ABSTRACT
                  The publication is one of a series produced by the
Enrichment of Teacher and Counselor Competencies in Career Education
Project (ETC Project). The Project was designed to (1) develop,
evaluate, and disseminate career education curriculum guides, (2)
develop, implement, evaluate, and disseminate sample teaching
learning modules, and (3) develop, evaluate, and disseminate a design
of a K-6 career education instructional system. Concepts of career
development have been formulated and used in creating teaching units
and prototype student materials. Each unit will focus on one or more
of the following concepts: Coping Behaviors, Decision Making,
Lifestyle, Self-Development, Attitudes and Appreciations, Career
Information, and Educational Awareness expressed in general terms, as
teacher goals, and as pupil performance objectives. Each unit to be
developed will be directly tied to a subject matter area and will
relate to an occupation or occupational cluster area. Appendixes A
and B are working drafts of project materials. Appendix C is a list
of 28 terms defined. (MS)

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Enrichment of Teacher and Counselor Competencies in Career Education K-6
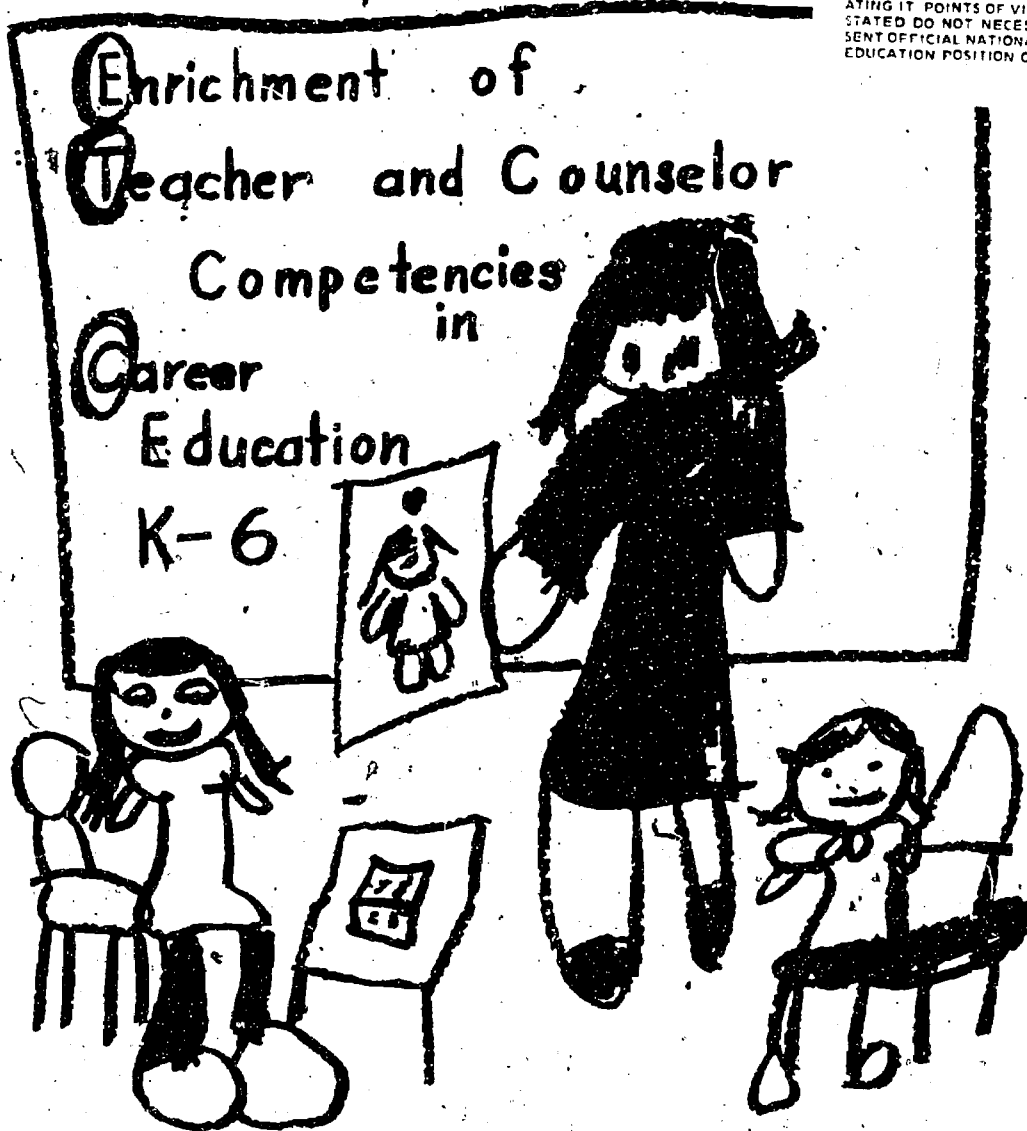
A CURRICULUM DESIGN: CONCEPTS & COMPONENTS

