### PROCEDURE

1. Prior to the lesson talk with the school staff — principal, teacher, secretary, custodian, nurse, and cooks — obtaining their permission for the students to do a specific task in their areas. For example: sweeping the floor, peeling potatoes, drying dishes, grading papers, answering the phone, etc. Let students choose one task and do it.
2. Let each child tell the group how he felt doing this particular kind of work and share with others who did the same work.
3. Have each student write a paragraph telling why he would or would not like this type of work on a regular basis and draw a picture of himself doing it.

### NOTES AND COMMENTS

**DEVELOPMENTAL OBJECTIVE**

To affirm one's preferred work value patterns for personal and social benefit.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given a classroom task, the child will be able to tell the class in which ways the task is interesting or not interesting to him and how it helps others in his class.
2. Given a neighborhood project, the child will be able to perform a task in which he will be of help to others involved.
3. Given a classroom discussion, the child will be able to describe how he feels about himself as a worker.
4. Given one of his peers in need of assistance, the child will be able to help him with his work.
5. Given a list of tasks, the child will be able to perform some work which he says gives him personal satisfaction.

**SUGGESTED ACTIVITIES**

1. Have the children check the following inventory:

I like to:

- a.  be outdoors
- b.  be indoors
- c.  draw pictures
- d.  talk to people
- e.  be by myself
- f.  help people
- g.  work with machines
- h.  do things where I can move around
- i.  do things with my hands
- j.  try new things
- k.  make up songs
- l.  build things
- m.
- n.  etc.
- o.

2. Have the class discuss reasons why people work by answering:

- a. What is the difference between work and play?
- b. What is the difference between work and a hobby?
- c. When is work interesting and a pleasure?
- d. What would life be like at home if your father never worked?
- e. What are some of the reasons people work?

3. Have each child choose a type of work in which he is interested. Have him act out the various duties involved in the work. Have him explain how this work suits his interests and how it benefits others.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Child and Work”

### MATERIALS

None

### PROCEDURE

1. Give inventory to each child.

I like to:

- a. \_\_\_ be outdoors
- b. \_\_\_ be indoors
- c. \_\_\_ draw pictures
- d. \_\_\_ talk to people
- e. \_\_\_ be by myself
- f. \_\_\_ help people
- g. \_\_\_ work with machines
- h. \_\_\_ do things where I can move around
- i. \_\_\_ do things with my hands
- j. \_\_\_ try new things
- k. \_\_\_ make up songs
- l. \_\_\_ build things
- m. \_\_\_
- n. \_\_\_ etc.
- o. \_\_\_

2. List on the board all those children whose interests lie in each category.

3. Group children according to interests and let each group illustrate for the class some aspect of their interests. Individuals may work alone if they so desire.

### NOTES AND COMMENTS



## **ECONOMICS**

This section of the Career Motivation Curriculum Guide is adapted from the GRADES K-6 RESOURCE SUPPLEMENT TO CONSUMER EDUCATION, developed under the leadership of the Home Economics Section, the Division of Vocational Education, of the Ohio Department of Education.

The complete supplement is available from The Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210.

## YOU—ROLES, RIGHTS AND RESPONSIBILITIES

(Consumer, Producer, and Citizen)

### DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an appreciation that as a consumer, producer, and citizen the individual has rights and responsibilities.

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### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a discussion of consumer rights, the child will list his rights to choose, to be heard, to be protected, and to be informed.
2. Given a unit concerned with consumer responsibilities, the child will state methods of a) choosing wisely and honestly; b) suggesting product or service improvements; c) evaluating products and reporting unsafe products and practices; d) following product instructions, e) voting in a responsible manner; and f) analyzing advertisements.
3. Given an interview with a grocery store manager, the child will state the manager's responsibilities to his consumers.
4. Given a simulated work experience, the child will identify his responsibilities to his employer.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Role play the division of labor: in a classroom, in a home, at school, in the community.
2. Collect articles from newspapers and magazines which indicate ways which rights are being protected or not protected.
3. Research and assemble products and services that contribute to:
  - a. Ecology
  - b. Safety
  - c. Assisting consumers
4. Develop standards for the quality of goods sold. Recognize how such standards affect consumer decisions. Recognize the rights and responsibilities of the consumer in the use of the goods.
5. Establish a store. Develop regulations for workers. Role-play ways in which workers' rights are protected as they fulfill their responsibilities.

### ADDITIONAL ACTIVITIES

## YOU—ROLES, RIGHTS AND RESPONSIBILITIES

(Consumer, Producer, and Citizen)

### DEVELOPMENTAL OBJECTIVES

To discover that the rights and responsibilities of the consumer, producer, and citizen can be applied in life situations.

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### RELATED BEHAVIORAL OBJECTS

1. Given the following list of the role of economic citizen, the child will state methods he would utilize to accomplish each task and the possible consequence of not meeting his responsibilities:
  - a. Producing and consuming with the interest of others in mind.
  - b. Buying goods and services in the interest of ecology.
  - c. Working and buying in line with the goals of the government and society.
  - d. Voting with responsibility.
  - e. Keeping informed.
2. Given an interview with a local automobile sales representative, the child will state the responsibilities of his service to the consumer.

### SUGGESTED ACTIVITIES

1. Interview parents to determine the rights and responsibilities they have as workers.
2. Match rights in school (e.g., with school supplies and playground equipment), at home, and in the community with responsibilities that go along with rights, to share and care, and respect the rights of others.
3. Relate the sharing of school supplies to consumption in the classroom, sharing in the home, sharing on the playground.
4. Pantomime workers on their jobs — one child pantomimes a worker producing a good or service and others guess what he is doing.
5. As part of a larger unit on the community or state, interview and/or collect printed information which describes the laws and regulations which apply to operations of eating establishments, swimming pools, and the making of a given product.

### ADDITIONAL ACTIVITIES

## OUR ECONOMIC SYSTEM

### DEVELOPMENTAL OBJECTIVE

To develop an appreciation of how decisions made in our economic system affect us as consumers, producers, and citizens.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion citing specific examples, the child will state how individuals, businesses and government are highly dependent upon each other.
2. Given an appropriate simulated company, the child will produce a drawing which illustrates the flow of money between persons, businesses, and government in exchange for goods, services, labor, land and natural resources, capital and risk.
3. Given examples of tools and equipment, the child will state how these capital goods satisfy needs and wants indirectly when used to produce goods and services.
4. Given an opportunity to simulate the marketing of a product, the child will discover that profit is the reward for successfully competing with the use of capital that has risk of being lost.

### SUGGESTED ACTIVITIES

1. Construct a flow chart and discuss the flow of money from consumer to business and government back to families.
2. Identify the capital goods used in a bakery, a filling station, a bicycle factory.
3. Operate a lemonade stand, discuss how profit can be increased:
  - a. Raise price
  - b. reduce quantity per serving
  - c. sell more
4. Open a second stand for competition:
  - what happened to the price?
  - what happened to the size of the serving?
  - what other factors affect the sales?
5. Use games of finance, e.g., Monopoly, to determine how money may be used to earn money.
6. Play a "wishing game" in which a luxury item is decided upon. Develop steps that would be taken to plan for such an expenditure.

### ADDITIONAL ACTIVITIES

## HOW WE EARN AN INCOME

### DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the importance of earning an income.

- wages from a job are the chief source of income with which to satisfy our needs and wants
  - fringe benefits are often included in income
- 

### RELATED BEHAVIORAL OBJECTIVES

1. Given information about different-sized families with different incomes, the child will cite differences which may occur in the needs and wants of the families.
2. Given a list of occupations, the child will recount the rewards that can be obtained from each career.
3. Given a diagram of his community, the child will identify places he feels would be enjoyable in which to work.

### SUGGESTED ACTIVITIES

1. Have two columns titled "If I had an income" and "If I didn't have an income." Ask children to list the advantages and disadvantages of each.
2. Ask children to draw pictures or write things they wish to have when they are adults (make sure this includes values such as integrity, love, etc.). Ask children to circle all the things one can have if he has an income and underline all the things one can have without an income.
3. Develop clusters of types of jobs that require similar skills and interests that a person may change to if necessary or desired. Examples would be similar to:

custodian	— care of machinery
mechanic	— tools and machinery
teacher	— work with people
medical doctor	— work with ill or injured people

4. Role play wage discussions between an owner of a small business and one of his workers. Provide an opportunity to prove that compromise is often necessary.
5. List forms of fringe benefits that parents of pupils in the class receive as part of the income from their jobs. Discuss how these benefits are financed. Make some decisions about the necessity for such benefits.

### ADDITIONAL ACTIVITIES

## WHY WE BUY

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the many factors which affect consumer choices.

- wants change often and buying is influenced by these changing wants
  - advertising influences our purchasing
  - certain goods and services are more available than others, e.g., a ski slope is not usually found in the south
  - age influences buying patterns
  - experiences assist people in buying decisions
- 

### RELATED BEHAVIORAL OBJECTIVES

1. Given a bulletin board depicting the life cycle, the child will classify the needs and wants which change as one grows older.
2. After seeing or hearing several television or radio commercials, the child will identify the product which most appeals to him and state his reasons for selecting that particular item.

### SUGGESTED ACTIVITIES

1. Select some geographically different areas throughout the world. Explain the environment to the students. Have the students create products which the inhabitants would **not** want if they were available (e.g., sailboats in the Sahara Desert, air-conditioning in Point Barrow, fur coats in the Canal Zone.)
2. Develop a bulletin board for youth 100 years ago in the community or at present in a different culture. Compare and contrast the likenesses and differences in the needs and wants among age groups and between two groups used. Explore and list the factors which influence changes in needs and wants.
3. Divide class into small writing groups. Have each group develop a sales pitch (ad, television commercial) to be presented to the class. Analyze the presentation to determine what factors were used to influence the class in choosing the item.
4. Interview a family member or an adult friend. Ask the person to identify a product which he often buys and has used for a year or more. Have him list reasons why he continues to buy the same product. Report findings to the class. Analyze the reasons given to determine how taste, habit, advertising, and experiences influenced the reasons given.

### ADDITIONAL ACTIVITIES

**HOW WE BUY****DEVELOPMENTAL OBJECTIVE**

To affirm the principles and steps of the decision-making process in making or simulating typical kinds of consumer choices.

— one type of process . . .

- a. define the problem—what is wanted?
- b. identify goals—why purchase now?
- c. consider alternatives—which item?
- d. analyze consequences of purchasing or not purchasing
- e. select best solution
- f. evaluate decision for future use

**RELATED BEHAVIORAL OBJECTIVES**

1. Given a field trip to the grocery store, the child will compare prices of similar items and discuss factors other than prices which influence consumer choices.
2. Given an opportunity to simulate buying an item of considerable cost (e.g., bicycle, car, etc.), the child will contact several dealers to determine the best place to purchase the item.
3. Given newspaper advertisements for groceries, the child will determine the cost of a complete day's food for his family.

**SUGGESTED ACTIVITIES**

1. Prepare lists as a result of a class or committee discussion of a wide variety of items that may be used in making decisions about the following:

buy	don't buy
buy now	buy later
buy this	buy that
buy at this store	buy at that store

2. Use newspaper advertisements to select groceries for a family of four for one week. Discuss the factors which influenced the choices made.
3. Arrange pictures of a school building, flag, church, home, apartment building, automobile, television, city park, and armed forces on a chart. Indicate who the decision-maker(s) might be in the purchase of these items.
4. Have each student decide on what he would like to buy. See if by waiting a few weeks he can find the same item either on sale or for less in another store.

**ADDITIONAL ACTIVITIES**

## HELP WE FIND IN COMMUNITIES

### DEVELOPMENTAL OBJECTIVES

To develop an appreciation for the several types of community organizations available to consumers in a community.

- protection agencies
  - regulation agencies
  - information sources
  - financial and counseling assistance
    - a. unemployment compensation
    - b. aid to dependent children
    - c. subsistence payments to families
- 

### RELATED BEHAVIORAL OBJECTIVES

1. Given information about the types of consumer assistance agencies, the child will contact and obtain information from the community's agencies.
2. Given an interview with a representative of a community agency which aids consumers (e.g. the Better Business Bureau), the child will state the purposes of the agency and utilize its services concerning one item.
3. Given a list of several consumer agencies, the child will determine which are supported by the public and those which are privately maintained.

### SUGGESTED ACTIVITIES

1. Interview a public relations man from the police department to explain functions beyond law enforcement and crime prevention, e.g., improve community relations, public education (safety, defense), community action, etc.
2. Make a list of catastrophies which the children experienced. Draw pictures concerning a broken home, lost lunchbox, cut finger. Discover what kinds of aid are available.
3. Discuss roles of agencies aiding the poor. Discuss the roles of agencies aiding anyone (parks, libraries, etc.). Discover sources of the funds.
4. Observe people whom you meet during a school day and consider how they aid the community.

### ADDITIONAL ACTIVITIES



**THE INDIVIDUAL AND HIS ENVIRONMENTS**

**WORLD OF WORK**

**SELF**

**ECONOMICS**

**EDUCATION AND TRAINING**

**EMPLOYABILITY AND WORK ADJUSTMENT**

**VOCATIONAL DECISION MAKING**

**5-6**

## TOPICS

### THE INDIVIDUAL AND HIS ENVIRONMENTS

Why People Work

The Individual and Work

Environment and Work

### WORLD OF WORK

SELF

ECONOMICS

EDUCATION AND TRAINING

EMPLOYABILITY AND WORK ADJUSTMENT

VOCATIONAL DECISION MAKING

In the broad area, The Individual and His Environments, the following topics are developed:

**Work topics** — the concept of work, the necessity of work to the individual and his physical and social environments, and the concepts of needs and wants.

**Individual topics** — the interrelationships among people, differences among individuals, and the contributions of individuals.

**Environment topics** — the work in the family, school, peer group, community, society, and the world.

In this area, an awareness and an appreciation of work related to the individual and environments are encouraged. The motivation to become a productive worker at his own level is fostered in the child. The progression from family to the world corresponds to the natural expansion of the child's world.

## WHY PEOPLE WORK

### DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

- To develop an appreciation that work is a way of life.  
Work is the acceptance of responsibility in the form of tasks.  
Play is work.  
Education is work.  
In later life, people work at jobs or other meaningful tasks.
- 

### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given possible reasons why people work, the child will be able to compile a written list of five ways in which work is essential to the individual.
2. Given a list of local industries or businesses, the child will be able to list five ways in which work of each is essential.
3. Given historical information from books, newspapers, etc. the child will be able to define how workers helped our country become a strong nation.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Discuss ways in which work is essential to the individual and community.
2. Discuss the most numerous types of occupations engaged in during various eras of United States history (e.g. hunting, farming, shipping in the colonial era; farming during pioneer era, factory work in the modern era). Make a mural depicting the work discussed for each era.
3. Discuss with the class tasks which need to be done in the classroom. List these tasks on a chart and have students volunteer to perform them. For each task listed, have someone state why it is work.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

### "Occupations Through U.S. History"

#### MATERIALS

Art supplies, including pencils, paper, paint, paint brushes, etc.

#### PROCEDURES

1. Have the students discuss the most numerous types of occupations engaged in during various eras of U.S. history:

Colonial Era  
Pioneer Era  
Expansion Era  
Modern Era

2. Divide into small groups and have each group list three occupations engaged in for each era:

Colonial—hunting, trading, shipping  
Pioneer—fishing, trapping, farming  
Expansion—railroad building, lumber-jacking  
Modern—factory work, radio and television, law enforcement, etc.

3. Have each group explain how their three choices are essential to the society in that time.
4. Have each group make a mural depicting the work listed within each era.
5. Show and explain each mural to the entire class.

#### NOTES AND COMMENTS

**DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop an appreciation that work is man's way of creating, preserving, changing and or rebuilding his environment. That the important environments within which he lives are:

family  
school  
community  
society  
world

---

**RELATED BEHAVIORAL OBJECTIVES**

1. Given his family and his community, the child will be able to state in written form ways of creating, preserving, changing and/or rebuilding the environment within which these exist.
2. The child will be able to apply his work skills to rebuilding some aspect of his environment.

**SUGGESTED ACTIVITIES**

1. View a 16MM film about the life and work of a famous inventor such as Thomas Edison. Discuss the movie in class, to discover why his inventions brought change. Have books about Edison available for interested class members to further their study.
2. List how work has brought about changes in man's environment.
3. Read about people who have performed acts that have preserved aspects of their environment.
4. Discuss several simple inventions such as the telegraph; have interested students make working models of the inventions or have students design their own models.
5. Observe environments and discuss work being done to create, preserve, change or rebuild them. Discuss work that could be done and talk about ideas and means to change.
6. Visit a museum, viewing scope of technological advances.

**ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Clean a Polluted Area”

### **MATERIALS**

Transportation, cleaning utensils, filmstrips, magazines, and newspapers.

### **PROCEDURES**

1. Show film or filmstrip illustrating the pollution problems in our society.
2. Discuss with children ways in which man could work to rebuild a more pleasing environment.
3. Plan a trip to a local polluted area (i.e. field of trash or lake). Have the children decide time, date, tools needed, etc.
4. Have the children work to clean the area. (Could be one-half day or Saturday).
5. Discuss with the children what they believe their project accomplished. Include reading about other similar efforts and new ways in which man is improving his environment at all levels, including family, school, community, society, world.

### **NOTES AND COMMENTS**

## THE INDIVIDUAL AND WORK

### DEVELOPMENTAL OBJECTIVE

To develop an appreciation that through work people meet their needs.

Food  
Shelter  
Clothing  
Psychological needs-- safety

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a comparative index of income, the child will be able to identify ways in which needs would be met differently on an income of, e.g., \$5,000 per year, as compared to \$20,000.
2. Given an imaginary disaster, the child will be able to describe what he must do to survive.
3. Given a local disaster, the child will be able to describe what he must be able to do to restore himself to his previous status.
4. Given an item of food, clothing or shelter, the child will be able to demonstrate steps followed in the production of that item.
5. Given a debate on the topic, "To Work or Not to Work," the child will be able to indicate several reasons why people choose to work.

### SUGGESTED ACTIVITIES

1. Discuss the basic needs of all people. List these needs on the board. Decide what would be sent in a CARE package to people in a disaster or poverty area.
2. Choose clothing needed to begin the school year given \$100.00 in play money and a catalogue or newspaper.
3. Make bread in class after discussing the materials needed and steps involved in the process.
4. Plan and carry out a debate on the topic "To Work or Not to Work."

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Impossible Mission"

### MATERIALS

Slides, pictures or filmstrips of an uninhabited area (oasis in the desert, forest, island, jungle), small swimming pool half-filled with dirt, several sticks for writing in the dirt.