Developed by The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois, in cooperation with The Curriculum Center for Occupational and Adult Education, Bureau cf Adult, Vocational, and Technical Education, United States Office of Education.

ERIC
Full Text Provided by ERIC

This document
is used as the basis
for development of
the following publications:

Coping Behaviors Dimension Guide
Decision Making Dimension Guide
Lifestyle Dimension Guide
Self-Development Dimension Guide
Interacting Dimensions Handbook

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A CURRICULUM DESIGN: CONCEPTS & COMPONENTS

K-6 Career Education

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June 1974

CONTENTS

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FOREWORD

This publication is one of the products that has been produced by the Enrichment of Teacher and Counselor Competencies in Career Education (K-6) Project staff at Eastern Illinois University, Charleston, Illinois. The project was funded June 15, 1972 by the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational and Technical Education, United States Office of Education. Funding was under Part I, Curriculum Development, Vocational Education Amendments of 1968. Two of the purposes of the project were to:

1. DEVELOP, EVALUATE, AND DISSEMINATE CAREER EDUCATION CURRICULUM GUIDES that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self awareness, development of decision making skills, and awareness of occupational opportunities in career lines within major occupational fields.

2. DEVELOP, IMPLEMENT, EVALUATE, AND DISSEMINATE SAMPLE TEACHING LEARNING MODULES for the K-6 career education curriculum guides achieved by fusing and/or coordinating academic and occupational concepts and utilizing multi-media instructional tools.

The total package of project materials consists of five curriculum guides and supporting materials aimed at the purposes cited above. The titles of the guides (Coping Behaviors Dimension Guide, Decision Making Dimension Guide, Lifestyle Dimension Guide, Self-Development Dimension Guide; and the Interacting Dimensions Handbook: Attitudes and Appreciations, Career Information and Educational Awareness) suggest a multi-faceted approach to career education in the elementary school. Major emphasis has been placed on helping the child in his development as a person.

Initial testing indicates that transportable products have been developed which will aid school systems throughout the United States in developing sound K-6 career education programs.

Robert M. Worthington
Associate Commissioner
Bureau of Adult, Vocational
    and Technical Education
United States Office of
    Education

I. INTRODUCTION

Overview

This publication is the second in a series of publications that are being issued by the Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project). The first publication, A Bibliography of K-6 Career Education Materials, was disseminated during January 1973,

One of the first questions that must be asked when elementary school career education programs are being developed is, "What career development concepts should be included in a K-6 career education curriculum?" •This publication presents career development concepts that have been identified by the ETC Project staff and which are intended for use in elementary school career education programs. It should be noted that the concepts have been subjected to formative evaluation procedures but summative evaluation data has not yet been gathered.

Behavioral objectives that relate to the concepts are not contained in this publication. It is the philosophy of the project staff that the behavioral objectives have more meaning when they are presented with teaching strategies and mater als. The objectives and teaching strategies and materials will be contained in five curriculum guides which will also be project products.

The concepts in this publication will serve as the blueprint for ETC staff members to develop teaching units and prototype student materials. Each teaching unit will focus on one (or in some cases, several) concepts, (2) will be tied directly to a subject matter area (mathematics, science, language arts, or social studies) and (3) will relate to an occupation or occupational cluster area.

This is essentially a research document that is being disseminated so that other user groups may further validate the concepts, test the concepts, select from the concepts to help build career education programs, or use the concepts as they are presented.