### PROCEDURES

1. This lesson should be preceded by some classwork on basic needs. To set up the classroom, before the children arrive, push all of the desks to the back leaving the front free for the pool. Have the pictures or what you use ready to go but covered until you begin. Turn out the lights and have the children close their eyes. State: "Your class has just been mysteriously transported to an uninhabited area. As you open your eyes you will see your new surroundings. Your mission, should you choose to accept it, is to survive. The only objects you have are the pool half-filled with dirt and what you see in the pictures."
2. At this point tell the class that it is on its own for establishing ways and means of staying alive and providing for its needs. Remind your students that they have only the dirt and whatever objects they see in the pictures to work with. (Make sure the pictures provide enough variety with which to produce the basic needs.)
3. Discuss the process they have gone through and evaluate their success at survival. Reflect feelings they experienced and problems they encountered.
4. Follow with a discussion of basic needs and the manner in which they meet them in their everyday life.
5. An additional step to this lesson would be to see how many of the objects from the uninhabited area are available locally. If a sufficient number are available, the children could attempt to make some of the items they determined would be necessary to fulfill their basic needs.

### NOTES AND COMMENTS



## DEVELOPMENTAL OBJECTIVES

To develop an appreciation that work is a way of fulfilling personal wants.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given the socio-economic status ranking of various occupations and their accompanying salary ranges, the child will be able to:
  - a. rank the work according to possible monetary gain
  - b. list those luxuries many families may be able to afford today
  - c. classify work according to its level of intrinsic gain
2. Given the simulated task of choosing a certain type of work, the child will be able to list things which would give him a sense of personal accomplishment and satisfaction, (i.e., monetary, intrinsic . . . teacher will differentiate and explain).
3. Given the statement, "I need \$\_\_\_\_\_each month to live," the child will be able to indicate several possible differences in life style, according to the amounts stated.
4. Given the assignment to help another student, the child will be able to check one of the following on how he felt while doing so:  
uncomfortable  
pleased  
etc.

## SUGGESTED ACTIVITIES

1. Make a list of luxuries in the home which could be eliminated if necessary. Discuss the reasons why people have luxuries.
2. Interview and tape representatives of occupations to determine monetary and intrinsic gain.
3. Discuss with the class the different reasons why people work.
4. Role play people in different occupations. Discuss the rewards each occupation provides.
5. Visit different work settings to determine necessary and intrinsic gain.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Volunteers and Personal Wants”

### **MATERIALS**

Blackboard, chalk

### **PROCEDURE**

1. Discuss what volunteer work is. How is it related or unrelated to “jobs” (i.e. responsibilities, money, satisfaction, etc.)?
2. List on the blackboard as many types of volunteer work as possible. Have class choose one type to study in detail, such as hospital volunteers.
3. Arrange a visit to the hospital. Have each child or group of children interview a volunteer. Have them ask questions about why he does volunteer work; what are the qualifications, etc.
4. Have each child present his findings in the class and summarize how volunteer work fulfills needs of satisfaction, love, helping others, etc.

### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an appreciation that work is a way of fulfilling environmental wants.

Beauty  
Recreation  
Comforts  
Space

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given the environmental wants listed, the child will be able to indicate several ways in which environmental wants can be fulfilled through work.
2. Given an experience focusing on one of the environmental wants, e.g. a visit to a fair or a museum, the child will be able to compare ways in which feelings might differ if he had to earn the money needed to participate or if his parents were paying for it.

## SUGGESTED ACTIVITIES

1. Discuss environmental wants—beauty, recreation, comforts, and space.
2. Discuss healthy work attitudes which will best meet the environmental wants.
3. Invite a speaker from the unemployment bureau to discuss work and rewards from work.
4. Role play a family whose work attitudes do not fulfill their environmental wants (i.e. all family members unemployed) and a family in which they do fulfill their environmental wants (i.e. one or more members are gainfully employed).
5. View a business establishment in the community and interview workers to ascertain reasons for working and the environmental wants which their work meets.
6. Discuss the idea of whether enjoyment of beauty, recreation, comforts, and space is affected by whether one is required to pay for them.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Creation of Society After Total Destruction”

### **MATERIALS**

Books on primitive societies, tape recorder

### **PROCEDURE**

1. Have children read about primitive man and the jobs he created to better his situation.
2. Have children list environmental wants in priority (beauty, recreation, comforts, space) with regard to which ones are necessary for him as an individual and which ones are desirable but not mandatory.
3. Discuss and tape which jobs in their new society will fulfill their environmental wants.
4. Discuss and tape discussion of present day jobs which satisfy these wants.
5. Play both tapes and have children compare ideas of both.

### **NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the interaction and interdependence among individuals at work in their environments.

Competition, cooperation, compromise, adjustment  
Conflict  
Power  
Tasks assigned by us, tasks assigned to us

---

## RELATED BEHAVIORAL OBJECTIVES

1. Given two specific related "jobs," the child will be able to cite the ways in which the "jobs" are related.
2. Given a list from which to choose, the child will be able to select the various "jobs" that he depends on for food, clothing, shelter, recreation, etc.
3. Given a completed group project, the child will be able to list the tasks he undertook and state whether he assigned them to himself or another assigned them to him.

## SUGGESTED ACTIVITIES

1. Discuss all the different "jobs" and workers involved in building a school or apartment house. Discuss how each job and worker depend on others.
2. Write a skit about a project that requires many different tasks for completion. Have each child represent a "task" and tell how it is related to the other tasks.
3. Visit a factory or large office building. Have the child observe the different "jobs" required for the final product.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

### “Interaction and Interdependence of Workers”

#### MATERIALS

Cardboard, cellophane, popsicle sticks, glue, construction paper, paint and brushes

#### PROCEDURE

1. With the class, discuss the many different workers needed to build a school building. Begin with the architect who plans and draws blueprints, then talk about the several tasks of the contractors and employees; digging the foundation (machinists to run large equipment as bulldozers); laying the foundation (cement finishers and bricklayers); building the actual structure (carpenters, bricklayers, and laborers); interior decoration (people who select fixtures, furniture and curtains).
2. As the discussion progresses, list or draw the types of work required to complete the building.
3. Next discuss how all the workers must depend upon each other so that they can carry out their own task. Also talk about the interaction which must take place among the workers while they complete their tasks.
4. Divide into groups of five or six. Have each group member select a task to carry out in building a model school building. Use popsicle sticks and cardboard for the foundation and walls, glue for cement, tempera paint for interior, cellophane for windows, cardboard and construction paper for fixtures and furniture. Tasks can be delegated as follows:

foundation builder	one person
wall and roof builders	one or two people
gluer	one person
painter	one person
interior designer	one or two people

#### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an appreciation of individual differences in work.

Personal characteristics  
Environment  
Preferences  
Limitations

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a specific job, the child will be able to list the personal characteristics, including preferences and limitations, of an individual who would be effective in this job.
2. Given background information from various countries or areas, the child will be able to distinguish how different environments may affect how people work.
3. Given an art activity, the child will be able to indicate in which ways he performed his task differently from one other student, though both had been given the same task.
4. Given work in varying situations, the child will be able to describe how he feels working in these different situations.
5. Given a visit to an art gallery and a list of artistic styles, the child will be able to compare and contrast the work of two artists.
6. Given hypothetical job descriptions, the child will be able to give his reaction to each in terms of its environment, his personal characteristics and preferences, and its limitations.

## **SUGGESTED ACTIVITIES**

1. Read about different jobs and discuss personal characteristics that are related to each.
2. Show 16MM film that illustrates skills necessary for different jobs. List these skills.
3. Develop a play that illustrates all the different skills needed for a specific job (e.g. making a dress).
4. Using occupational kits, simulate doing a specific job.
5. Draw cartoons of workers who don't seem to fit their work.
6. Observe a worker for a specific period of time to note the skills, type of environment, and limitations apparent to the work.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“A Relief Map”

### **MATERIALS**

Art supplies, salt, flour, food coloring, water and water colors

### **PROCEDURE**

1. Discuss how individuals differ in their work according to their personal characteristics, preference and limitations.
2. Give the students an art activity related to a geography or history lesson. (Example — construction of a relief map of a certain area of the United States or world.)
3. Have students view each class members' project and compare the individual differences that evolved from the same directions.
4. Relate these findings to a general discussion of how people can approach the same task differently and still fulfill requirements. Relate this broadly to individual differences in occupations.

### **NOTES AND COMMENTS**



## ENVIRONMENT AND WORK

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of work and its contributions to the community.

Work accomplished by the community for others.  
Work done for the community by others.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a community observation or field trip, the child will be able to list and describe ten jobs that are performed in the community, and five areas of work that are not jobs.
2. Given information concerning the work of various community members, the child will be able to explain ways in which each contributes to the community.
3. Given a job outside the home, the child will be able to cite how the job contributes to the community.
4. Given information concerning a business, industry, or service new to the community, the child will be able to project possible contributions to be made by each.
5. Given a list of ways to become involved, the child will be able to choose to participate in an activity aimed at community improvement. (Example: collect newspapers, bottles, etc.)
6. Given the adults in his family, the child will be able to identify work that they do aside from their job that contributes to the community.

### SUGGESTED ACTIVITIES

1. Make a poster of community workers and note their contributions.
2. View films and filmstrips about community workers and discuss the jobs of each.
3. Write and present a play, "One Day in Our Community," showing how the work of the community contributes to the community and how the workers contribute to each other.
4. Attend a meeting of the city council, school board, planning or zoning commission, and report to the class on contributions to the community made by the group.
5. Take a walk through the community. Observe the workers and discuss their jobs with them if they aren't too busy. Discuss how each worker contributes to the community.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Jobs in the Community”

### **MATERIALS**

Films, filmstrips, pamphlets

### **PROCEDURE**

1. Take a field trip to a factory, and have the children list the various qualifications and characteristics that one would need to perform a job. The teacher can collect the job specifications and then compare them to the specifications that the children think are necessary.
2. Discuss in the class the observations, comments, questions, and lists of the children and also compare the specifications from the factory with those listed by the children.
3. Show films or filmstrips related to factory work.
4. Have a guest speaker from the factory come in and talk to the children.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an appreciation of work in the peer group.

Work tasks accomplished by group  
Work done for the group

---

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a leadership task, the child will be able to choose members and delegate responsibility to complete the assignment.
2. Given a work project, the child will be able to complete it successfully with the aid of members of his peer group.

## **SUGGESTED ACTIVITIES**

1. Keep a study of group activities for one week. Note the reasons why problems arose or why things went smoothly.
2. Discuss working together as a group and the problems and rewards.
3. Plan a bulletin board for the week with a small group of peers.
4. Discuss leadership within a small group.
5. Role play a situation in which one does not complete or adequately perform his job.
6. Have students discuss possible problems and people involved before role playing.
7. Observe another small group in the classroom. Note reasons for cooperation or problems within the group. Suggest to the group how to improve group relations and work. Then have the other group observe the first work group and make suggestions.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

### “Geography Unit and Small Group Work”

#### MATERIALS

Library materials and art materials

#### PROCEDURE

1. Following a discussion about how people work in a group to accomplish a task, plan a unit in geography about one country.
2. Have a class divide into several groups. Have each group select a particular area of knowledge about that country which it would like to study. Areas of study might be education, transportation, physical characteristics, industry, etc.
3. Provide library and art material for the children so that they can spend several days working on the subject.
4. Have a class discussion after each work period about problems that each group might have in trying to work together. Share information about how one group solved that particular problem.
5. Take notes on each group discussion and compare with the next day's discussion to see if any improvements have been made.
6. Have children present results of their group work.
7. Summarize in a discussion what they have learned about workers in a group. See if they are able to identify tasks that would be good for group work and tasks that would not be good.

#### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of work and its contribution to society.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of workers, the child will be able to determine their contribution to society.
2. Given a family situation, the child will be able to determine this family's contribution to society.
3. Given the situation, the child will be able to name his work interests and their relationship to society.
4. Given a visit to an industry, business, or service agency, the child will be able to list three contributions made to society by the organization.
5. Given a newspaper, television, or magazine report concerning a strike, the child will be able to name those services of which society is being deprived because of the strike.

## **SUGGESTED ACTIVITIES**

1. View 16MM films and filmstrips of workers in society. Discuss the tasks and contributions of each of the workers.
2. Interview guest speakers about their work.
3. Observe workers in the community. List those observed, the work each does, and how each contributes to society.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“What Does Business Contribute to Society?”

### MATERIALS

Films, filmstrips, newspapers, guest speakers, pamphlets, and books.

### PROCEDURE

1. Plan a field trip to a place of business and have the children list at least three contributions that the business makes to society.
2. In class, discuss the lists of contributions compiled by the children.
3. Provide books, newspapers, pamphlets, 16MM films and filmstrips to discover if there are any contributions that might have been omitted.
4. Invite a guest speaker to tell what contributions he feels that his business makes to society and then compare what the speaker said with the lists compiled by the children.
5. Produce a play in which the children depict what contributions a business makes to society.
6. The teacher might stimulate interest by asking the children how business might be detrimental to society.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the environments and an awareness that a worker can contribute to his culture.

Family School	Community Society	World	Through Resource Production of goods and services Consumer
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## RELATED BEHAVIORAL OBJECTIVES

1. Given readings focusing on various minority groups, the child will be able to list unique ways in which various minority groups contribute to the American culture.
2. Given examples of work of various minority groups, the child will be able to compare and contrast contributions made to our culture by various minorities.
3. Given a visit to a work site, the child will be able to identify ways and means by which a worker's environment may deter and/or facilitate a worker's cultural contributions.
4. Given a list of possible contributions, the child will be able to list ways in which he, as an individual, makes unique contributions to his environment and thus to his culture.
5. Given a class discussion, the child will be able to compare and contrast his contributions to those of his peers and to discuss reasons for the differences.

## SUGGESTED ACTIVITIES

1. List contributions to the culture made by people within child's acquaintance.
2. Interview another child in the class in regard to contributions the child views his mother/father making to the culture via work.
3. Role play work performed by various sub-groups.
4. Conduct panel or seminar focusing on contributions made by individuals to our culture.
5. Take trips to various sections of the city community in which different subcultures play prominent roles.
6. Construct a chart or bulletin board focusing upon unique contributions of various sub-groups in our culture.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Class Newspaper"

### MATERIALS

Typewriter, paper, pencils, ditto and machine

### PROCEDURE

#### First Day

1. Divide the class into two groups.
2. One group will be the reporters and the other will be interviewed on the contributions that their parents are making to the culture via work.

#### Second Day

1. The groups change roles and complete the interviews.

#### Third Day

1. Type the responses on the ditto.
2. Run the ditto and distribute a copy to each student.

#### Fourth Day

1. Discuss responses in the paper.

### NOTES AND COMMENTS



**DEVELOPMENTAL OBJECTIVE**

To develop an appreciation of one's environments and an awareness of ways that a worker serves the world.

Family  
School

Community  
Society

World

Through Resources  
Production of goods and  
services  
Consumer

**RELATED BEHAVIORAL OBJECTIVES**

1. Given an understanding of the interrelationship of various types of work, the child will be able to list the steps through which one product goes from its origin to delivery to the final location.
2. Given a list of several types of work, the child will be able to indicate ways in which the work is related to world needs.
3. Given a community need, the child will be able to apply himself to a task that will make his environment better.
4. Given the names of national or world figures and positions, the child will be able to match the names with the roles.

**SUGGESTED ACTIVITIES**

1. Interview workers to find out how they feel they serve the world.
2. Discuss the ways workers serve the world.
3. Role play the life of a famous person who served or serves the world.
4. Perform as a class a job which will serve the community (e.g. planting trees, cleaning up a vacant lot, etc.) Discuss other contributions the class could make to the community as individuals or groups.
5. Research the background required for a person in a governmental position (senator, judge, vice-president, etc.) Identify ways in which the person serves the world.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“What It Takes To Be A \_\_\_\_\_”

### MATERIALS

Stationery, stamps, art materials (for bulletin board)

### PROCEDURE

1. Identify various prominent governmental positions (Senator, Supreme Court Judge, Vice-President, etc.) Determine, through questions and discussions, what the students already know regarding background or requirements for these positions.
2. Operating from the base which the students already have, divide the class into groups and have each group select one position on which to do research.
3. Utilizing various sources (encyclopedias, government publications, letters to officials, etc.) have the students complete as accurate a description as possible of the requirements for the position assigned.
4. If possible, have the student secure photographs of men or women serving in these roles. Present, orally, information collected, allowing students to ask questions. After the materials have been shared, utilize them for a class or school display.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVES**

To develop an appreciation of the interactions of all environments.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the various environments in which he finds himself, the child will be able to compare the roles which he plays in his various environments (i.e., home, school, community, society and world.).
2. Given situations in which interaction occurs, the child will be able to compare and contrast favorable and unfavorable interaction between environments (e.g., family and school).
3. Given home and school experiences, the child will be able to describe his understanding of the interactions of all his environments.

## **SUGGESTED ACTIVITIES**

1. Invite a famous alumnus or alumna of the school to discuss the role that the school played in his/her life and work.
2. Role play the situation encountered by a newly-enrolled student. Discuss the way one feels when he encounters a new environment.
3. Tour the community and observe the interactions that are apparent between the family and school.
4. Arrange for and present a panel composed of a parent, a student, and a member of the school staff to discuss ways in which each one's work affects the others, positively and/or negatively.

## **ADDITIONAL ACTIVITIES**

### **SAMPLE LESSON**

“Interaction With a New Environment”

#### **MATERIALS**

Paper and pencils

#### **PROCEDURE**

1. Students will discuss the various environments (school, home, etc.) with which they interact.
2. A small group of students will role play the situation encountered by a newly-enrolled student in their school.
3. Students will discuss and act out the way one feels when he encounters a new environment.
4. Each student will write ways in which he would assist a new student in the school, and demonstrate the alternative means.

#### **NOTES AND COMMENTS**

## **WORK AS "JOBS" OR "OCCUPATIONS"**

### **DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop an awareness of the meaning of the concepts "job" and "occupation."

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### **RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given a list of various jobs, the child will be able to define, to his own and the teacher's satisfaction, the word "job" as used in this context.
2. Given the assignment to research the topic, the child will be able to compare and/or differentiate in written form between "job" and "vocation," and "job" and "profession."
3. Given a list of tasks a child performs at home and school, the child will be able to list a minimum of five tasks he has performed that are similar to "jobs."

### **SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. Use tape recorder to tape the child talking about kinds of jobs. Place the recorder in a place where other students can listen to the tapes.
2. Cut out pictures illustrating jobs.
3. Set up a role playing situation in which the children perform various jobs.
4. Tutor children in lower grades as an active example of a "job."
5. Plan a trip to an industry to notice the jobs there. Have each child watch one worker for a specified period and keep track of all the things he does. Follow up by making charts showing similarities and differences and discuss meaning to co-workers, to children and others.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Work as ‘Job’ or ‘Occupations’ ”

### **MATERIALS**

Tape recorder, tapes of occupations (commercially produced—for example, by Guidance Services)

### **PROCEDURE**

1. As individual assignment:
  - a. Determine difference in titles (“jobs” and “occupations”).
  - b. List jobs students have had at home, school, community.
  - c. Determine if these jobs could lead to a particular occupation.
2. As a class, discuss and tape record findings.
3. Have recorder available for student use.
4. If possible, have purchased occupational tapes for students’ use.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVES**

To develop an appreciation of the importance of all "jobs" or "occupations."

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of occupations, the child will be able to tell why each is important.
2. Given a list of jobs performed within his city, the child will be able to provide a minimum of three reasons for the existence of each job.
3. Given a list of jobs which exist in his community, the child will be able to designate, orally, or in written form, the "jobs" which currently affect him the most as compared to those which influence someone else, e.g. his parents, to the greatest extent.
4. Given the imaginary condition that a "job" which he considers important no longer exists, the child will be able to describe the possible effects on him as a person.

## **SUGGESTED ACTIVITIES**

1. Cut out pictures of persons performing "jobs" and write about the importance of each.
2. Arrange a hall display relevant to the importance of all jobs.
3. Take pictures of people working in the community. Show them to the class or put them on the bulletin board. Describe their importance.
4. Carry out a class unit on an area such as transportation/communication and discuss the roles of workers in that industry.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Transportation: Past, Present and Future”

### **MATERIALS**

References, especially from areas of transportation  
Transportation for trip  
School permit slips

### **PROCEDURE**

1. Divide class into committees by specific type of transportation.
2. Committees develop their form of transportation and report as to past, present and future status.
  - a. Need of specific transportaiton
  - b. Social rules and regulations regarding form of transportation.
  - c. Workers as to type of occupation, duties, place in industry.
3. If possible, visit area of transportation such as airport, railroad station, or railroad museum to interview workers.
4. Role play in committees a form of transportation in the future.

### **NOTES AND COMMENTS**



## VARIETIES OF WORK

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of classifications of occupations.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a minimum of ten occupations, the child will be able to classify occupations into professional, semi-professional, skilled and unskilled and provide one reason for the classification.
2. Given a list of classifications of occupations, the child will be able to state, in written form, what constitutes an occupation as professional, semi-professional, skilled or unskilled.
3. Given a list of classification of occupations, the child will be able to list five occupations which pertain to each of the four categories involved—professional, semi-professional, skilled and unskilled.

### SUGGESTED ACTIVITIES

1. Make a list of unusual jobs of men and women. Expand the list to a scrapbook of pictures, drawings, and narration.
2. Use pages in the telephone book to discuss the variety of jobs and classify them as professional, skilled, or unskilled. Local want ads may also be used.
3. Write a short paper describing the skills needed to perform a job in one of the categories.
4. Give a program demonstrating different jobs and occupations.
5. Role play the head of a company. Set up problem situations to dramatize such as strikes, equipment needed that hasn't arrived.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Classifying with the Telephone Book”

### **MATERIALS**

Telephone Book

### **PROCEDURE**

1. Review the meaning of professional, semi-professional, skilled and unskilled, giving several examples of each.
2. Select a particular job family such as city employees.
3. With the class, compile a list of city employees using the telephone book as a guide.
4. Discuss what the job of each city employee involves.
5. Differentiate between the education and skills required for each job.
6. Categorize the jobs as professional, semi-professional, skilled or unskilled.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the interdependence of "jobs" and "occupations."

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of "jobs," the child will be able to describe their interdependence.
2. Given a tour of the community, the child will be able to write a short paper on the interdependence of the "jobs" seen.
3. Given a specific situation, the child will be able to list the ways various jobs viewed are interdependent.
4. Given the description of his parent's job, the child will be able to cite other jobs that are dependent on those of his parents.
5. Given a situation in which the child's father's job was changed, the child will be able to define ways in which his mother's life might be altered.
6. Given a list of school personnel, the child will be able to state orally how they are interdependent.

## **SUGGESTED ACTIVITIES**

1. Cut out pictures and write about interdependence of "jobs."
2. List all the "jobs" in the school and describe how they depend on one another.
3. Create full display on the interdependence of "job."
4. Tour the community and note the interdependence of "jobs."
5. Observe a new house being built. List interdependence of each worker.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Interdependence of School Workers”

### MATERIALS

School personnel roster, including positions of personnel.

### PROCEDURE

1. Review with students the meaning of “dependent,” “independent” and “interdependent.”
2. Elicit from the students and the school directory a list of all of the jobs in the school system including superintendent, personnel manager, curriculum supervisor, principals, teachers, teacher aides, teaching specialists (speech, reading, etc.) guidance personnel, nurses, custodians, maintenance men, students, etc.
3. Discuss the meaning and purpose of each job.
4. Have the students divided into small groups, choose three of the jobs and list ways in which they depend on each other, e.g., curriculum supervisor, principal, teacher.
  - a. Curriculum supervisor: responsible for setting up curriculum throughout the system. Depends on the principal and teachers to implement the programs and suggest necessary changes.
  - b. Principal: responsible for presenting curriculum to the staff. Depends on curriculum supervisors for the plan and on the teachers for implementing and feedback.
  - c. Teachers: responsible for presentation of materials to the students for their use and reactions. Depends on curriculum supervisor and principal for the plan.
5. Have each one of the small groups interview one of the people they choose to verify the correctness of their assumptions.
6. Follow-up discussion to determine:
  - a. what they found out.
  - b. how it fit what they had thought.
  - c. how they felt about it.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the concept of division of labor.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given background information on the division of labor, the child will be able to list the divisions of labor within his home, his school, the community and the nation.
2. Given a work experience, the child will be able to demonstrate two completed tasks in which he illustrates the division of labor and identifies the divisions as they occur.
3. Given a simulated situation or some audio-visual aids, the child will be able to demonstrate the division of labor as it exists within the community or the nation.

## **SUGGESTED ACTIVITIES**

1. Cut out pictures and write about the division of labor.
2. Prepare a hall display on the division of labor.
3. Take pictures of workers, divide into categories.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

Hall display on division of labor

### **MATERIALS**

Art supplies—paper, pens, colored pencils, magazines

### **PROCEDURE**

1. Discuss the concept of division of labor.
2. Plan how to present the idea in the hall display on division of labor in house construction.
3. Decide how to divide the labor in getting the full display ready and divide accordingly.
4. Prepare the display and put it up.
5. Evaluate the hall display.
6. Evaluate the division of labor involved in getting the display ready and up: the advantages, disadvantages, problems encountered, individual reactions, and feelings.

### **NOTES AND COMMENTS**

## **WORK FAMILIES IN ENVIRONMENTS**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that there are different careers within major work fields.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of major work fields, the child will be able to designate and describe a minimum of five careers which are a part of three major work fields, e.g. medicine, business, education.
2. Given lists of major work fields and careers, the child will be able to match correctly the various careers with the major work fields.
3. Given field trips of various types, the child will be able to identify the major work fields and careers included in the visits.

### **SUGGESTED ACTIVITIES**

1. Cut out pictures and write about careers in major work fields.
2. Show the differences between an accountant, clerk, bookkeeper and secretary by writing about the different places in which they work.
3. Simulate a TV program with the topic, "Name of the Job Is." Know which jobs are related to math or science, etc.
4. Play a game called "Name That Job." Use two teams of equal size and have each team act out different jobs to the other team for them to identify.
5. Role play a TV weatherman giving his weather report.
6. Take pictures of workers and their jobs.
7. Plan and take a trip to a local industry.
8. Make mobiles showing different kinds of work in major work fields. Use names of workers, tools used or pictures of workers as parts.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Work Field Mobiles”

### **MATERIALS**

Dictionary, DOT, pictures, magazines, art materials, wire, string

### **PROCEDURE**

1. Have the children divide into groups of three.
2. Show them how mobiles are made and discuss what makes a good mobile.
3. Have each group choose a major work field and make its own unique mobile showing at least 7 to 10 careers within that work field.
4. Have the mobiles judged by someone outside the class.

### **NOTES AND COMMENTS**



## **WORK FAMILIES**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that work can be categorized into job families.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of types of work and categories of work families, the child will be able to match the type of work with the correct work family.
2. Given a list of work families, the child will be able to provide a minimum of ten kinds of work which apply to each work family.
3. Given a list of the types of work performed by his classmates' parents, the child will be able to determine the work family classification of each.
4. Given a list of the types of work performed by the class members themselves, the child will be able to determine in what work family this might be included.

### **SUGGESTED ACTIVITIES**

1. Develop a chart listing characteristics required within different work families.
2. With a group, gather information about work families and report to each other. Select an occupation and find out the requirements for that job. Place it into a work family book. Write the Chamber of Commerce or Bureau of Labor for information about work families. Make a notebook describing work families.
3. Visit families on the block and interview people regarding the work that they do. Share the various experiences and make a bar graph of work families showing how many of the people interviewed fall into each category.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Worker Interview”

### **MATERIALS**

Bar graph for work families

### **PROCEDURE**

1. Discuss with the children what an interview situation is, its purpose, courtesy for and manner in which one is usually handled. Have them role play one or two.
2. Set up with the children questions that might be asked of workers to determine into which work family their work falls.
3. Have each child make arrangements to see at least five workers on his block. Try not to overlap.
4. Provide the children with sheets listing the questions they decide upon, allowing room for answers.
5. Have the children conduct the interview.
6. Follow up. Discuss the responses to the interviews and decide which work family each person's job is in and place it on the bar graph.
7. Discuss their feelings about the interviews.

### **NOTES AND COMMENTS**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the influence of work on personal factors—residence, work hours, clothing, and friends.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a map of the state in which he lives, the child will be able to list possible types of work available to each area, and/or reasons for possible lack of work.
2. Given a list of job characteristics, the child will be able to list some job characteristics which may influence an individual in his choice of an occupation.
3. Given a job description and yearly salary, the child will be able to describe a worker's housing area, type of residence, social-recreational aspects, daily schedule, etc.
4. Given a knowledge of his parents' work, the child will be able to list personal factors that are affected by the parents' work.
5. Given a knowledge of his parents' work and work of a peer's parents, the child will be able to differentiate between his life style and that of at least one other student and provide several reasons for the existence of these differences.

### **SUGGESTED ACTIVITIES**

1. Cut out pictures of workers and write about personal factors that are affected by their work.
2. Make a mural showing how housing changes from the rural area to the center of a city.
3. Role play the home life of a blue collar worker, a white collar worker, and a professional.
4. Make a model of an inner-city residence and a model of a suburban residence.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Work’s Influence on Personal Factors”

### **MATERIALS**

none

### **PROCEDURE**

1. Have the class choose several jobs that interest them and about which they have some knowledge.
2. Discuss how each of the jobs affects a worker’s residence, working hours, clothing, friends, etc.
3. Arrange for the personnel director from a local industry or business to come to the class. Have that person present information about the types of jobs available in his place of work.
4. Divide the class into groups of 2 or 3 and have them choose one of the jobs presented to be responsible for when they visit the work site. Have them interview the worker who holds the job they chose on-site and stress in the interview work influence on personal factors.
5. Have each group present the information gathered to the class, comparing and contrasting how different jobs have different influences and how different workers in the same job reported their views.

### **NOTES AND COMMENTS**

## **WORK FAMILIES IN ENVIRONMENT**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that the government has major job classifications.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given two classification listings, the child will be able to compare and contrast the methods by which jobs are classified.
2. Given job classifications, the child will be able to list examples of each.
3. Given the opportunity to select, the child will be able to choose a job classification that would be suited to his talents as he views them.
4. Given the assignment, the child will be able to list a job classification for which his talents are not suited.

### **SUGGESTED ACTIVITIES**

1. Match jobs and their major job classification.
2. Discuss why a classification of jobs is expedient and/or necessary.
3. Visit work settings in as many of the major job classifications as possible.

### **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“City Workers”

### MATERIALS

None

### PROCEDURE

1. Monday. Take a trip to the Court House or City Building. See as many different jobs as possible. Ask people what training they needed and what knowledge and strengths one would need for those jobs. Jobs to see—secretaries, political jobs—appointed and elected, janitors, policemen, firemen, etc.
2. Tuesday. In class discuss how these people help the community. What services do they perform? Which job appeals to you and why? Set up a mock government with election of officials and people campaigning. People must decide if and why they want to run for office and what would be expected of them if they won. Other people would be appointed to jobs (why they are appointed—trustworthy, likable, etc.) Class could set up together jobs of officials in a classroom.
3. Wednesday. Do group work in connection with science. Have children elect leader, secretary, janitor for each group. Each group should plan to clean up a section of the community. Will show that each person must do his part to make the project succeed. Secretaries will give reports of groups. Jobs can be done over next 2 days or longer if desired. One group could do projects for Red Cross—scrapbooks, memo pads, etc.
4. Thursday. Continue jobs, discuss how this compares with planning that a city government does each day. Talk about jobs at home and how a family has to work together to make sure a home is run smoothly.
5. Friday. Have a speaker—mayor or other city official— come in to talk about how his job helps community and need for working together. For longer than a week a filmstrip on city government could be shown. A play showing city government could be worked up.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an appreciation of work in the school system.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of occupations, the child will be able to list ten occupations within the school system.
2. Given a specific occupation in the school, the child will be able to describe at least three tasks performed by the worker.
3. Given a list of school board members, the child will be able to research each member's occupation to determine the diversity of occupations represented.
4. Given a class discussion, the child will be able to describe why he feels he would or would not like to be a specific school worker.
5. Given experience with a school person, the child will be able to demonstrate a task that a person performs (i.e., secretary, proper telephone manners; treasurer, write checks properly; nurse, weighing properly).

## **SUGGESTED ACTIVITIES**

1. Have school personnel visit room as resource people and explain their jobs.
2. Discuss feelings about job before and after study of particular occupation.
3. Develop an organizational chart showing structure of the school system (e.g., school board, superintendent, principal, teachers, etc)
4. Role play various school personnel at work, showing proper and improper way of carrying out tasks.
5. Visit and observe various school personnel at work.
6. Interview at least one school board member. Determine his occupation, his previous work with the schools, his reasons for serving on the school board, and his feelings about doing so.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Workers in the School System”

### **MATERIALS**

Newspapers, magazines, school publications, camera

### **PROCEDURE**

1. Make a list of the various types of workers in the school system. Have children gather their list from their own knowledge, interviews with the principal or a telephone call to the secretary of the local school system.
2. Gather pictures of these people at work from magazines, newspapers, school publications or pictures students take.
3. Gather information about what each worker does from the individuals themselves. Personal interviews or telephone calls would be a good source.
4. Make a bulletin board of the organizational structure of the school personnel. Include in the chart the pictures of the workers and the information gathered.

### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the variety of work in Ohio

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## **RELATED BEHAVIORAL OBJECTIVE**

1. Given pamphlets and other publications from the State of Ohio, the child will be able to research and list at least fifty kinds of work in Ohio.
2. Given a list of occupations, the child will be able to point out "jobs" or work that is significant in Ohio.
3. Given a report from the Bureau of Labor and Statistics, the child will be able to compare employment opportunities in Ohio with those in an adjacent state, and discuss the reasons for their similarities and dissimilarities.
4. Given employment information for Ohio, the child will be able to explain the seasonal effects on employment.
5. Given pamphlets and maps from the State of Ohio, the child will be able to discuss in written form the geographical advantages available in Ohio as an industrial state.

## **SUGGESTED ACTIVITIES**

1. Cut pictures from magazines depicting work in Ohio and write stories about the work.
2. Develop a book of poems about "jobs." Include in the poems the work unique to Ohio and its results. Present the book to a lower grade.
3. Develop lists of workers in Ohio according to job families. Make a job tree using branches for job families and leaves for jobs.
4. Set up a school-wide employment service with students assuming all tasks involved in the operation. Have students apply for jobs based on their interests and aptitudes.
5. Play "Name the job."
6. Using pictures of "jobs" taken from magazines about Ohio and the state map, develop a bulletin board. Use yarn to stretch from the location of the work to the picture representing the work.
7. Locate and visit some place of work in the community that is not duplicated any place in the state. Take pictures of the visit and share them with another class.
8. Organize and present to parents an "Ohio World of Work" fair.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Work in Ohio”

### **MATERIALS**

Bulletin board  
Art Supplies  
Yarn  
Map of Ohio

### **PROCEDURE**

1. Compile a list of jobs that are unique to the State of Ohio. Use the state map, pamphlets from state department, geography books, etc.
2. Gather pictures of these jobs from magazines, pamphlets, the industries, businesses, and information from the State of Ohio.
3. Make a bulletin board using the map of the state as the center. Place the pictures gathered on the fringe and stretch yarn from the picture to the particular place in Ohio where this job is mainly done.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the interdependence of workers in a specialized society.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a visit to an industry, the child will be able to cite three examples of interdependence of workers in a specialized society.
2. Given a list of workers, the child will be able to describe the ways in which their work may be interdependent.
3. Given a family of jobs, the child will be able to list jobs from unskilled to professional or generalist to specialist.
4. Given various sources of information (e.g. magazines and newspapers), the child will be able to explain what changes or problems may occur as a result of a strike or work stoppage.
5. Given a discussion on the topic of work in a specialized society, the child will be able to describe advantages and disadvantages of life in a specialized society.

## **SUGGESTED ACTIVITIES**

1. Make bulletin board displays describing the specialization of jobs.
2. Cut out pictures and write about interdependence of workers in a specialized society.
3. Role play a situation where two jobs are interdependent.
4. Visit bank to see how cancelled checks are processed. Make note of how many people are needed to complete the process and contributions made by each.
5. Visit an area in which a production line is in operation. Attempt to outline skills or abilities important to each individual worker.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

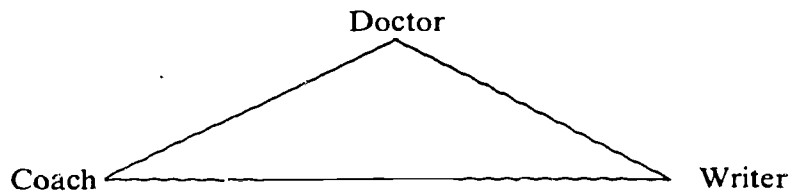
“Interdependence”

### MATERIALS

Art supplies  
Poster Paper  
Magic Markers  
Many old magazines

### PROCEDURE

1. Instruct the students to write down the three jobs they think they would most like to have. Stress that the jobs should be things they want for more than just money value.
2. Have them find pictures of men working at these jobs and glue them to the poster board in three groups in triangular diagram.
3. Have them try to determine if these jobs interrelate or if they could be done by one person.
4. Example:



Doctors and coaches work with people and writers tell how people are and live. Doctors and coaches can give writers things to write about. If you were a doctor, you would know more about how the body works and be a better coach.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the variety of work in the nation and world.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of various jobs in the world, the child will be able to give a talk about one worker found in the nation and not in his state and one worker found in the world and not in his nation.
2. Given a list of extinct and current jobs, the child will be able to choose and describe at least five jobs which were not in existence \_\_\_\_\_ years ago, and provide a reason for their origin.
3. Given a basic understanding of economic systems, the child will be able to describe in what ways a nation's economic development affects its variety of work.
4. Given a long list of types of work, the child will be able to choose those considered to be unusual types of work and be able to describe to the teacher's satisfaction at least one of the jobs on the list.
5. Given pictures of various types of work in the nation and world, the child will be able to state why he feels he would or would not like the type of work depicted.