Definition of Career Education for the ETC Project

Career education in the elementary school is the curriculum which results when career development concepts and subject matter concepts are brought together in an instructional system that has meaning for children.

Career development includes those concepts which are related to: Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Lifestyle, and Self-Development.

Career education activities (1) eminate from the concepts that are related to the seven dimensions of career development that are cited above, (2) act as synthesizing agents to bring subject matter concepts and career development concepts together, (3) revolve around life-based experiences, and (4) are intended for use by all students throughout their educational programs.

Purpose of the ETC Project

1. DEVELOP, EVALUATE, AND DISSEMINATE CAREER EDUCATION CURRICULUM GUIDES that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self awareness, development of decision-making skills, and awareness of occupational opportunities in career lines within major occupational fields;

2. DEVELOP, IMPLEMENT, EVALUATE, AND DISSEMINATE SAMPLE TEACHING LEARNING MODULES for the K-6 career education curriculum guides achieved by fusing and/or coordinating academic and occupational concepts and utilizing multi-media instructional tools;

3. DEVELOP, EVALUATE, AND DISSEMINATE A DESIGN OF A K-6 CAREER EDUCATION INSTRUCTIONAL SYSTEM which is adaptable to any elementary instructional program and which may serve as an alternative to present career education instructional systems.

Source of Information

The identification of career development concepts is a phase that has been overlooked in the establishment of some career education programs. Where attempts to identify career development concepts have been made, it should be remembered that these attempts for the most part are still being validated. Concepts are being revised, moved to different grade levels, etc.

The ETC Project staff identified certain career development concepts that should be a part of a career education program. These concepts are related to: Attitudes and Appreciations, Career Information, Coping Behaviors, Decision Making, Educational Awareness, Lifestyle, and Self-Development. Four of these seven career development dimensions have been identified as developmental dimensions, and include:

> Coping Behaviors   Lifestyle
> Decision Making   Self-Development

Concepts related to these four dimensions are sequenced in a logical progression from relatively simple to more complex ideas. A guide will be prepared for each of the developmental dimensions.

The other three dimensions of career development are referred to as interacting dimensions, and include:

> Attitudes and Appreciations
> Career Information
> Educational Awareness

Each interacting dimension major concept and its related subconcepts are appropriate for all experience levels. Concepts from the interacting dimensions will be integrated into the infusion strategies (teaching-learning modules) which will appear in the developmental dimension guides.

The major concepts were outlined after extensive use of career development theory and after looking at concepts that have been identified by the following career education projects:

Comprehensive Career Education Model
The Ohio State University

Anne Arundel County Career Education Project
Anne Arundel County, Maryland

Ohio's Career Continuum Program
State Department of Education
Division of Vocational Education

EPDA Institute: Career Development & the
    Elementary School Curriculum
College of Education
University of Minnesota

K-12 Guide for Integrating Career Development
    into Local Curriculum
Wisconsin Department of Public Instruction

OCCUPAC Project
Eastern Illinois University
Charleston, Illi, ;

World of Work K-10 Continuum
Warren City Schools
Warren, Ohio

The following procedures were used with concepts that were identified from the seven projects listed above:

1. Each concept listed by the seven projects was typed on a 3 x 5 index card.

2. Where grade levels were indicated, the recommended grade level was typed on each card.

3. Each project was given code letters and these code letters were placed on each card.

4. Approximately 1,500 concepts were typed on index cards.

5. Cards were first sorted into stacks by concept.

6. Notations were made of how many projects indicated that a particular concept should be included in a K-6 career education project.

7. Notations were made regarding the grade level that each project had assigned to the concept.

8. Closely related concepts were then grouped together.

9. The groups of related concepts seem to "break out" into eight distinct categories or dimensions.

10. Names were assigned to the dimensions: 'Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Economic Awareness, Lifestyle, and Self Development.

11. After extensive discussion among staff members and after consulting with several members of the National Advisory Committee, it was determined that in order to avoid confusion with the economics dimension of elementary school social studies programs, that economic concepts should be woven into all the dimensions but that a separate category called "Economic Awareness" should be avoided.