## **SUGGESTED ACTIVITIES**

1. List the occupations involved in making a cake, a suit of clothing and a television program.
2. Develop lists of work unique to our nation and to other countries in the world. Develop similar lists of work common to our nation and to many other countries.
3. Make lists of and draw pictures about jobs which no longer exist.
4. Role play a variety of workers in the nation and world.
5. Plan and produce a travel program. For each country, have work common only to that country as well as work similar to that of other countries. Use slides or draw pictures to show the locale and have the students make costumes and tools needed to depict the work. Make wall murals including map of country and some of above.
6. Take a field trip to some place of work unique to the community or local area. Take pictures of and/or make drawings of the various people, their work or work tools.
7. Organize a "World of Work" fair to be given for parents.

## **ADDITIONAL ACTIVITIES**

### **SAMPLE LESSON**

“Work and Workers unique to our Nation and other Countries being studied”

#### **MATERIALS**

Reference letters from embassies/ Chamber of Commerce

#### **PROCEDURE**

Before unit:

1. Write letters to embassy/ Chamber of Commerce for information.
  - a. types of work in that country/state
  - b. work especially unique to country/state
2. Unit study

Discuss in class areas of work  
Compile lists of similar occupations  
Compile different and unique occupations  
Develop bulletin board showing unique occupations
3. Compare another section of the world with unit studies of Japan and California and West Coast of United States.

#### **NOTES AND COMMENTS**

## WORK INFORMATION IN VOCATIONAL GUIDANCE

### DEVELOPMENTAL OBJECTIVE

To develop an awareness of the utility of pamphlets, monographs, and briefs.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given occupational questions, the child will be able to answer them, utilizing pamphlets, monographs, and briefs.
2. Given access to various pamphlets, monographs, and briefs, the child will be able to locate the information he wants.
3. Given a variety of pamphlets, monographs, and briefs, the child will be able to choose those which are on his own level and read them to secure needed or desired information.
4. Given pamphlets, monographs, and briefs, the child will be able to critically analyze them according to format, content, interest and appearance.

### SUGGESTED ACTIVITIES

1. Write to local manufacturers for printed literature about their business or industry and report the findings to the class.
2. Compare the kinds of information available from different pamphlets, monographs, and briefs.
3. Develop and print a pamphlet describing the school, its facilities, faculty, student body, curriculum, activities, resources, and material. Distribute the pamphlets to anyone interested in receiving one and ask for reactions.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Informational Materials”

### **MATERIALS**

Paper, envelopes, stamps, ditto masters and ditto paper.

### **PROCEDURE**

1. Make a list of occupations in which the children are interested. Narrow the list down to four or five for the purposes of the pamphlet.
2. Have the children write the companies, organizations, etc. to get information about those occupations.
3. When all the information has been gathered, divide into committees to produce a pamphlet on those occupations for which there is information.

### **NOTES AND COMMENTS**



## WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE

### DEVELOPMENTAL OBJECTIVE

To develop an awareness that there are worker traits unique to each job.

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of worker traits and job descriptions, the child will be able to match desired traits with appropriate jobs.
2. Given a list of worker traits, the child will be able to compare his strengths to these, and thus match his present traits to a particular group of jobs.
3. Given worker traits and jobs, the child will be able to explain two or three reasons why the given traits are desirable.

### SUGGESTED ACTIVITIES

1. Discuss dress or uniforms of different occupations.
2. Invite a person who works night shift and tell how it affects or alters his family life.
3. Report to class about parents' interests and how they compare with the students' interests.
4. Make a list of jobs which require working at night and ask students' reactions to this work requirement.
5. Take a field trip to a local employment agency. Interview the job counselors concerning unique characteristics of various jobs.
6. Working in pairs, have each child list his worker interests and/or traits (physical, mental, personality) as he sees them. Give them to his partner and have his partner suggest two or three jobs for which the student would be suited. Explain reasons for choices.

### ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Job Characteristics”

### **MATERIALS**

none

### **PROCEDURE**

1. Discuss what “job” characteristics are. Do this by choosing several jobs and discussing what characteristics of each “job” are: e.g., education, working conditions, tasks performed etc.
2. Have each child interview a person he knows who has a job. Have him find out what that person sees as the characteristics of his job.
- 3 Have each child share the information with the class.
4. Summarize in a discussion the many different “job” characteristics.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given occupational descriptions, the child will be able to list some talents which could be effectively utilized in one or more of them equally well.
2. Given a variety of occupations, the child will be able to describe some of his personal talents and how they are related to various jobs.
3. Given assigned tasks, the student will be able to apply his talents effectively to various tasks.

## **SUGGESTED ACTIVITIES**

1. Discuss the role of women in the world of work.
2. Have students keep a record of their leisure activities for a period of a week.
3. Invite an employment counselor or other resource person to talk about different occupations as they relate to different talents.
4. List talents required for a group of specific occupations. Compare and contrast the differences in requirements between them.
5. Role play a situation where an individual possesses certain abilities and uses them effectively in different tasks.
6. Have three people who share a particular talent (athletic ability, musical ability) discuss with the class the different ways in which they are currently utilizing the same talent.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Relating Abilities and Occupations”

### **MATERIALS**

Speakers (workers and employees in various occupations)  
Trip arrangements (transportation, chaperones, permission)

### **PROCEDURE**

1. Have student individually develop a list of his own particular and unique talents.
2. Have students as a class determine the talents which are required of workers in various occupations through
  - a. speakers, interviews
  - b. field trip to plants and employment agencies
  - c. research
3. Have student demonstrate the wide choice of occupations open to one with each set of talents.

### **NOTES AND COMMENTS**

## **DYNAMICS IN THE WORLD OF WORK**

### **DEVELOPMENTAL OBJECTIVE**

To develop an awareness that technological changes bring about work changes.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given information concerning previous eras of history, the child will be able to list at least ten ways in which the way of life has changed.
2. Given a unit on industrialization, the child will be able to describe the way this era has affected the types of jobs available to him.
3. Given the history of agriculture, the child will be able to point out the places in history where technological advances have affected agriculture.
4. Given a trip to the railroad yard, the child will be able to show how rail cars can carry a greater variety of items because of the technological advances in rail cars (e.g. refrigeration).

### **SUGGESTED ACTIVITIES**

1. Interview or invite to class a retired worker to tell how he views the world of job change.
2. Discuss topic "As mechanization continues, what jobs are likely to increase? Decrease?"
3. Set production line to demonstrate automation.
4. Research information on farmer's life around 1700 and today. Divide the class in two groups. Have one group prepare a skit on a day in the life of the farmer around 1700. Have the other group prepare a skit on a day in the life of a typical farmer today. Compare with a discussion.

### **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Time and Work Change"

### MATERIALS

Drawing paper, paints, art supplies

### PROCEDURE

1. Have students try to remember jobs they have read about or seen on TV that no longer exist.
2. Discuss the reasons why these jobs do not exist:
  - a. needs of society
  - b. usefulness
  - c. economics
  - d. industry and production
  - e. technology
3. Discuss why an individual cannot perform a job which supplies only intrinsic awards? only extrinsic?
4. Make a collage of some jobs which have been created within the last five years. Try to identify reasons why these jobs came into being.
5. Draw pictures contrasting extinct and existing jobs.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the evolution of industrial and professional occupations.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given resource materials, the child will be able to select one occupation and trace its evolution.
2. Given present day job descriptions, the child will be able to compare and contrast today's jobs with jobs of the past.

## **SUGGESTED ACTIVITIES**

1. Explore the changes that have occurred in an occupation as a result of a particular invention.
2. Invite an industrialist to explain the job changes in his industry which have occurred in the past twenty to thirty years.
3. Read about the work of the slave; compare and contrast his life and work with that of the sharecropper and migrant worker.
4. Invite a migrant worker or former southern black worker to tell of his work experiences.
5. Contrast work as performed in former years, from initiation to completion by one man, to the same work done today, utilizing the talents of several individuals.
6. Research old newspapers twenty to forty years old and compare "want ads" with those of today's newspapers.
7. Make butter or ice cream and compare the steps in doing this to the steps utilized in a creamery.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Development of a Banking System”

### **MATERIALS**

None

### **PROCEDURE**

1. Have the class study the various monetary systems. Do this by dividing the class into 4 groups and have each group choose one of the topics:
  - a. barter system
  - b. early forms of money, e.g. jewels
  - c. development of coins
  - d. banks
2. Have a panel discussion about how these topics are related to one another. The discussion should include ideas about how the population increase, diversification of jobs, etc. contributed to the development of a banking system.

### **NOTES AND COMMENTS**



## **SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (INTERESTS)**

### **DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)**

To acquire a knowledge of one's own interest development in relation to work and peers.

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### **RELATED BEHAVIORAL OBJECTIVES (Cognitive-Interactive-Psychomotor)**

1. Given a class discussion, the child will be able to describe to his peers his own interest areas.
2. Given a hobby show, the child will be able to explain his hobbies to the class.
3. Given knowledge of one's hobby, the child will be able to define the possible relationships between one's interests and one's work.
4. Given the assignment, the child will be able to write a short paper dealing with his own interest areas.
5. Given an interest inventory, the student will be able to indicate the areas which interest him, and to compare them to those of his peers.

### **SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)**

1. Take an interest inventory (check list) and discuss the results with the teacher.
2. Write a paper based on one's own interest area.
3. Make presentation to class based on this hobby.
4. Demonstrate in class a personal interest area or hobby.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Hobbies Related to ‘Jobs.’ ”

### **MATERIALS**

none

### **PROCEDURE**

1. Discuss what a hobby is. How do you acquire a hobby? Why do people have hobbies? This discussion should bring out ideas of interest accomplishments, helping others, comforts.
2. Have children demonstrate and explain their hobbies to the class, following along with the areas discussed about hobbies.
3. Have a discussion about how certain jobs fill personal wants. Children should be able to get ideas from discussion on hobbies if they are related to jobs as far as interest, accomplishments, comforts.

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To accept one's own interests as uniquely his own and changing.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of possible interests, the child will be able to select three which apply to him.
2. Given a list of possible reasons for interests, the child will be able to select five reasons for his choices of interests.
3. Given a list of interests, the child will be able to explain which of his own interests have remained unchanged.
4. Given a choice of classroom activities, the child will be able to choose one activity which can coincide with his stated interests.
5. Given a knowledge of the interests of parents and peers, the child will be able to explain or write how his interests differ from theirs.

## **SUGGESTED ACTIVITIES**

1. Prepare a bulletin board displaying an expressed interest.
2. Read books which deal with one's interest area.
3. Arrange an interview with an individual with interests different from one's own.
4. Bring to class objects which indicate one's interests.
5. Demonstrate activities in an interest area.
6. Visit an area associated with one's interests. Report what was seen and heard. Decide how this has furthered one's interest in the area.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“To each his own”

### **MATERIALS**

Tape recorder

### **PROCEDURE**

1. Ask each student to indicate in written form one area or activity in which he has little or no interest.
2. Assign each student the task of finding out as much as possible about this area, preferably through personal contact with someone currently involved in it.
3. If personal contact is made, ask the student to tape record the conversation. Also, help the student to develop awareness or insight into determining the amount of enthusiasm with which the person responds. (Non-verbal behaviors, voice inflection, showing products of his trade.)
4. Have the student report his findings orally and/or play the tape to the class.
5. Discuss whether the respondent's reaction or any other information received has caused the student to feel any differently. If not, why not? If so, what does the student feel had the greatest bearing on his change in attitude?
6. Final discussion: If a student's opinion concerning some area has been significantly changed by this experience, what implications does this have for future interest development?

### **NOTES AND COMMENTS**

## **DEVELOPMENTAL OBJECTIVE**

To affirm one's own interest development through meaningful work activities.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given several choices, the child will be able to participate in activities which coincide with his stated interests.
2. Given the opportunity for sharing, the child will be able to bring to class objects related to his interest area.
3. Given a writing assignment, the child will be able to write and describe his interests to others.
4. Given free time, the child will be able to engage in activities related to his areas of interests.
5. Given various settings, the child will be able to apply his interests outside the classroom — in other classes or locations.

## **SUGGESTED ACTIVITIES**

1. Prepare and present a skit dealing with interest areas.
2. Report to class information related to interests.
3. Demonstrate with appropriate objects one's interest area to others.
4. Visit locations which are related to immediate interests of the group.
5. Interview staff members and/or parents to determine how these people display their interests in activities in which they participate.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

"Hobby Day Presentation"

### **MATERIALS**

Magazines, newspapers, books

### **PROCEDURE**

1. Discuss with children interests they have and hobbies which reflect those interests.
2. Plan a day of presentations for each child with a hobby. Those who do not have one will read in interest areas and present a hobby they think they would like.
3. Discuss hobbies the class enjoyed hearing about. As an alternative, the class could choose one interest area it wishes to pursue in depth.

### **NOTES AND COMMENTS**

## **SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (ABILITIES)**

### **DEVELOPMENTAL OBJECTIVE**

To acquire a knowledge of one's abilities in relation to work.

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### **RELATED BEHAVIORAL OBJECTIVES**

1. Given a checklist of abilities required for a task, the child will be able to list those which he feels he already possesses.
2. Given a checklist of abilities required for a task, the child will be able to list at least two abilities which he needs to develop.
3. Given the situation, the child will be able to list abilities of peers which may enable them to perform certain work.
4. Given a list of various types of work, the child will be able to match his stated abilities with at least two types of work.
5. Given a teacher's opinion of a child's capability, the child will be able to state in written form his agreement or disagreement with the teacher's evaluation.
6. Given a work description, the child will be able to indicate whether he feels the completion of the work is within his range of abilities.
7. Given a task new to him, the child will be willing to test his ability to perform it, risking possible failure.

### **SUGGESTED ACTIVITIES**

1. List qualities or abilities one possesses which are related to interest or work areas.
2. List qualities or abilities one needs to develop in order to perform work adequately.
3. Read about skills required to perform various types of work.
4. Arrange interviews with individuals possessing different kinds of abilities.
5. Role play in abilities area. Have children discuss in which roles they felt most secure.
6. Have child assume the responsibilities of one or more tasks in the home or school which would require the use of his abilities. Keep a log of which activities he was able to perform best and poorest.
7. Have the child try to do something he has never done before. Have him decide whether he cares to work at developing ability in this area.

### **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

### **“Role Playing Job Family Skills”**

#### **MATERIALS**

Films or filmstrip, books or magazines

#### **PROCEDURE**

1. Poll class for interest in several job families. Use three highest interest families for role playing.
2. Divide class into three groups. Each group will study skills needed for jobs in that family. Some group members could also interview people in specific jobs.
3. Observe each group role play the abilities needed in specific jobs.
4. Discuss with children what abilities they feel they already possess, would like to possess, or could never possess. In the discussion, emphasize diversity of individual capabilities and how they all play a part in contributing to the world of work.

#### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To accept one's abilities as uniquely his own and growing.

Education

Work

Personal-Social

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a personal conference with the teacher, the child will be able to discuss his abilities.
2. Given a discussion of abilities, the child will be able to differentiate between his levels of ability two or three years previous, and the present time.
3. Given a question concerning where he feels his abilities lie, the child will be able to indicate those which he feels he possesses to the greatest degree.
4. Given a list of abilities, the child will be able to indicate which ones he feels he has developed to a greater extent than others, and those which he hopes to develop to a greater degree in the future.

## **SUGGESTED ACTIVITIES**

1. Have children write a paper based on each one's abilities in a given area.
2. Have resource personnel come into the class to speak on abilities as related to particular types of work.
3. Have children make up a skit in which each character has a different kind of ability. Show how each ability aids the group as a whole in accomplishing a certain task.
4. Have children perform a task within the school which illustrates one's ability (e.g., art work, work with younger students, cleaning the room, etc)

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Using Abilities to Perform Tasks in School”

### MATERIALS

Paper, art supplies

### PROCEDURE

1. Have each student think of a way he could use one of his abilities to perform a task within the school.
2. Some examples:
  - a. doing art work to decorate a bulletin board, wall or room.
  - b. writing a letter to one of the school personnel for some specific reason.
  - c. helping younger children in their academic work.
  - d. helping a teacher straighten her room.
  - e. teaching peers a new game or song.
  - f. singing or playing an instrument for the class or school.
3. Discuss with the individual and the class the importance of using one's abilities. Talk about the importance of each ability demonstrated.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVES**

To affirm one's abilities as uniquely his own and growing.

Education

Work

Personal-Social

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of abilities a person may possess, the child will be able to select and list those abilities he feels he has developed to some degree.
2. Given a list of various work areas, the child will be able to list at least two abilities needed to succeed in five work areas.
3. Given a work situation, the child will be able to apply his stated abilities to his actions.

## **SUGGESTED ACTIVITIES**

1. Have the child select a person whom he knows well. Make a list of abilities which he believes this person possesses.
2. Have the children view a film or filmstrip focusing on abilities needed in various work situations. Follow this with a discussion on the students' feelings as to which of these abilities they have developed to some extent.
3. Have the child demonstrate what one believes is his greatest ability.
4. Have the child carry out a regular task for a month using his stated abilities. Have him keep a record of his work, and indicate in which ways he feels he is improving his ability.

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Relationship of Abilities to a Specific Task”

### **MATERIALS**

Charts to keep records of progress

### **PROCEDURE**

1. Let students choose one task to perform regularly for one month.
2. Have the students make a list of abilities which they feel are needed to perform this task successfully.
3. Children record and rate their progress according to speed, accuracy, quality, etc.
4. Discuss with the student ways in which he has improved and the ways he can improve. Review his progress, using his chart.

### **NOTES AND COMMENTS**

## SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (ACHIEVEMENT)

### DEVELOPMENTAL OBJECTIVE

To acquire knowledge of one's current achievement in school community, related to

Family	Interests
	Aptitudes
	Values

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### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of achievements of class members, the child will be able to select those which apply to him.
2. Given the end of a semester or other school period, the child will be able to indicate at least five of his achievements during that period.
3. Given the achievements made by peers or others, the child will be able to compare and contrast them with his own, and to list those which would give him greatest satisfaction (e.g., "Joan's really a good artist; I'd love to be good in art!").

### SUGGESTED ACTIVITIES

1. Have the children bring in a parent's list of the child's achievements of the past year.
2. Have a resource person come in and talk about his achievements and what motivated him to achieve as he has.
3. Have the children role play researched stages of achievement of various famous people, and have other class members attempt to discover whom they are role playing.
4. Have the children keep a weekly log, indicating types of achievement during that time; compare the records as they go, and attempt to provide reasons why more was achieved one week than another.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“Look What I Did!”

### MATERIALS

Paper and pencils  
“Mystery Box”

### PROCEDURE

1. At the beginning of a month, ask each student to set one or two goals (academic, social, athletic, cultural) which he wishes to achieve, or toward which he wants to make steady progress by the end of the month. Have each goal written on a small slip of paper, accompanied by the student's name.
2. Place the slips in a sealed box, allowing no one to read them, and ask the students not to discuss their goals with anyone else.
3. Inform the students that they must provide, at month's end, some tangible or visible evidence of goal achievement, in order to have it considered accomplished.
4. On the last school day of the month, the teacher will open the box and read **only** the student's name. **He** will then describe his goal, tell whether he has achieved it, and, if he has provide evidence of having done so. If not, he will be asked to provide a reason(s) for having failed to do so.
5. Ask the student his reaction to having achieved or failed to achieve his goal.
6. Those students who find this an interesting or motivating activity might continue throughout the year.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an acceptance of one's current achievement and potential.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of possible areas of achievements, the child will be able to write a short paper on one of his achievements.
2. Given a class discussion, the child will be able to discuss his achievements.
3. Given a question concerning his feelings about his achievements, the child will be able to state whether they have given him feelings of pride, satisfaction, enjoyment, etc.
4. Given work in an area which interests him, the child will be able to demonstrate his ability to perform the task to his own satisfaction.
5. Given an evaluation of his work, the child will be able to verbalize the possible reasons for the evaluation received.

## SUGGESTED ACTIVITIES

1. Have the children take a quiz, correct the paper, and evaluate the quality of work performed; then ask one other student to do the same with the paper, and compare results. Discuss why the evaluation may be similar or different.
2. Have children share awards such as blue ribbon, trophy, etc. Explain why it is considered an achievement.
3. Have each child list what he would consider an achievement for him in the following areas:

Athletic                  Social                  Academic                  Work                  Cultural

Then, compare with lists compiled by other class members and discuss reasons for differences.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“As Others See Us” - Interests - Aptitudes - Abilities - Achievements - General

### **MATERIALS**

Ditto copies of descriptive questions

### **PROCEDURE**

(Must be preceded by discussion and experiences focusing on personal relationships)

1. Review the concepts as ways to describe people including both positive and negative statements. Discuss insulting, hurting, etc.
2. Develop a list of questions to be answered, the answers to which would describe someone well enough to determine who he is if you know him.
3. Have each child randomly select another student's name as the person about whom he will write, and do so. (Suggest teacher review)
4. Have each child read his description of another while the others listen. Give an individual the opportunity to claim the description as his. Let members of the class state who they believe it is.
5. Allow the person written about to react to the description of himself.

### **NOTES AND COMMENTS**



## **DEVELOPMENTAL OBJECTIVE**

To affirm one's understanding of his achievement level as current and developing.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given the question of how he views his achievements in relation to those of his peers or family members, the child will be able to verbalize his views.
2. Given assignments which coincide with his developmental levels, the child will be able to perform them to the teacher's satisfaction.
3. Given a questionnaire requesting same, the child will be able to list his achievements for others.
4. Given experiences in classes other than his own, the child will be able to demonstrate his achievements in other classes.
5. Given the task of assigning himself a grade for the grading period, the child will be able to provide an evaluation which is in line with his achievement.

## **SUGGESTED ACTIVITIES**

1. Role play a person who has achieved successfully in some areas.
2. Demonstrate by a work sample his achievements and compare with others according to time utilized, quality, quantity.
3. Visit locations which are related to one's achievements.
4. Take part in activities which require a demonstration or indication of one's achievements.  
(Cultural — piano or other recital athletic — baseball games; social — organize a game, etc.).

## **ADDITIONAL ACTIVITIES**

## **SAMPLE LESSON**

“Achievements of Heroes”

### **MATERIALS**

Biographical library materials

### **PROCEDURE**

1. Discuss what achievements are. Do this by having several children look up information about “heroes” they admire.
2. Have the children present these reports to the class. Discuss with the class what the achievements of these “heroes” are.

### **NOTES AND COMMENTS**

**SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (VALUES)****DEVELOPMENTAL OBJECTIVE**

To acquire a knowledge of one's values toward work and environment.

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**RELATED BEHAVIORAL OBJECTIVES**

1. Given a questionnaire about his work values, the child will be able to list at least two forces which have influenced his value structure.
2. Given a list of forces which may influence his attitudes toward work, the child will be able to choose the three forces which have influenced his attitudes to the greatest extent.
3. Given the value structure of his peers toward work, the child will be able to list at least two ways in which his values differ from those of two of his peers.
4. Given his family's value system concerning work, the child will be able to list at least two ways in which his value system differs from and two ways in which his values resemble theirs.
5. Given a choice of several types of work to perform, the child will be able to make a choice and provide reasons for choosing as he did.

**SUGGESTED ACTIVITIES**

1. Discuss work values with parents and peers.
2. Develop a short questionnaire to determine parents' work values.
3. Engage in class discussion in which peers and/or teacher challenge one's expressed values.
4. Role play a situation in which, as a potential applicant for work, one must explain to the potential employer why he is applying for such work.
5. Role play worker attempting to "sell" another on his type of work.
6. Visit various work settings and attempt to determine (through questioning) what caused people to choose certain types of work.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Role Play and Values”

### MATERIALS

None

### PROCEDURE

1. Discuss how each individual internalizes certain values toward work and work environments.
2. Discuss forces that may influence attitudes toward work.
3. Divide into groups and have members take turns role playing situations in which one is applying for a job. A potential applicant must explain to the potential employer why he is applying for such work. Work will vary with the choice of the students.
4. Have the class discuss the difficulty or ease of defining why they want that particular job and how this relates to value formation.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop one's values in regard to work and environment.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a discussion of value formation, the child will be able to list at least two ways in which his values differ from those of his family and/or peer group.
2. Given his own description of the environment in which he lives, the child will be able to list at least two ways in which his values regarding work are influenced by his environment.
3. Given conflicting values, the child will be able to cite his own value system and explain how it differs from that of others.
4. Given a challenge regarding his value system, the child will be able to name at least two supporting reasons for the work values he maintains.
5. Given a list of factors which influence a person's values, the child will be able to choose at least three factors which influence him.
6. Given a decision to make, the child will be able to indicate which values he possesses that influence his decisions.

## **SUGGESTED ACTIVITIES**

1. Locate and discuss information concerning two or three successful people. Compare and contrast their individual choices or selection of work.
2. Debate the pros and cons of choosing a particular work situation, based on differing values.
3. Identify the work environments which coincide with one's expressed work values.
4. Give a short verbal presentation which explains the reasons for one's work values.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

"Value Shield"

### MATERIALS

Mimeographed sheet of family shield

2 things I  
would die for

2 things I  
respect most

3 life-  
time goals

3 reasons  
for living

2 problems  
I would like  
to solve

3 words I most  
want to be  
remembered by

### PROCEDURE

1. Give family shield to children and have them fill out each block for themselves.
2. Discuss how they arrived at these answers and how they conflict or agree with their family, community or society.
3. Have each child list occupations which would be congruent with his shield.

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To affirm one's work values.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a choice of work possibilities, the child will be able to list at least three which are congruent with his stated values.
2. Given a list of work possibilities, the child will be able to define those which are not within his value system and to state, in written form, the reasons why they are not.
3. Given a list of various types of work, the child will be able to divide the types of work into categories indicating those which interest him or fail to interest him.
4. Given a class discussion on work values, the child will be able to cite, in written form, at least three differing values expressed by class members.

## **SUGGESTED ACTIVITIES**

1. Discuss within classroom setting one's value system regarding work.
2. Discuss possible means of surviving without working. What type of work value does this indicate?
3. Offer to help parents or neighbors with tasks around the home.
4. Choose a work task, set up steps to complete it and do it. May want to have another student do the same task, set up his steps and complete the task. Then compare different ways in which the two went about the work. Discuss how method chosen is related to work values.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“My Way”

### MATERIALS

Art paper and/or construction materials

### PROCEDURE

1. Assign each student in the class the same work task to be done at home. (ex. paint a picture of a country scene, construct a 3-D design using toothpicks and glue, build a diorama, etc.)
2. Ask the student to write a step-by-step account of his task from beginning through clean-up. (Provide a sample or model for him to use as a guide.)
3. Have all the students bring the product to school on the same day. Display the product while reading the steps taken to complete it and clean up.
4. Compare and contrast steps taken by each student. Discuss why differences may occur, and see if students can explain what values caused them to do as they did. (E.g., time, quality, neatness, size, balance, etc. Which values were of greatest importance?)

### NOTES AND COMMENTS



## **ECONOMICS**

This section of the Career Motivation Curriculum Guide is adapted from the GRADES K-6 RESOURCE SUPPLEMENT TO CONSUMER EDUCATION, developed under the leadership of the Home Economics Section, the Division of Vocational Education, of the Ohio Department of Education.

The complete supplement is available from The Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210.

## **YOU - ROLES, RIGHTS AND RESPONSIBILITIES** (Consumer, Producer, and Citizen)

### **DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)**

To affirm the rights and responsibilities as consumer, producer, and citizen in actual and simulated situations. Roles include:

family member	saver
homemaker	borrower
voter	taxpayer
buyer	worker
investor	employer

Citizens have economic, as well as legal, civil, and patriotic rights and responsibilities.

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### **RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)**

1. Given a simulated experience involving consumers and producers, the child will orally relate the concepts of supply and demand and how they influence prices.
2. Given an interview with a department store manager, the child will participate in the creation of a simulated department and perform his assigned duties.
3. Given an interview with a fire prevention expert, the child will evaluate his dwelling and prepare a list of improvements which should be made.

### **SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)**

1. Simulate a game. Relate production to demand as evidenced by purchases of ice cream cones, cream, syrup, beef.
2. Determine the purpose of "food samples" in a candy factory.
3. Discuss the role of the consumer in determining style in fashions.
4. Develop guidelines by which workers may take advantage of additional training and other methods for advancement in various types of jobs. e.g., plumber, factory worker, and city hall employees.
5. Trace products, e.g., pizza — child, baker, farmer ... to persons responsible for production, distribution, and consumption.
6. Prepare oral reports demonstrating the use and care of a particular household utensil, musical instrument, etc.
7. Make a cost inventory of sports equipment and supplies for a gym class. Identify producers, consumers and demand in the provision of these items.

### **ADDITIONAL ACTIVITIES**

**OUR ECONOMIC SYSTEM****DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the distinctive characteristics, goals, and operations of our economic system.

- The flow of goods, services, and money takes place among households, businesses, governments, and foreign trade.
- Other media of exchange besides money.
- The individual influences the economy each time he purchases something.
- Government is the instrument through which some services are produced, e.g. defense, protection, education, and other things people as individuals cannot or will not provide.
- Governments set goals for society (e.g. full employment, justice, etc.)
- Supply, demand, and competition influence wages and prices.

**RELATED BEHAVIORAL OBJECTIVES**

1. Given the necessary information, the child will construct a flow chart of our economic system.
2. Given a discussion of barter, the child will list at least five things he has used for exchange other than money.
3. Given the opportunity to select stock for a predetermined amount of (pretend) money, the child will follow and record the price changes for a given period of time.

**SUGGESTED ACTIVITIES**

1. Show transparency of sample check. Explain parts and regulations. Set up a classroom bank so that it may be used with play money for the purchase of stock.
2. Visit a stock broker.
3. Write letters to businessmen seeking answers to specific questions, e.g.
  - How does he find out what goods his customers want?
  - How does he supply them?
  - Are sales consistent, day? week? month? — Why?
  - Competition? Where from? How met?
  - Why do some goods sell in large quantities?
  - What can be done if goods don't sell well?
  - How does he handle expansion? Competition? Sales resistance?

**ADDITIONAL ACTIVITIES**

## WHY WE BUY

### DEVELOPMENTAL OBJECTIVE

To affirm the factors that affect consumer behavior.

- Nature of purchases often reflect the individual's goals and values.
  - Propaganda, cliches, and superstitions influence some of our choices.
  - Spending is fun for some people.
  - The peer group influences spending or not spending.
- 

### RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion of the influence the consumer contends with, the child will state the factors which influence him most in the areas of clothes, recreation, and food.
2. Given magazines, the child will select several advertisements that appeal to him and state the influences which have affected his choice.
3. Given a product which is widely accepted as important (e.g. toothpaste, brightly colored clothes, cars, etc.), the child will participate in a group to design a "negative commercial" which is to convince people not to buy the item. (Make sure that the commercial does not attack only one brand of the product. Instead, it should be against all brands of the product. For example, attack the use of all wrist watches and don't attack one brand just to make it look inferior.)

### SUGGESTED ACTIVITIES

1. Write a satire on "Keeping up with the Joneses." Incorporate such concepts as "consumption cannot exceed income," "purchases reflect goals and values," "prestige purchases," etc.
2. Make a class survey regarding a current fashion trend observable in the community environment in order to chart factors which influence choice. For example, sensory appeal, fad, prestige, superstition, etc. Tabulate survey results to determine the greatest influence upon the purchasers.
3. Consider the purchase of a gift for a parent. Elicit possible suggestions. Emphasize need to purchase according to custom, to a practical need, or to a special interest, or hobby of the parent.
4. Consider various eye-catching billboard techniques. For example: one word written in white on a black background, mirror writing, etc. Discuss how individual behavior is influenced by advertising.
5. Present several advertisements which have specific appeal, e.g., emotional, cultural, religious, etc. Endeavor to determine the type of person to whom a specific advertisement would appeal.

### ADDITIONAL ACTIVITIES

## HOW WE EARN AN INCOME

### DEVELOPMENTAL OBJECTIVE

- To develop appreciation for the need, methods, and importance of earning an income.
- choice of preparation is one means to the attainment of goals in life.
  - the use of income varies with individuals and families.
  - an individual's or family's income may be derived from one or more sources.
  - the contribution made to society is one of the satisfactions of a job.
  - the cost of job preparation is often considered an investment.
- 

### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of life goals (e.g. creative expression, security, wealth, freedom, etc.) the child will state possible methods of preparation for those careers which may lead to their attainment.
2. Given a discussion with his family, the child will identify their long-range goals, estimate the cost of their attainment, and the methods which are or may be used to attain them.

### SUGGESTED ACTIVITIES

1. Role play a situation in which a pupil wishes to purchase an item for which he has too little money. Demonstrate a viable plan to earn enough money to make the purchase.
2. Each pupil should list personal resources (e.g., time, energy, ability, talent, skills, knowledge, health, interests, attitudes) on a slip of paper, some of which should be read aloud. Discover if the pupils can match descriptions to the writers. Bring out in discussion that an individual's personal resources may be a deciding factor in vocational choice. Will this list always stay the same for each pupil? What could conceivably alter the list?
3. Put pupils' names in a box. Each pupil draws a name and tells what job he thinks would fit that person, giving specific reasons for his choice. Class should guess the name of the pupil drawn from the description.
4. List and discuss ways in which a person in a job can increase his income. How can a factory production worker, teacher, carpenter, taxi driver, lawyer, etc., increase his income over a period of five years?
5. Analyze what would happen to the level of employment or the value of goods if (a) consumers increased their demands for goods and services, (b) consumers increased their total savings, (c) consumers decreased their demand for government workers, e.g., sent less first class mail.

### ADDITIONAL ACTIVITIES

## HOW WE BUY - CONSUMER CHOICES

### DEVELOPMENTAL OBJECTIVE

To affirm the advantages of utilizing a decision-making process in purchasing situations, the importance of accepting the outcomes of the decisions made.

decision-making includes:

- a. Observation
- b. Experience
- c. Skills
- d. Knowledge
- e. Analysis of:
  1. price and quality
  2. claims and guarantees
  3. comparison of product to needs and wants
  4. methods of payment

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### RELATED BEHAVIORAL OBJECTIVES

1. Given the task of gathering data in one day, the child will list the goods and services which supply his needs and wants.
2. Given the hypothetical task of purchasing a bicycle, the child will develop the criteria for its purchase.
3. Given the hypothetical task of remodeling a kitchen, the child will participate in group planning sessions to design the criteria for the changes intended.
4. Given cost estimates of one service for remodeling a kitchen, the child will present his data to his classmates for discussion of the most economical solution.

### SUGGESTED ACTIVITIES

1. Construct a pie chart and fill in the approximate size of slices labeled food, clothing, shelter, recreation, transportation, household expenditures, and miscellaneous. Collect data and portray how different sized families, different incomes, and different life styles alter the sizes of the slices.
2. Have the class suggest examples of choices that families may make regarding spending their incomes, e.g. a boy saving his allowance for a bicycle or spending it on a record every week; a family buying a car or taking a vacation in Hawaii.

3. List some advantages and disadvantages of planned spending or budgeting. Ask adults why they plan as they do.
4. Using the following steps, have pupils or committees plan spending for simulated individuals or families:
  - 1) expected income
  - 2) fixed costs
  - 3) variable costs
  - 4) adjusted for experience and emergencies
5. Construct case studies that provide the necessary information by which pupils may develop spending and planning exercises, e.g., parents and two children, ages four and seven; \$2.50 per hour income, rent of \$90 per month, own three-year old car, etc.
6. Calculate the money costs of credit using 6%, 1% per month, 8% add on at the start of each year, and others. Combine the mathematics with the considerations for the use of credit, the advantages and disadvantages, and data on the extent of the use of credit.

### **ADDITIONAL ACTIVITIES**

## HELP WE FIND IN COMMUNITIES

### DEVELOPMENTAL OBJECTIVE

To develop an appreciation for the establishment and support of local, state, and national consumer service agencies.

- Citizens have the opportunity to influence community service organizations.
- Citizens may become victims of unfair practices, frauds, and extortion.

### RELATED BEHAVIORAL OBJECTIVES

1. Given a list of community consumer problems, the child will identify the organizations which can be contacted for their correction.
2. Given a consumer problem, the child will participate in contacting an organization to discover the procedure for solving the problem.

### SUGGESTED ACTIVITIES

1. Write a price inventory of community property. Discuss the source, ownership, and services provided by the use of the property, e.g., parks, street equipment.
2. Interview representatives (tapes) of several consumer assistance agencies. Ask questions pertaining to the scope of help:
  - What qualifications for service?
  - Who are served?
  - How is service financed?
  - What are the qualifications needed to receive service?
3. Involve the class in various service projects, e.g.:
  - neighborhood clean-up campaign
  - glass collections for recycling
  - paper collection for recycling
  - publicizing bloodmobile visits
  - shoe fund collection
  - UNICEF collection
4. Discuss honest and dishonest practices in the market place. What can the class do about dishonesty?
5. Display examples of government protective measures that help insure the value received for dollars spent:
  - a meat inspection stamp
  - weight or measure seal
  - statement of contents on packages



6. Make a display of materials which serve to inform the consumer, e.g.:
  - magazines
  - critiques
  - newspapers
  - TV and radio
  - advertisements
7. Have pupils apply for their own social security card. Identify the (a) cost, (b) services provided, and (c) extent of the overall services of social security.
8. Discuss the use pupils will make of a social security card prior to their first job.
9. Have a committee visit the social security office, family assistance offices, and the agriculture department office to learn some types of transfer payments provided through government agencies.

### **ADDITIONAL ACTIVITIES**

**DEVELOPMENTAL OBJECTIVE** (Awareness-Appreciation-Motivation)

To develop an awareness of the long range planning process and of the persons or agencies who may be involved.