12. The more generic concepts were sorted out from each dimension and were labeled "Major Concepts."

13. Other important concepts were sorted out by experience level and were labeled "Subconcepts."

Formation of Ad Hoc Occupational Information Team

An Ad Hoc Information Team of experts from throughout the country was established to help validate the major concepts and subconcepts.

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The team met in Charleston, Illinois, on December 18 and 19, 1972, to eval-
uate the identified concepts. Members of this team included:

                    William Reynolds (Chairman)
                    Coordinator, Professional and Curriculum
                        Development Unit
                    Illinois Division of Vocational and Technical
                        Education
                    Springfield, Illinois

                    Larry Blasch
                    IBM Corporation
                    Springfield, Illinois

                    Marlys Hanson, Director
                    Soccorro Career Education Project
                    Soccorro, New Mexico

                    Robert Jervis, Project Director
                    Anne Arundel County Career Education Project
                    Annapolis, Maryland

                    Sandra Boll
                    Classroom Teacher
                    Sullivan, Illinois

                    Frances Falen
                    Classroom Teacher
                    Buzzard Laboratory School
                    Charleston, Illinois

                    Dorothy Lawson
                    Elementary School Teacher Educator
                    Eastern Illinois University
                    Charleston, Illinois

                    Joel Smith, Director (was unable to attend)
                    Cobb County Occupational and Career
                        Development Program
                    Marietta, Georgia

                    Michael Zockle, Director
                    Career Education Project
                    Warren City Schools
                    Warren, Ohio

Development of Validation Instruments

Instruments for the validation of the major concepts and subconcepts were
devised by the ETC Project staff. The instruments were designed for use by
the Ad Hoc Information Team. One instrument sought an evaluation of the
major concepts within the seven dimensions of Attitudes and Appreciations,

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Coping Behaviors, Career Information, Decision Making, Educational Aware-
ness, Lifestyle, and Self-Development. The second instrument was used
for validation of the subconcepts at each of the seven experience levels
within each major concept. Samples of both validation instruments are
provided on pages 7 and 8.

Procedures Used by the Ad Hoc Information Team

On December 18 and 19, 1972, members of the Ad Hoc Information Team met
for the first time at ETC Project headquarters.

Upon receiving an overview of the project and directions for using the
validation instruments, the members worked individually on the validation
of the major concepts and subconcepts. Prior to the close of the two-day
meeting, a group discussion with AHIT members and ETC staff was held in
order to discuss necessary changes and modifications suggested by the
various team members. The validation instruments used by all members of
the Ad Hoc Information Team along with their individual comments and
suggestions are on file at the ETC Project headquarters.

Revision Procedures

Prior to the Ad Hoc Information Team meeting, the major concepts and sub-
concepts, which had been identified by two ETC Project staff members, were
reviewed by the remaining three members of the project staff. Revisions
were then made in order to incorporate suggestions and recommendations.
The resulting concepts and subconcepts were then prepared in the form of
an evaluation instrument for use by members of the Ad Hoc Information
Team. At this point, there were seven dimensions with twenty-three major
concepts. Within the concepts, there were one hundred seventy-two sub-
concepts distributed throughout the seven experience levels.

Based upon critical evaluation, the major concepts were reduced in number
to eleven. This is felt to be a much more manageable number for inclusion
in an elementary school curriculum. Subconcepts were reduced to seventy-
six. It should be reemphasized that concepts for the Attitudes and Appre-
ciations, Career Information, and Educational Awareness dimensions were
not broken out into subconcepts at the various experience levels. Concepts
for these interacting dimensions are appropriate for all experience levels
and will be integrated into materials that will be developed for the Coping
Behaviors, Decision Making, Lifestyle, and Self-Development dimensions.
Although concepts from the interacting dimensions remain the same through-
out elementary school experience levels, activities will be designed so
the subconcepts are presented at increasingly higher levels of sophisti-
cation as the experience levels increase.

Revised concepts and subconcepts at this time were again submitted to the
three other project staff members for critical review and evaluation. Seven
elementary teachers from Buzzard Laboratory School (using the Delphi tech-
nique) also evaluated the concepts. Additional revisions were made based
upon these suggestions and recommendations.

Final revisions were made as the project staff worked with each major con-
cept and subconcept in the development of curriculum materials.