A. Elementary School Planning  
Junior High Planning  
High School Planning  
Career Planning

B. Parents and Family  
Teachers and School Persons  
Agencies and Institutions

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**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given a list of optional activities in elementary schools in which the child can participate, he identifies those that could provide elemental training in a career of his choice. (Music, art, sports, etc.)
2. Given a list of required and optional courses that will be available to him in junior and senior high school, the child identifies those that would provide training for entry into specific careers.
3. Given the educational and training requirements in several careers, the child identifies the ways in which his parents and family will assist him in career planning.
4. Given a discussion with his parents and family, the child identifies the ways in which his parents and family will assist him in career planning.
5. Given the assistance teachers and school personnel can provide in career planning, the child identifies their roles in career planning.
6. Given the names of those agencies and institutions through which he can receive training and opportunities to develop his existing abilities and interests, the child identifies the available resources of these agencies and institutions.

**SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. Each child could select a major interest in which he is receiving training in school. These might include art, music, sports, teaching, etc. Identify the way in which his current training can contribute to long range career goals and others who may be involved.
2. Select three or four different careers. Discuss the way in which a specific course in junior and senior high school is important in the long range planning process.

3. Read biographies or autobiographies of persons in different careers. Note particularly the way in which they began early in their school years to plan their careers.
4. Invite representatives of institutions or agencies to the classroom to tell the children about the opportunities they provide to pursue interests and the training facilities they may offer.

### **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Do. Re. Mi . . . So ‘Fa’ to Go!”

### MATERIALS

Occupational Outlook Handbook  
DOT  
Musical Instruments

### PROCEDURE

1. Select students in the classroom who play one musical instrument sufficiently well to participate in the school band or orchestra.
2. Arrange for each musician to give a solo performance for the class.
3. Following the solo performance, ask the students to exchange instruments, making sure that, through the exchange, each child is given an instrument he has never played before. Each child can then attempt to play the same selection on an instrument new to him.
4. In a class discussion, analyze the basic skills each musician has learned: notes of the scale, position of notes on the staff, value of quarter-notes, half-notes, key, etc. These are the same skills that all of the children learn in order to be able to read music as a classroom subject.

Why, knowing these basic skills, can they not be transferred from one instrument to another without further skill development? What specialized training will be required? How may others be involved?

5. Invite professional musicians to the classroom to tell the children of the training and effort they have expended to perfect their skills and significant others who helped them reach their goal.
6. Find out all of the occupations a person might enter if he has become a competent musician. Use DOT and Occupational Outlook Handbook.

7. Develop a list of significant others who may be involved in achieving a goal of a career as a professional musician.

- a. Parents provide training, tolerate and encourage practice
- b. Teachers recognize talent, encourage participation in school musical activities, instruction
- c. Friends forming a "rock" band, quartet, shared interests
- d. Agencies participate in programs, group instruction

Note: This same lesson could develop an understanding of significant others involved in planning a career in art, social service, sports, or any other career of the children's choosing.

## NOTES AND COMMENTS

**DEVELOPMENTAL OBJECTIVES** (Awareness-Appreciation-Motivation)

Develop an awareness of specific guidance assistance available for planning and implementing education and career goals.

School assistance  
Teacher, counselor, others

Home assistance  
Community assistance

Develop the motivation to interact with significant others on educational and career goals.

Counselors  
Parents

Teachers  
Others

**RELATED BEHAVIORAL OBJECTIVES** (Cognitive-Affective-Psychomotor)

1. Given an occupation about which he has not previously had any knowledge, the child identifies the assistance he can receive from a guidance counselor in long range planning.
2. Given an occupation about which he has not previously had any knowledge, the child identifies the assistance he can receive from parents in long range planning.
3. Given an occupation about which he has not previously had any knowledge, the child identifies the assistance he can receive from teachers and significant others in long range planning.

**SUGGESTED ACTIVITIES** (Vicarious-Simulated-Experiential)

1. Select three or four occupations. As an entire class activity, identify those long range educational plans in each occupation with which the children may be familiar. The list should be as complete as possible. Evaluate: Is this all we need to know? Where could we get more assistance?
2. Upon completion of the lists, ask a guidance counselor to come into the classroom to explain how he can assist in long range planning. The children should note the assistance the guidance can provide—relating interests to careers, specific courses of study, etc.—that cannot be obtained through other resources.
3. Role play a teacher and student seeking assistance in planning educational and career goals. Divide the class into two sections: one section representing teachers, the other section representing students seeking assistance in career planning. Careers should be identified in advance in order that the child playing the role of the teacher will have basic information. Select only two different careers so that each child in the classroom will be informed.

**ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“Voice of Experience”

### MATERIALS

Pictures or slides of local businesses or industries

Slide projector

Classroom Guests: parents  
employers  
others

### PROCEDURE

1. Select pictures or slides of different businesses or industries representing various levels of responsibility: manual, skilled, and managerial.
2. Viewing slides of one business or industry at a time, discuss and list skills required, training and educational requirements, physical demands, etc., as the child sees them.
3. On completion of the compilation of lists, ask the children if the information they have listed would be sufficient to enable them to make long range plans for any one of these occupations. Where might they find help in planning educational and career goals?
4. Invite to the classroom guest speakers representing business and industry, parents, senior high school students planning to enter these occupations (check with your vocational classes for skilled candidates), and young adults pursuing these occupations.
5. Children should prepare in advance those questions for which they cannot find answers in printed materials. These questions should be sent to the classroom guests in advance of their appearance. Encourage the children to ask all the personal questions they cannot find: Do you get tired? Is the work interesting? Or is it monotonous? Do you work with people? With mathematical figures (data)? With machines (things)? How would you advise your own child or a friend who was interested in preparing for and entering your career to plan his education?
6. The children could write a brief essay on “Things We Can Learn about Career Goals from Others.”

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVE**

To develop an awareness of the relationship between education and training and the world of work:

- Education as personal-social development
  - Education about the world of work
  - Education as training for career in the world of work
- 

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a list of minimum of five occupations, the child will be able to identify at least one skill in each occupation that requires training.
2. Given a list of jobs, the child will be able to classify those jobs according to the education required from the minimum to the maximum.
3. Given information about the standard of living and the educational opportunities available in countries throughout the world, the child will be able to identify the relationship between education and the world of work.
4. Given a group adjustment situation in the classroom, the child will be able to relate changes in his personal-social behavior that have come about through performing his expected tasks in school.

## **SUGGESTED ACTIVITIES**

1. Identify one skill in each of ten jobs advertised in the classified section of a daily paper. Name the subject(s) that you are now studying that would help you develop each skill.
2. Each child could select two jobs which he feels he may be suited for or would like to enter. List the education he will need to successfully perform the work tasks in that career.
3. Name one job that requires physical strength and/or dexterity. Tell why strength and dexterity are necessary. Identify those ways in which development of these factors can and should be initiated in the elementary school years.
4. Discuss careers in which the way one can work with others would be a primary consideration. Give examples of situations that occur during the school day that "train" one to improve his relationships with others.

## **ADDITIONAL ACTIVITIES**



## SAMPLE LESSON

"A Nation's Strength -- Its Human Resources"

### MATERIALS

Social studies curriculum in the study of the United States

### PROCEDURE

1. Identify a problem in human resources that interests you. For example, choose an area in the United States which may have only one marketable natural resource.
2. Determine if the jobs related to the processing of this natural resource (agricultural product, minerals, water for power, etc.) require skilled or unskilled workers.
3. Determine the source of labor. Are there an adequate number of workers living in the area? For example, where do the workers come from who operate the newly-opened oil fields in Alaska? Is it hard to get enough labor? Why, or why not?
4. Find out what opportunities are provided locally for training the residents of the area.
5. Determine how those residents who do not have the necessary employable skills are affected economically. Can they find full-time employment in related services? Are some of them employed seasonally, or not at all?
6. Make recommendations for steps you believe might be taken to use most wisely the human resources in the geographical area of your selection.

Note: This same lesson format could be used with one of the underdeveloped nations of the world, such as India, Africa, or some Latin American countries. The relationship between the opportunities to secure an education and the standard of living should be brought out. Attention should also be given to the obstacles in the paths of the majority of people in an underdeveloped or developing country to receive even the most meager "free" education.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the broad programs of The Ohio Career Continuum

*A Career Motivation Program* for all youth in kindergarten through grade six which develops a positive attitude toward the world of work, inspires respect for all work, and creates a desire to be a part of the world of work.

*A Career Orientation Program* in grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

*A Career Exploration Program* in grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and ability.

*A Career Preparation Program* for youth age sixteen and above which includes:

- A. a comprehensive vocational education program which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment and
- B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

*A Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain, and upgrade skills as technology changes and societal and individual needs and desires dictate.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given definitions of the Career Programs in the kindergarten through the tenth grade, the child will be able to relate the type of learning experiences that are provided in each component.
2. Given information about Career Preparation Programs, the child will indicate his understanding of his freedom to choose an education that will prepare him for entry into the world of work upon graduation from high school, or one that prepares him for professional education beyond high school.
3. Given an example of technological change, the child will be able to cite the need for retraining and upgrading skills throughout his lifetime as societal and individual needs and desires may dictate.

## SUGGESTED ACTIVITIES

1. In an informal discussion, the children could talk about some of their outstanding experiences in the Career Motivation Program. What relationship may they now see between their school work and a future job?

Discuss the importance of all work, the interrelatedness between workers, the difference in skills, the amount of education and training required in some of the occupations they observed.

Give each child in the classroom an opportunity to relate what the Career Motivation Program has meant to him.

2. Invite a Career Orientation and a Career Exploration Coordinator to the classroom to describe their programs to the children. If possible, ask the coordinators to use slide pictures, TV film, and examples of reports, posters, etc. that junior and senior high school students have developed. Perhaps the high school students have published newspapers or bulletins. Display these.

Allow ample time for the children to ask the coordinators any questions they may have about the 7-10 programs.

3. Invite a parent, a teacher, or one who has recently changed his career as a classroom guest to talk with the children about the need and desire to secure retraining or learn new skills.

Encourage the children to identify several new learning techniques with which they have had experience. Unit study, individualized assignments, group work, multiple texts, multimedia, etc. Why might teachers have to seek further training to help the children most effectively use these new approaches to learning?

4. Invite a retired person to the classroom to tell about a completely new career or hobby that required additional training or education.

5. Visit a retired persons' center. Interview people learning new skills in the crafts department.

Why did they decide to learn a new skill? Has learning the new skill made them feel more useful? Would they recommend learning new skills to other elderly people who seem to be bored with their less active lives? Have the new skills some of them have learned resulted in additional income? How, in general, has learning new skills increased their enjoyment of their day-to-day living?

As a follow-up activity, the children could write brief essays on the importance of learning new skills and continuing education throughout one's lifetime as observed in these happy, productive individuals.

Copies of the essays could be sent to the retired persons interviewed by the children as an expression of appreciation.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

### "Taking the Next Step"

#### MATERIALS

Dictionary of Occupational Titles, Occupational Outlook Handbook, reports, guest lists, scrapbooks, etc. that may have been maintained during the Career Motivation Program.

#### PROCEDURE

1. As an activity preparatory to the next phase of the Career Program, each student might select two occupations from different career clusters:

Agri-business and Natural Resources	Health	Public Service
Business and Office	Personal Services	Environment
Communication and Media	Marketing and Distribution	Manufacturing
Consumer and Homemaking	Marine Science	Construction
Fine Arts & Humanities	Hospitality and Recreation	Transportation

Explain to the students that the Career Orientation program provides them with opportunities to become acquainted with a great many occupations open to those who will prepare for them. During the 7th and 8th grades they will become familiar with occupations in each of the ten work clusters noted above.

2. Using the DOT or Occupational Outlook Handbook, encourage the students to select occupations with which they may not have had any previous knowledge.
3. Provide guidelines for their research. Questions similar to the following should either be posted on the chalkboard or duplicated for each student:
  - a. What are typical work activities of your selected occupation?
  - b. How much education is generally required for such an occupation?
  - c. Is there a demand for workers in the occupation? Is the demand expected to continue?
  - d. Do you have any present skills or interests that you believe would be of advantage in this occupation? Describe them.
4. Have students share information with classmates.
5. Compare the information you have gathered in this activity with the information you may have received from classroom guests, parents and family, interviews, field trips, or in your reading.
6. Invite a guidance counselor to the classroom to explain briefly the relationship between course selection and finding employment in the occupation of one's own choosing. The counselor could also take this opportunity to familiarize the students with the ways in which guidance resources can assist the student in his career planning.

#### NOTES AND COMMENTS

## SAMPLE LESSON

“School Work - - - is it a Real Help?”

### MATERIALS

Chart paper; magic markers

### PROCEDURE

1. Develop a subject matter work-task grid. Along the top, head columns with academic subject areas; leave the side rows blank.
2. Ask students to observe workers in their daily tasks and decide which subject area they use in their work.
3. List the workers on the left side of the chart and check the academic areas used by each worker.
4. Discuss the different uses of subject matter by different workers. Expand ideas by discussing the concepts of commonalities, differences, and specialization in work.
5. Introduce students to high school academic subjects if they are unaware of them. Discuss how these areas are used by workers.
6. Discuss ways in which academic subjects could be made more relevant to work tasks after one leaves the school.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

Develop an awareness of specific choice points in planning a personal program of study for reaching education and career goals.

6th grade choice  
7th grade choice  
8th grade choice points

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## RELATED BEHAVIORAL OBJECTIVES

1. Given the options open to him, the sixth grade child relates the way in which his abilities and interests influence his choice.
2. Given the option of two dissimilar activities, the child selects that activity that he believes will best assist him in planning education and career goals.
3. Given the options open to him in the seventh and eighth grades, the child identifies those specific choice points he must make to reach his education and career goals.

## SUGGESTED ACTIVITIES

1. Ask the children to select two different classroom projects, as nearly alike in difficulty of performance as possible. These projects might be subject-oriented, work-oriented, or recreation-oriented.

Each child may choose only one project in which to participate. After completion of the project, the child should write a brief explanation of why he chose to participate in his particular project. Why did he select one over the other? Was he more proficient in the required tasks? Did the tasks coincide with his current interests?

2. Reverse the process above, asking each child to volunteer to complete a project in which he would *least* like to participate. After completion of this project, the child should write a brief explanation of why this project did not appeal to him. Did he lack the necessary skills? Was the task outside his current interests? Which project did he most effectively complete?
3. Duplicate three different job descriptions. Provide a key indicating 6th, 7th, and 8th grade choice points in planning a program of study to enable a student to enter that career. Be sure to keep this activity on a level that is within the comprehension level of each child in the class.

Note: This activity is developed in the SAMPLE LESSON suggested for the following Developmental Objective.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“When I’m Old Enough --”

### MATERIALS

Duplicated lists of 6th, 7th, and 8th grade academic and social options.

### PROCEDURE

1. Ask the children to name all of those activities in which they would like to participate but have been told, for some reason or another, that they would have to wait until they are older.

There are age limitations: Boy Scouts, Girl Scouts, Little League, baby-sitting, lawn mowing, newspaper route, etc.

There are skill limitations: Deep-water swimming, professional entertainment, etc.

There are physical limitations: “Contact” football, hardball, etc.

There are legal limitations: Driving a car, voting, working permits, etc.

2. Discuss the reasons for these limitations.
3. Identify the chronological ages at which participation in these activities is permissible as “choice points.”

When we are nine years old, *must* we become Cub Scouts, or would this be a matter of our personal choice?

When we become sixteen years old, *must* we drive a car, or is this an age at which we can make a choice to apply or not apply for a driver’s license?

How can we relate “choice points” to planning a program or study to reach a career or personal goal?

4. Identify “choice points” in elementary school: band or orchestra, helping in the school lunch room, safety patrol, school store, handling gym equipment, participating on school athletic teams, etc.
5. Do we make a choice to participate in an activity merely because we are old enough to do so? Are there other considerations in making a choice? To what extent do such things as interests, hobbies, or friends influence our choice?
6. From a teacher-developed list of 6th, 7th, or 8th grade choice points, including academic and social options, the children could indicate those choices they would make to reach broad career or personal goals.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the next specific courses or programs of study and their relationship to education and career goals.

6th grade opportunities

7th grade opportunities

8th grade opportunities

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a situation demanding a simple mathematical solution, the sixth grade child states a corresponding situation in the performance of a specific work task.
2. Given a situation demanding a more complex mathematical solution, the sixth grade child identifies his need for more education to develop higher skill levels in the performance of a specific work task.
3. Given a school work task to perform, the child identifies the responsibilities he is capable of assuming at his present grade level and at two succeeding levels.

## SUGGESTED ACTIVITIES

1. Establish a simple system of bookkeeping for a classroom project. Identify the mathematical skills employed.
2. Procure a sample of bookkeeping from a local business or industry. Identify those skills that must be learned in succeeding grades to perform bookkeeping tasks successfully.
3. Invite an office manager into class to tell the skills necessary to perform tasks related to statistical data in his business. Ask him to identify those courses that children should pursue in succeeding grades to prepare them to enter careers demanding mathematical proficiency.
4. Arrange for each child in the class to have an opportunity to serve as a teacher's aide. Following this experience, the child should identify those responsibilities the teacher assigned him, what additional responsibilities he might be assigned as he progresses in school, and why he believes he would be more capable of fulfilling them.

If the host teacher is willing, the child could actually be given an opportunity to teach a certain lesson. Following this, the child should identify courses he could take in the seventh and eighth grade that would have made it possible for him to assume greater responsibilities.

## ADDITIONAL ACTIVITIES



## **SAMPLE LESSON**

“Choice is Better Than Chance”

### **MATERIALS**

Duplicated job duties and qualifications.  
Duplicated charts.

### **PROCEDURE**

You might introduce this lesson by telling the children that there are certain choices that they can make during their public school years that will help them in planning the education and training they will need to prepare for the careers of their own choosing. Explain to them that there are three descriptions of different kinds of careers: one that involves data—working with statistics, scientific reports, record-keeping, etc.; one that involves people—direct contact with individuals and groups; and one that involves working with things—machines, tools, equipment, etc.

The teacher should develop a list of optional courses or activities that are available to 6th, 7th, and 8th grade students in the local school system. The list should include all elective subjects, hobby clubs, special interest groups, work tasks in which the students can assist (office assistance, collecting and keeping a record of special funds, assisting the school librarian, counting supplies, etc.), school sports teams, book clubs, etc.

It is suggested that these optional courses or activities could be arranged by grade level, using a numerical key that would simplify the children's recording.

### **NOTES AND COMMENTS**

**SAMPLE CHART AND KEY**

OCCUPATION	OPTIONS:	6th Grade	7th Grade	8th Grade
Sales Person		6-3	7-4	8-2
Professional Athlete		6-2	7-2	8-5
Etc.				