Figure 1

CRITERIA FOR VALIDATION OF MAJOR CONCEPTS

1. Are there too many major concepts? (Circle one)   Yes   No

    If your response was "yes," answer the following questions:

    1.1 List the concepts that should be eliminated.

    1.2 List the concepts that should be combined.

2. Are there other major concepts which should be added? (Circle one)

    Yes   No

    If your response was "yes," answer the following questions:

    2.1 List the concepts which should be added.

    2.2 Which (if any) of the concepts you listed under 2.1 could be
         subconcepts under existing major concepts?

3. List (by concept) any changes in wording which you think would improve
    the statement of the concept.

Figure 2

CRITERIA FOR VALIDATION OF SUBCONCEPTS

Dimension: ATTITUDES AND APPRECIATIONS

Major Concept: All productive and honest work is good and contributes
in a positive way to society.

1. Do all of the subconcepts relate directly to the major concepts?
    (Circle one)   Yes   No

    If your response was "no," answer the following questions.

    1.1 List the subconcepts which do not relate.

    1.2 Should any of the subconcepts be placed under another major
         concept? If so, identify the concept and the appropriate.
         experience level.

2. Are any of the subconcepts relating to this concept repetitious of
    subconcepts within another major concept? If so, which ones?

3. Does the major concept spiral through the seven experience levels
    via the subconcepts?

4. List any changes in wording which you think would improve any of the
    subconcepts. (Identify the subconcept and its experience level.)

5. Can you suggest alternative subconcepts which you think would be better
    for this major concept?

6. Should other subconcepts be added at the various experience levels? If
    so, list the subconcept(s) and the experience level(s) at which they
    would be taught.

CAREER EDUCATION CURRICULUM MODEL (K-6)

Enrichment of Teacher and Counselor
Competencies in
Career Education Project

EXPERIENCE
LEVELS   CAREER DEVELOPMENT CONCEPTS   SUBJECT MATTER CONCEPTS

6

5   ... Concepts build on
           one another and are
           in developmental
           sequence ...

4

3

2

1

School

Community

CAREER
EDUCATION
PROGRAM

Parents

Students

Language Arts
Concepts

Mathematics
Concepts

Science
Concepts

Social Studies
Concepts

Coping
Behaviors

Attitudes and
Appreciations

Decision
Making

Career
Information

Lifestyle

Educational
Awareness

Self-
Development

Others

Interacting
Dimensions   Developmental
                    Dimensions

III. FRAMEWORKS FOR DEVELOPMENTAL DIMENSIONS

      COPING BEHAVIORS

      DECISION MAKING

      LIFESTYLE

      SELF-DEVELOPMENT

Coping Behaviors

CERTAIN IDENTIFIABLE ATTITUDES, VALUES, AND BEHAVIORS ENABLE
ONE TO OBTAIN, HOLD, AND ADVANCE IN A CAREER.

INDIVIDUALS CAN LEARN TO PERFORM ADEQUATELY IN A VARIETY OF
OCCUPATIONS AND OCCUPATIONAL ENVIRONMENTS.

Introduction to Coping Behaviors Dimension

CERTAIN IDENTIFIABLE ATTITUDES, VALUES, AND BEHAVIORS ENABLE ONE TO
OBTAIN, HOLD, AND ADVANCE IN A CAREER.