**KEY:** *First numeral - Grade*  
*Second numeral - Activity or Elective Subject*

- 6-1 *Orchestra*
- 6-2 *Tumbling Team*
- 6-3 *School Book Store*
- 6-4 *etc.*
  
- 7-1 *School Plays*
- 7-2 *Basketball*
- 7-3 *etc.*
  
- 8-1 *Junior Achievement*
- 8-2 *Debate Club*
- 8-3 *etc.*

**SAMPLE JOB DESCRIPTION\***

**1. ANNOUNCERS' RADIO-TV**

**Duties:**

Introduce programs; read commercials, news reports; hold interviews; describe sports contests, special events; introduce musical selections; identify station. In many small stations, may have writing, sales, technical duties.

**Special Qualifications:**

Attractive voice and (for TV) appearance. Dramatic sense, likable personality, ability to think quickly, reading skill, knowledge of grammar and pronunciation.

\* *Handbook of Job Facts*. Fourth Edition. Science Research Associates. Chicago, Illinois: 1968.

## 2. PROFESSIONAL ATHLETES

### Duties:

Play baseball, football, hockey, basketball as a team member in a league; play tennis or golf, bowl, box, wrestle in competition before paying audiences.

### Special Qualifications:

Excellent health, good muscle coordination, speed, alertness, depth and distance perception; fierce desire to excel, strong liking for competition.

## 3. SALESPEOPLE, RETAIL STORE

### Duties:

Determine customer's needs and preferences, show merchandise, answer questions, sell. Take payment and make change, fill out charge or sales slips, wrap purchases. May check and order stock, handle exchanges, keep merchandise neatly arranged.

### Special Qualifications:

Sales ability, knowledge of product, pleasant personality, liking for people, physical stamina, neat appearance, courtesy, tact.

## NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVES**

- To develop motivation to utilize educational experiences as training for work.
  - To develop motivation for planning a personal program of studies to reach educational and career goals.
  - To develop motivation for utilizing specific guidance assistance and implementing education and career goals.
- 

## **RELATED BEHAVIORAL OBJECTIVES**

1. Given interviews with adults engaged in a variety of occupations, the child can state orally and/or in writing why mastery of school subjects is training for work and not merely rote learning to enable him to progress to a succeeding grade level.
2. Given interviews with high school students, the child can develop tentative plans to reach a career goal.
3. Given knowledge of the assistance available from guidance counselors and other school personnel, the child can identify the assistance that is now and will be available to him in planning education and career goals.

## **SUGGESTED ACTIVITIES**

1. Invite adults engaged in a variety of occupations to the classroom to tell the children the specific relationship between school subjects and the work tasks they are now performing.
2. Invite students in junior and senior high school into the class for an open discussion about the ways in which they are using their current education to provide training for the tentative career goals of their choice. This should be an unplanned, informal discussion in the most free atmosphere possible.
3. Guidance counselors could be invited into the classroom to talk with the children about the specific help they can give them in planning educational schedules, emphasizing the alternatives that will be available to them.
4. Visit different kinds of high school classrooms—vocational, business, college preparatory, advanced mathematics, advanced foreign language, etc. Identify the planning that will need to be done in junior high to enter each class visited.

## **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“You Are There”

### MATERIALS

Tape recorder and tape

### PROCEDURE

1. Conduct interviews with teenagers who have part-time employment.  
How does their present employment relate to the career they expect to enter?  
What additional education and training will they need to enter the career of their choice?  
What skills did they need to get their present part-time employment?
2. Conduct interviews with students who are planning to continue their education in college or a specialized school.  
What is their career goal?  
How much additional training or education will they need?  
How do their hobbies or interests relate to the careers of their choice?  
How did they plan their junior high school courses to help them achieve their career goals?  
What assistance in planning did they have?  
What assistance would they seek out if they were starting junior high over again?
3. On completion of the interviews, play the tapes for the entire class. Discuss and identify those points brought out in the interviews that concern specific planning to achieve education and career goals.

### NOTES AND COMMENTS

## EMPLOYABILITY AND WORK ADJUSTMENT

### DEVELOPMENTAL OBJECTIVES (Awareness-Appreciation-Motivation)

To develop an awareness of skills in interpersonal relationships which are important in work settings.

Leader Skills  
Follower Skills  
Co-Worker Skills

To develop motivation to function more effectively in roles in work settings.

Leader Skills  
Follower Skills  
Co-Worker Skills

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### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given an individual's function as a follower, a co-worker, and a leader, the child can identify the importance of each function in specific situations.
2. Given job descriptions, the child can identify those tasks that would be performed by a leader, a co-worker, or a follower.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Discuss the individual's function as a follower, a co-worker and a leader in a situation with which the child is familiar. (Sports, games, etc.)
2. Role play situations in which every child, in turn, assumes positions of a leader, a co-worker, and a follower.
3. Develop a bulletin board display showing workers in a particular business (home building, office, retail store, etc.). Classify functions under headings of Leader, Follower, Co-Worker.
4. Examine pictures of workers. Describe each worker's function as a follower, a leader, or a co-worker.
5. Read or listen to job descriptions selected from DOT. Identify the individual's function as a leader, follower, or co-worker.
6. Assign committee work (a social studies research project, school party, etc.). This assignment could be repeated at different times throughout the year, providing opportunities for each child in the class to function as a leader, a follower, or a co-worker. At completion of the task, children should evaluate importance of each function.

### ADDITIONAL ACTIVITIES

## SAMPLE LESSON

"Confusion Corners"

### MATERIALS

None

### PROCEDURE

1. To initiate this exercise, it is suggested that simple, well-known childhood games should be chosen. Games like "Hide and Seek," "Follow the Leader," etc.

Play the games three times—first with every child as a leader, second with every child as a follower, and third with one child functioning as leader and the remainder as followers.

2. Discuss the absolute impasse or confusion that results in the first two situations. Identify the importance of each function—that of leader and that of followers—before it is possible to play the game at all.
3. Select a retail business. Repeat the procedure above—first with every child functioning as a manager; second, with every child functioning as a clerk; and, third, with every child functioning as a customer. Discuss the impossibility of carrying on the business without the correct proportion in interpersonal relationships.
4. The children might simulate a business or industry. The hierarchy or order and proportion of necessary personnel to operate the business could be determined by the children. They should note that, generally, except in very small businesses, there are many more co-workers and followers needed.

The responsibilities of each individual's function should be charted. These functions could be designated in a manner similar to the following:

Manager or President (Leader)  
Assistant Managers or Vice-Presidents (Semi-leadership or co-worker functions)  
Production Workers (Followers)

### NOTES AND COMMENTS

## **DEVELOPMENTAL OBJECTIVES**

To develop an awareness of the term "adaptability of skills" and its implication for work.

To develop motivation to become adaptable in skills.

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## **RELATED BEHAVIORAL OBJECTIVES**

1. Given a situation in which the child has learned certain physical or educational skills, he can relate the way in which these skills could be applied to various tasks.
2. Given tasks he has not previously performed, the child applies learned skills to accomplish new tasks.

## **SUGGESTED ACTIVITIES**

1. In the introduction of a new mathematical operation (percentages or fractions, for example), have the child identify those processes (multiplication, division) that he has mastered which he now applies to the more complex operations.
2. During a physical education class, the teacher could have the children review a certain skill they have developed. For example, they may have shown considerable improvement in their time in running the 50-yard dash.

The children should state how this skill could be adapted to other sports, bringing out that they are doing exactly the same thing but are adapting this skill to a new sport.

3. Introduce a new learning task. Have the children identify ways in which they can adapt skills they have already learned to the new task.
4. Write an autobiographical sketch in which the child describes adjustments he has made in a social situation.

## **ADDITIONAL ACTIVITIES**



## SAMPLE LESSON

"A Summer Job"

### MATERIALS

None

### PROCEDURE

1. Write the following items on the chalkboard or ditto:
  - a. Your uncle offers you a summer job. It is not the kind of work you wanted to do and the hours are long.
  - b. No other jobs are available. The only other thing you could do is mow lawns, but you need to earn more money.
  - c. You will not be able to do the things you have planned with your friends—swim every day, play tennis, go camping, etc.
  - d. Write statements about yourself that will influence your decision. You may be lazy, you may not want to learn new skills, or you may think the kind of work your Uncle offers would be boring.
  - e. You have a certain goal—a ten-speed bicycle, a portable TV, a new item of clothing, or sports equipment. You **MUST** earn the money yourself.
  - f. Tell about the adjustment you would have to make.
    - 1) In summer recreation plans.
    - 2) In your personal attitudes.
    - 3) In learning new and perhaps physically demanding skills.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of basic educational skills.

Study Habits  
Thinking Process  
Educational Planning

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a specific learning task, the child can write a description of his approach to completion of the task.
2. Given a new task to perform, the child can describe his thinking process "out loud," relating his step-by-step methods.
3. Given a habit he has developed in performing a task, the child can describe how habits are formed and how habits can be changed.
4. Given an educational goal, the child can name those ways in which his personal planning can help him achieve his goal.

## SUGGESTED ACTIVITIES

1. Select two or three subject area assignments. Each child can write a description of the way he completed the assignment. He should compare the ways in which he completed each assignment to determine if there is a pattern to his study habits. Volunteer children could present and discuss their descriptions with the class.
2. Each child could write three paragraphs beginning with the statement: "I always . . ." These paragraphs could be shared with the entire class. What do the words, "I always" indicate? (Habit!)

How are habits formed? (Repetition!)

How can we change "bad" habits?

How can we form "good" habits?

Why can good habits be important in the performance of study and work tasks? Give examples.

3. Keep a "Secret Diary" over a designated period of time. The child records the ways in which he conscientiously tries to overcome a bad study habit. A few children might be willing to share with the class ways in which they overcame a bad study habit and their feelings upon doing so. Did their schoolwork improve or become easier as a result?

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

“Tommy Too Late”

### MATERIALS

None

### PROCEDURE

1. The children could develop a cooperative story about Tommy who was always late in getting in his assignments.

Tommy was always late in getting to school.

Tommy was always late in getting home for supper.

Etc.

2. After the story situation has been completed, each child in the class could write short, entertaining paragraphs about the complications Tommy got into as a result of always being too late.
3. Share the anecdotes with the class.
4. Select several to role play.
5. Role play a job situation in which Tommy's tardiness held up all work. For example, Tommy might be the only person who could deliver supplies for the day's work. How could one missing item hold up the day's production?

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVES

To develop an awareness of need for job skills.

- Entry level skills
- Growing job skills

To develop an awareness of job seeking skills.

- Sources of job information
  - Job interview
  - Personal data writing
- 

## RELATED BEHAVIORAL OBJECTIVES

1. Given specific school tasks, the child lists those skills he must previously have developed before he can perform the task.
2. Given current school tasks, the child can trace those skills that have grown and expanded over his elementary school years.
3. Given three or four different occupations, the child can identify sources of information about openings in those occupations.
4. Given the characteristics of two applicants for one job, the child can cite those characteristics that would be most desirable for that job.
5. Given a description of the responsibilities of a class or school office, the child can write a paragraph about his personal data that would qualify him for the office.

## SUGGESTED ACTIVITIES

1. Describe at least five people, noting age, sex, size, physical and mental abilities, and leisure time interests. Suggest an occupation for each one.
2. The children could be given opportunities to observe classes in the primary grades. They should be assigned specific subject areas to observe. For example, the skill levels in mathematics (reading, spelling, writing, etc.) should be noted. Following these observations, comparisons should be made with the children's current skills. Note growth points. For example, single column addition, one syllable words, etc.
3. Invite a summer camp or playground director to talk to the class about those skills they expect young people to have acquired before considering them for a job. Request the speaker to emphasize those skills the children are now learning that would help them qualify for these positions in the future.

3. Invite the school personnel director to talk with the children about the kinds of things he asks during a job interview, those responses that affect him favorably and those that affect him unfavorably about the applicant, and to explain the major factors which influence his decision to hire an applicant. Both teaching and non-teaching jobs could be discussed.
4. Invite children in the school who may have part-time jobs (baby-sitting, newspaper routes, lawn care, snow removal, etc.) to tell the class how they found out about their jobs.

### **ADDITIONAL ACTIVITIES**

## SAMPLE LESSON

“My Resume”

### MATERIALS

None

### PROCEDURE

1. Explain to the children that a written document or report, called a “resume,” is often required before an applicant can be considered for a job.
2. The children should identify those things that would be of importance in a resume. Their list should include such things as:
  - Name, address, telephone number
  - Personal information: Age, size, general health
  - Education
  - Experience
  - Why they think they are capable of handling the job
3. Select actual classroom jobs.
4. Each child should write a resume for the job he thinks he is most qualified.
5. Appoint a selection committee to review the resume's and decide which applicants should be interviewed.
6. The teacher can help the children realize the importance of making the final decision about “hiring” an applicant on the basis of his qualifications as revealed in his resume and interview, rather than on the usual basis of popularity.
7. If this procedure is followed for all classroom jobs, many children who normally are not chosen for leadership positions will have an opportunity to experience the role of leadership.

### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness of the basic expectations of industry.

Attitudes  
Habits

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a positive and a negative attitude toward work, the child can state the reasons why a positive attitude would increase his employability.
2. Given an undesirable habit, the child can state why this habit would affect his productivity in a job situation.

## SUGGESTED ACTIVITIES

1. Place two headings on the chalkboard: *I Hate To*, and *I Like To*. Ask each child to name one "hate" activity and one "like" activity. After the lists are completed, discuss the ways in which these attitudes are reflected in the performance of certain school or home tasks.
2. Define the word "attitude" for the children. (An attitude is a manner of acting, feeling, or training that shows one's disposition, opinion, etc.: as, "he has a friendly attitude toward all.")

Have the children list all of the attitudes (pleasant and disagreeable) that they can think of. Record these on the chalkboard.

Discuss the way in which these attitudes affect the children's classroom or playground activities.

3. Role play a discussion between a company president and a department manager considering two people for advancement or promotion. Indicate the way in which habits and attitudes influence their decision.

## ADDITIONAL ACTIVITIES

## **SAMPLE LESSON**

“Attitudes Are Important”

### **MATERIALS**

Duplicated Charts

### **PROCEDURE**

1. The children can suggest different kinds of jobs in which they believe attitudes would be important to a person's continuing success.
2. The children can then suggest different attitudes that would influence success in a variety of jobs.
3. Duplicate several charts for each child.
4. Write jobs on the left hand column. Attitudes in the spaces at the top of the chart.
5. Match job and desirable attitudes.
6. Review the charts on completion as a whole class activity. If there is disagreement, each child should be given an opportunity to defend his position.
7. Additional charts could be developed at the teacher's discretion.

### **NOTES AND COMMENTS**



**SAMPLE CHART**

	<i>Friendly</i>	<i>Patient</i>	<i>Talkative</i>	<i>Cautious</i>	<i>Strong</i>	<i>Dependable</i>	<i>Shy</i>	<i>Lazy</i>
Plumber								
Driving Instructor								
Delivery Man								
Shoe Salesman								
News Reporter								
Etc.								

## DECISION MAKING

To develop an awareness of steps in the decision-making process. (AWARENESS-APPRECIATION-MOTIVATION)

1. Defining the problem and the clients' (students') goals.
  2. Agreeing mutually to achieve counseling (teaching) goals (outcomes).
  3. Generating alternative problem solutions.
  4. Collecting information about the alternatives.
  5. Examining the consequences of the alternatives.
  6. Reconsidering (revaluing) the goals, alternatives, and consequences.
  7. Making the decision (choice) or tentatively selecting an alternative, contingent upon new developments and new opportunities.
  8. Generalizing the decision-making process to meet problems.
- 

### RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a current playground problem, the child uses each step listed above in the decision-making process to recommend a solution for meeting the problem.
2. Given decision-making problems, including both fact and opinion, the child recommends a solution, using the decision-making steps above, based solely on fact.

### SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Identify a playground problem. For example a beautiful heavy snow may have fallen during the night. Throwing snowballs is exciting, but it is also strictly forbidden and a punishable offense in most school systems.

The teacher should go through each of the decision-making steps with the children to reach a solution or an alternative decision.

2. Read a teacher-written story or a trade book. Trace the decision-making steps.

For example, *Berries Goodman*, by Emily Chase Neville, could be read by the teacher to the class. Children should gather information on the following items:

1. The Goodmans' problem.
2. Family reaches a mutual goal.
3. Alternative solutions if the Goodmans remain in the city.
4. Alternative solutions' effect upon each family member.
5. Reasons family members gave for a return to the city.
6. The ways in which the Goodmans revalued city living.
7. The Goodmans' final decision.
8. Review the decision the Goodmans made to meet their problem.

### ADDITIONAL ACTIVITIES

**SAMPLE LESSON**

“Fact or Opinion?”

**MATERIALS**

Chart reproduced for each child in the class

**PROCEDURE**

1. Be sure the children understand the difference between fact and opinion. Ask them to give examples to indicate their understanding.
2. Construct a blank chart similar to the one below for distribution to each child. Statements made by the children could be recorded on the chalkboard, later to be copied on the charts by the children. No more than 10 spaces for statements should appear on one paper to allow ample room for recording.

**SAMPLE CHART**

STATEMENT	FACT	OPINION
1. John Jones is a truck driver.	X	
2. John Jones is 6 feet 2 inches tall.	X	
3. John Jones must be the strongest man alive.		X
4. Most truck drivers are big men.		X
5. Women should be permitted to drive tractor-trailer rigs.		X
6. John Jones is a nice guy.		X
7. Mary Jones is a nurse.	X	
8. Mary Jones weighs 127 pounds.	X	
9. Mary Jones wears a pretty uniform.		X
10. Older nurses are more thoughtful.		X

**NOTES AND COMMENTS**

## DEVELOPMENTAL OBJECTIVE

To develop motivation for learning and utilizing the decision-making process.

Step 1 will remain as stated in the decision-making process: define the problem and the clients' (students') goals.

Step 2. This should be modified to the extent that mutually achieved objectives, arrived at in the client-counselor or student-teacher relationship, may not always be possible for each student to experience, since a significant person may not be available in his everyday life. It is more likely that on numerous occasions in his life, and even during the school years, individuals will have to decide for themselves through the use of internally located reasoning and remembering processes just what outcome is desired.

Steps 3 and 6 will remain unchanged and can be used by students, teachers and counselors in practical life situations as well as in simulation exercises during the school years.

In Step 7 the latter portion should be eliminated in that, when an individual gets to the point of reaching a decision and executing that decision in a life situation, the luxury of tentatively selecting an alternative contingent upon new developments and opportunities is seldom possible. Rather, he may have to accept the consequences of his decision and move on through life.

Step 8 will remain as stated.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a list of the decisions the child makes in an ordinary day in his life, he defines the problems and evaluates the results of his decisions.
2. Given a hypothetical family decision, the child identifies individual problems and suggests those choices that will result in achieving satisfactory goals for each family member.
3. Given several jobs that must be done in producing a TV newscast, the child selects one job that is most compatible with his interests and skills.
4. Given a choice of several occupations in the environmental field, involving the same result—soil conservation—but demanding different working conditions and providing different salaries, the child identifies the factors that resulted in his decision about which job is most compatible with his interests and goals.