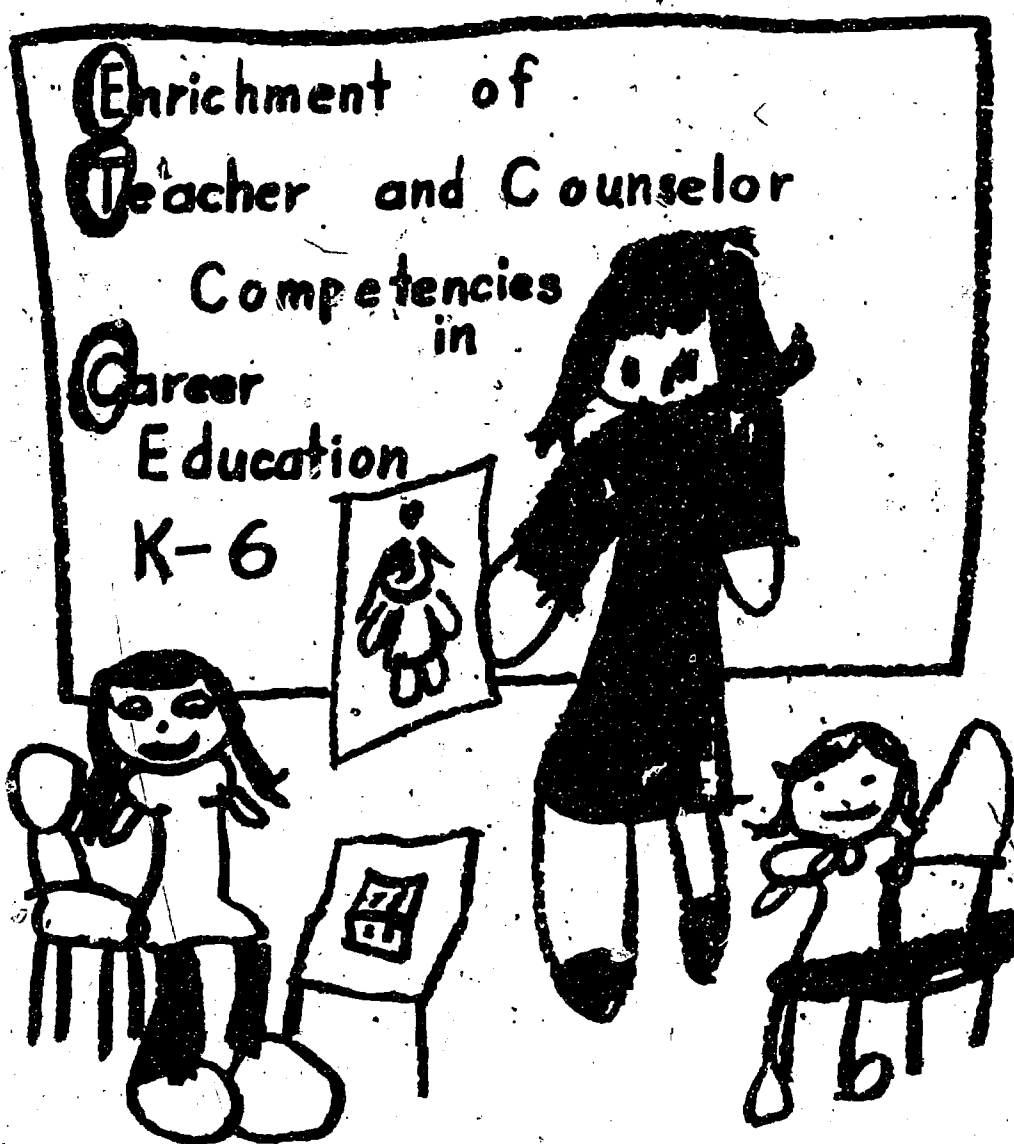INDIVIDUALS CAN LEARN TO PERFORM ADEQUATELY IN A VARIETY OF OCCUPATIONS
AND OCCUPATIONAL ENVIRONMENTS.

The two Coping Behaviors dimension frameworks approach their respec-
tive concepts from the standpoint of control over one's skills and knowledge.
This control is interpreted as a practical, continuously developing self-
discipline which will enable the individual to deal effectively with social
interactions and career conditions.

Socially, one's own attitudes, values, and behaviors are used as
means toward the appreciation of corresponding features in the personalities
and lives of others. The perspective that all people, everywhere, have
certain reasonably similar needs, feelings, and aspirations is a signifi-
cant part of an attitude which may help to provide such empathy. Three
extremely important topics--those of authority, criticism, and compromise--
are treated in this atmosphere with the hopeful intention that a matter-
of-fact approach can contribute to a positive appreciation of their useful-
ness as well as their constant presence in human relations.

The second dimension framework revolves around various considera-
tions of job descriptions. Coping behaviors in this context involve the
need for both depth and breadth of knowledge in order to anticipate eventual
career-related decisions.