## SUGGESTED ACTIVITIES

1. Using an ordinary day in the child's life, each child will keep a record of ALL the decisions (and their alternatives) he makes throughout the day. Such ordinary decisions as deciding to have a second glass of milk, choosing a green popsicle instead of a red one, deciding to wear shorts instead of a dress, deciding to play softball instead of taking a hike, deciding to walk home a different way, and so on should be included.

The following day the child should decide why he believes he made each decision, name the people who were involved in making his decision, and state whether or not his decision proved to be a satisfactory one for himself and for others.

2. Name at least five jobs that must be done in producing a TV newscast. Write an application for the job that each believes most fits his interests and abilities. Give some reasons for deciding upon that particular job.
3. The following descriptions of three environmental occupations could be reproduced for each child in the class. Each of the jobs is directly concerned with soil conservation. Differences in some aspects of each job require that a decision must be made that will be in accordance with his interests and goals. Name the job he would choose and give reasons for his preference.

### FIRST JOB:

Scientist working on a research project in soil conservation.  
Work is done in a laboratory on soil analysis.  
Working hours are from 8 a.m. to 5 p.m.  
Travel distance from home to office is 10 miles round trip.  
Salary: \$20,000.00

### SECOND JOB:

County agriculture agent as soil conservation specialist.  
Work is done outdoors consulting and advising farmers on the latest conservation methods.  
Working hours are from 6:30 a.m. to 4:00 p.m.  
Travel distance averages 100 miles per day.  
Salary: \$12,000.00

### THIRD JOB:

Wheat farmer.  
Works outdoors planting, cultivating, and harvesting.  
Plans contour plowing, drainage, and crop rotation to conserve soil.  
Working hours are from dawn until dark (sometimes after dark by light from tractor).  
No travel—work is on his own farm.  
Profit: \$1,500.00 net, if the market price for wheat remains steady.

## ADDITIONAL ACTIVITIES

## SAMPLE LESSON

### "A Family Decision"

#### MATERIALS

Dittoed story for each child in the classroom.

#### PROCEDURE

1. Ditto and distribute copies of the Johnson family's story.
2. Instruct the children to study it carefully and make recommendations for a decision, taking into consideration the effect the decision will have on each family member.
3. Share the decisions made by each child with the class. If other class members do not agree, permit the decision-maker to defend his decision.

#### "A Family Decision"

Mr. Johnson has been a barber for twenty years. In his community of Oakville there are many barbers. Also more and more men and boys are wearing their hair longer and getting fewer haircuts.

One night Mr. Johnson asks his family to remain at the kitchen table after dinner. He tells them that he cannot continue to make a living as a barber in Oakville. He feels that he must do something else in another town. He wants to involve his family in this decision.

**MR. JOHNSON** is forty-five years old. He is patient. He is willing to work hard. He gets along well with people. He uses his hands well. He loves his family and wants to provide for them.

**MRS. JOHNSON** is forty-one. She loves their little home in Oakville. She would not like to move. She is a good housewife. She is an active member of the Women's Association of her church. Her mother and father live in Oakville. She does a great deal for them. Mrs. Johnson worked in an office before she was married.

**JERRY JOHNSON** is fifteen years old. He is a sophomore in Oakville High School. Jerry is a good basketball player. He is working hard to make the first team during his junior year. The coach has told him he has a good chance to make the first string team. Jerry hopes to earn a college scholarship for his basketball playing ability. He doesn't know if he would be able to earn a starting position on a team in another town. Jerry does not want to leave Oakville.

#### NOTES AND COMMENTS

## DEVELOPMENTAL OBJECTIVE

To develop an awareness that the decision-making process is involved in the choice of a career and in success and satisfaction in a career after a choice has been made.

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## RELATED BEHAVIORAL OBJECTIVES

1. Given a problem or conflict situation (between his personal interests), the child states the origin of the problem.
2. Given the origin of the problem, the child defines the problem and all of the words used in the statement of the problem.
3. Given the problem statement, the child makes sure the problem exists by beginning the statement with "Should" and ending it with a question mark.

EXAMPLE: Should the child pursue a hobby or delay certain gratifications until he has completed his study tasks?

4. Given the problem, the child drafts hypotheses (hunches, guesses, if-then predictions).
5. Given the hypotheses, the child gathers relevant data.
6. Given relevant data, the child tests his hypotheses in light of the data.
7. Given the test results of his hypotheses, the child reaches a tentative conclusion.
8. Given his tentative conclusion, the child predicts possible consequences of that conclusion.
9. Given the possible consequences, the child acts on the basis of his conclusion.
10. Given the experience of acting on his conclusion, the child can revise the conclusion in the light of experience.
11. Given several current hobbies or interests (sports, drawing cartoons, dancing, dramatics, etc.) the child selects one that *might* be a satisfying career for him, using the first eight steps in the decision-making process above.

## SUGGESTED ACTIVITIES

1. Identify several common problems, e.g. building a model car at the expense of completing homework assignments.
2. Work out decisions as a class activity, carefully following each step in the decision-making process listed above.
3. Ask each child to identify a problem in his environment. Encourage imagination. For example, solid waste disposal or the performance of a simple household chore.
4. Write autobiographies in which children picture themselves twenty years in the future.
5. Make a *tentative* vocational decision based on a current hobby or interest. Use the first eight steps of the decision-making process on the preceding page.

For example:

- 1) John has two hobbies or interests—football and playing the trumpet—which he thinks he might like to pursue as a career.
- 2) John knows that if he decides to become a professional musician or a professional athlete he must make a decision to enter only one major field of endeavor.
- 3) “Should I become a professional musician or a professional athlete?”
- 4) John makes guesses or hunches about the two possibilities. “I would make more money in a shorter period of time if . . . .” “I could work many more years as a . . . .” “I might be severely injured if I . . . .” Etc.
- 5) John gathers relevant data. How much time would he have to devote to training and, or practice in each career? What physical attributes would he have to have to succeed in each career? What skills should he now have? What would his approximate lifetime income be in each career? What might he have to give up that he enjoys doing very much and that is important to him in each career? What are his chances (given the talent and ability) of getting the right “breaks” in each career?
- 6) John analyzes the data in two columns: one headed “I would be willing to” and the other headed “I would *not* be willing to.”
- 7) John reaches a tentative decision.
- 8) John predicts the possible lifetime satisfactions of his tentative decision.

## ADDITIONAL ACTIVITIES



## SAMPLE LESSON

“The Imagineers”

### MATERIALS

Science Fiction stories available in the school libraries.  
For example:

*The Stowaway to the Mushroom Planet.* Cameron  
*Matthew Looney's Invasion of the Earth.* Beatty  
*Time at the Top.* Ormondroyd  
*City Underground.* Martel  
*Wrinkle in Time.* L'Engle  
*Have Space Suit—Will Travel.* Heinlein  
“R” is for Rocket. Bradbury.

### PROCEDURE

1. Provide an opportunity for each child in the class to read at least one science fiction story to spark the imagination.
2. Discuss several of the stories. What may have seemed “far out” in the stories the children read? Can they name some of the things that seem commonplace to us now that were considered “far out” at an earlier time?

The teacher might cite several examples. For example, an expert said at one time the “horseless carriage” was only a dream of the feeble-minded. Six years later Henry Ford produced the one-millionth Ford.

The Wright Brothers first flight was not even reported in the newspapers of the time. Editors didn't want to support “fools.”

3. Tell the children that they will be working in a career of their own choosing when the Third Millennium begins (based on the Christian calendar)—the most exciting time that man can imagine. The only limits to the wondrous things that man can accomplish lie within man's ability to dream, to create, to invent. The technical knowledge is here—but it needs the imagination of man to put it to use in improving the quality of our lives. We must all be “imagineers.”
4. Ask each child to select an area or way of doing something in our environment today that could be improved. Encourage highly imaginative new ideas. The idea could be developed using the decision-making processes as a guideline. For example:

- 1) Define the problem.
  - 2) Be sure the problem exists by asking, for example: *Should* a better method of (transportation) be developed?
  - 3) Describe in detail this invention.
  - 4) Describe in detail how this invention could solve the problem.
  - 5) Describe any possible bad outcomes of this invention.
  - 6) Comparing the good and bad effects of this invention, make a decision on whether or not a person would proceed with this invention.
  - 7) If a person decides not to proceed, revise this invention.
5. Children can share their "imagineerings" with their classmates.
  6. Pictures might be drawn of their inventions and displayed on a hall bulletin board.
  7. Industrial designers and engineers could be invited into the classroom to discuss the ways in which decisions to produce new items may be made in industry.
  8. Imaginative stories might be written of the ways in which mankind could benefit from the children's innovations.

#### **NOTES AND COMMENTS**

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FOR PROFESSIONAL USE**

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## U.S. GOVERNMENT DOCUMENTS

*Abstracts of Exemplary Projects in Vocational Education.* Washington, D.C.: Division of Vocational and Technical Education, U.S. Office of Education, November, 1971.

*Career Education.* 16-page U. S. Office of Education pamphlet outlining the concept, December, 1971. (Available from U.S. Government Printing Office under Catalog No. He 5.280:80075; price 20 cents).

### FILMS

*"Teacher --- How? --- Career Development K-10."* (series of 4 films dealing with an explanation of Ohio's Career Development Program and with the implementation of Career Education at grades K-6, 7-8, and 9-10).

For purchase only from:

Film Craft Laboratories  
66 Sibley Street  
Detroit, Michigan 48201  
(Price — approximately \$33.00 each)

*"Career Education"* U. S. Office of Education film.

Available from:

Sales Branch  
National Audiovisual Center  
Washington, D. C. 20409  
(Price — \$92.50) (also, available for rental)

*"I Want To Be"* This film defines a comprehensive educational program focused on careers, beginning with the entry of the child into a formal school program and continuing into the adult years. Available from the Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Bibliographical entries followed by an ED number in parenthesis are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations, MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), P.O. Drawer 0, Bethesda, Maryland 20014. Payment must accompany orders of less than \$10.00.

**COMMERCIAL RESOURCES AND MATERIALS  
FOR CHILD USE**

## THE INDIVIDUAL AND HIS ENVIRONMENTS

Title: What Else Do Fathers Do, What Do Mothers Do, It's In Your Hands, Electrical Workers, Gas and Oil Workers, Distributive Occupations, Office Occupations, National Resources Personal Services, Technical and Industrial, Home Economics, Health Services.

Publisher: Denoyer-Geppert Times Mirror  
5235 Ravenswood Avenue  
Chicago, Illinois 60640

Cost: \$179.50

Description: Twelve filmstrips with recordings and teaching guides designed to create an awareness of the Individual and His Environments and the World of Work in grades K-6.

\*\*\*\*\*

Title: Some Neighborhood Helpers; The Neighborhood Doctor, The Neighborhood Nurse, The Neighborhood Pharmacist, The Neighborhood Optometrist, The Neighborhood Barber, The Neighborhood Beautician, The Neighborhood Newspaper Store, The Neighborhood Service Station, The Neighborhood Fish Store. Filmstrip Series F107.

Publisher: Eye Gate House, Incorporated  
146-01 Archer  
Jamaica, New York 11435

Cost: \$48.50

Description: This filmstrip series helps children become aware of some of their neighborhood workers.

\*\*\*\*\*

Title: Workers for Public Welfare; Police and Police Protection, Fire and Fire Fighters, The Post Office and Postal Workers, Education and Teachers, The Library and the Librarian, Social Service and the Social Worker, Sanitation and the Sanitation Workers, Transportation and the Transportation Workers, Recreation, Park, and Playground Workers.

Publisher: Eye Gate House, Incorporated  
146-01 Archer Avenue  
Jamaica, New York 11435

Cost: \$48.50

Description: These filmstrips help children understand the role of community workers as contributing to people.

\*\*\*\*\*

Title: A Day With Your Family  
Publisher: ROA's Films  
1696 North Astor Street  
Milwaukee, Wisconsin 53202  
Cost: \$7.00  
Description: A filmstrip which shows how each family member has certain needs and responsibilities that are important to all family members. Filmstrip 219-3.

\*\*\*\*\*

Title: The Adventures of the Lollipop Dragon  
Publisher: ROA's Films  
1696 North Astor Street  
Milwaukee, Wisconsin 53202  
Description: A series of filmstrips designed to help awareness in primary children about rights and needs of others (6 filmstrips and 3 records LI06-SAR).

\*\*\*\*\*

Title: Our Family Works Together  
Publisher: Argus Films  
Date: 1958  
Cost: \$100.00  
Description: Black and white or color—12 minutes. Cooperation between children and parents in sharing work, responsibility, pleasure. (Level 4-6).

\*\*\*\*\*

Title: What Is A Neighborhood?  
Publisher: Coronet  
Date: 1969  
Cost: \$ 65.00 (Black-white)  
\$130.00 (Color)  
Description: 11 minutes. This film shows what a neighborhood is like; how people help each other and improve neighborhoods (Level 4-6).

\*\*\*\*\*

Title: A Child's Rights  
Publisher: Alpark Educational Records  
Date: 1953  
Description: This record is a conversation distinguishing between rights and desires of a child with the conclusion that the privilege of rights requires the obligation of responsibilities (Level 4-6).



## WORLD OF WORK

Title: The Wonderful World of Work Program

Publisher: Denoyer-Geppert Company  
5235 Ravenswood Avenue  
Chicago, Illinois 60640

Cost: \$324.00

Description: Twenty-four color filmstrips with records and teaching guides designed to create awareness of the world of work. Filmstrips are sequenced for use in grades K-6.

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Title: Come to Work With Us

Publisher: Sextant Systems, Inc.  
3048 North 34th Street  
Milwaukee, Wisconsin 53210

Cost: \$39.90

Description: Two sets of supplemental books designed to create vocational awareness in primary grades.

Set One: Television Station, Hospital, Airport House Construction, Aerospace, and Toy Factory.

Set Two: Bank, Telephone Company, Newspaper, Hotel, Department Store.

\*\*\*\*\*

Title: Widening Occupations Roles Kit

Publisher: Science Research Associates  
259 East Erie Street  
Chicago, Illinois 60611

Cost: \$158.50

Description: This kit explores 400 different occupations. Pinpoints the extent and type of education needed to prepare for a particular occupation (Grade 6 and above).

\*\*\*\*\*

Title: When I Grow Up, I Want To Be  
Publisher: CCM School Materials, Inc.  
8200 South Hoyne Avenue  
Chicago, Illinois 60620  
Cost: \$6.95  
Description: Instructo No. 171. Material representing 36 jobs and felt figures to dress on a flannel board.

\*\*\*\*\*

Title: Community Helpers Puzzles  
Publisher: J. R. Holcomb and Company  
3000 Quagley Road  
Cleveland, Ohio 44113  
Cost: \$1.85  
Description: Thirteen primary grade puzzles:  
doctor farmer Barber  
postman teacher dentist  
milkman librarian school patrol  
policeman nurse fireman  
T. V. repairman

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Title: We All Work  
Publisher: Carroll Sanders  
District Manager  
Holt Rinehart & Winston, Inc.  
Date: 1967  
Cost: This is one filmstrip in a set of six at \$30.00.  
Description: Children tell about what their fathers do to support the family and what their mothers do to maintain the home.

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## SELF

Title: Developing Understanding of Self and Others (DUSO)  
Author: Donald Dinkmeyer  
Publisher: American Guidance Service, Inc.  
Publishers Building  
Circle Pines, Minnesota 66014  
Cost: \$82.00  
Description: Program materials and activities designed to stimulate social and emotional growth of primary age children.

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Title: I Want To Be;  
I Want To Be A Beauty Operator  
I Want To Be An Architect  
I Want To Be A Forester  
I Want To Be A Sales Clerk  
I Want To Be A Secretary  
I Want To Be A Taxi Driver  
Publisher: Children Press  
1224 West Van Buren Street  
Chicago, Illinois 60607  
Cost: \$2.25 per book  
Description: These books help children become aware of self in the world of work (Grades K-6).

\*\*\*\*\*

Title: Dimensions of Personality Series  
Publisher: George A. Pflaum Publisher  
38 West Fifth Street  
Dayton, Ohio 45402  
Description: A mental health series geared to giving the child insights into his behavior and helping him to accept himself and others.  
a. *Here I Am*—fourth grade  
b. *Becoming Myself*—fifth grade  
c. *I'm Not Alone*—sixth grade

\*\*\*\*\*

Title: Getting To Know Me — Strike Three  
Publisher: ROA's Films  
1696 North Astor Street  
Milwaukee, Wisconsin 53202  
Cost: \$8.00  
Description: Tim can't play baseball but is good at math so he becomes the team scorekeeper. A film stresses the recognizing of one's abilities. (Level K-3).

\*\*\*\*\*

Title: The Toymaker  
Publisher: Wallace Puppet Films  
Dis-Athena Films  
165 West 46th Street  
New York, New York  
Cost: \$80.00 (Black and white)  
Description: Puppets through intercultural education become friends and work together (Level 3-4).

\*\*\*\*\*

Title: Teaching Children Values  
Publisher: Educational Record Sales  
Cost: \$5.95  
Description: Utilizing problem solving techniques, this record provides children with an understanding of integrity, responsibility and love (Level 4-6).

\*\*\*\*\*

Title: Focus on Self Development  
Publisher: Science Research Associates, Inc.  
259 East Erie Street  
Chicago, Illinois 6-611  
Date: 1970  
Cost: Stage One: Awareness --- \$126.70  
Stage Two: Responding — \$146.75  
Stage Three: Involvement — none available

Description: Focus on self-development is a multimedia program for the elementary grades designed for use in the classroom. The overall objectives of FOCUS are to lead the child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. Its purpose is to bring out the child's ideas and feelings and to get him to think about them and act on them, not to tell him how to think or what to do.

\*\*\*\*\*

Title: First Things: Sound Filmstrips for Primary Years  
Publisher: Guidance Associates  
Pleasantville, New York 10570  
Date: 1970  
Cost: \$18.00 per filmstrip  
Description: A series of ten filmstrips and records designed for classroom use to assist children in building their self image and strengthen value choices.

"Who Do You Think You Are?"	"The Trouble With Truth."
"Guess Who's in a Group?"	"What Do You Do About Rules?"
"What Hapens Between People?"	"You Promised!"
"You Got Mad, Are You Glad?"	"But It Isn't Yours."
"What Do You Expect of Others?"	"That's No Fair"

\*\*\*\*\*

Title: Seeing Ourselves  
Author: National Forum Foundation  
Publisher: American Guidance Services, Inc.  
Circle Pines, Minnesota 66014  
Date: 1965  
Description: A book keyed to grade 6 that deals with what we know about ourselves, other people, school, families, friends, groups, jobs. Classroom charts are available to coincide with chapters in book.

\*\*\*\*\*

Title: Moral Value Series  
Publisher: Warren Scholoot Productions, Inc.  
(can be ordered from Gordan Flesch Co.)  
Cost: \$80.00 approximately  
Description: A series of filmstrips of open ended dilemma situations. Viewers made a choice of appropriate responses to everyday human problems or situations.

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