The disciplines sought tend to identify coping as a competent,
purposeful relationship between oneself and the social and physical environ-
ments. Intelligent self-interest takes into account not only one's own
immediate wants and needs, but consideration for the feelings of others
and for external conditions which variously provide opportunities and
limitations for one's aspirations.

Coping Behaviors

CERTAIN IDENTIFIABLE ATTITUDES,
VALUES, AND BEHAVIORS ENABLE ONE
TO OBTAIN, HOLD, AND ADVANCE IN
A CAREER.

TRAIL
No. 5
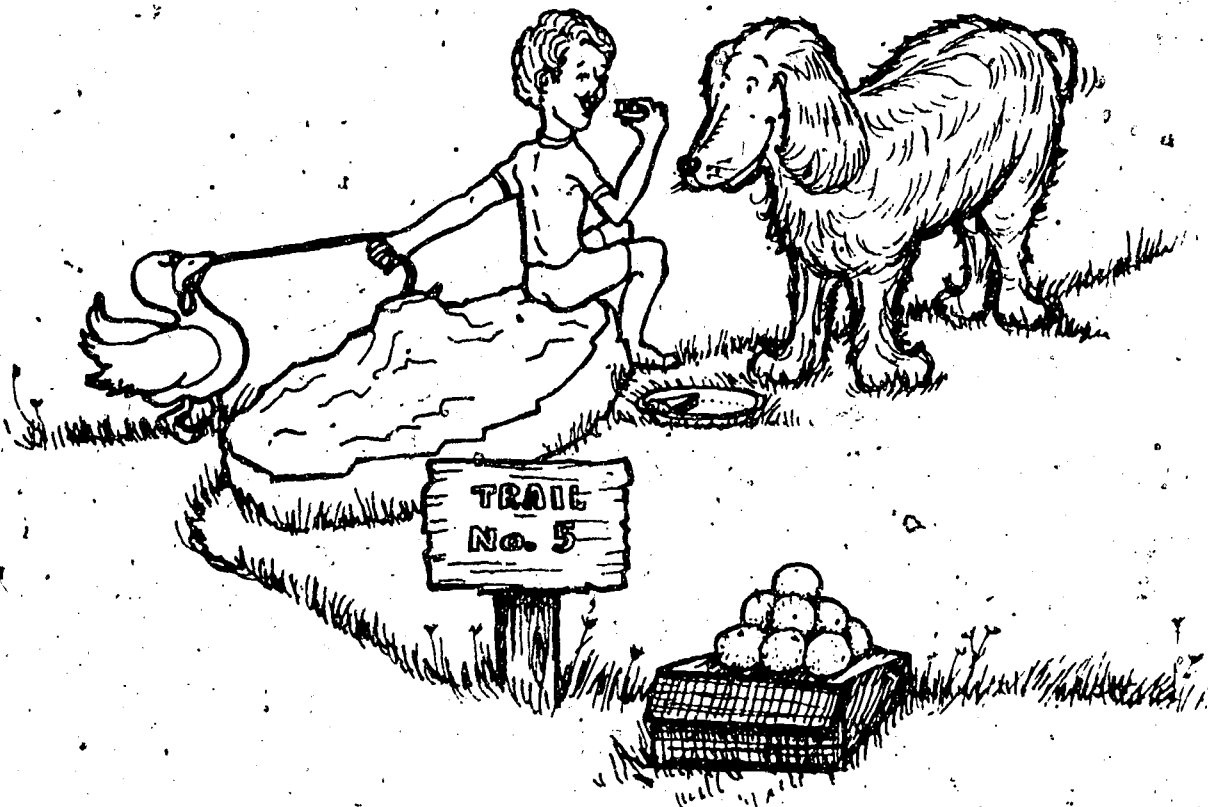
Introduction

Individuals are faced with the fact that during their lifetime they must cope with various problems. Such problems are extremely diverse in nature and extent. This dimension framework is concerned with helping the individual develop appropriate coping behaviors in the context of one being able to obtain, hold, and advance in a career. Although the concern here is particularly career oriented, it should be emphasized that such coping behaviors are vital to effective interpersonal relations in all aspects of life. The introduction of such behaviors at the readiness level and effective reinforcement as subsequent levels of instruction will enable the student to develop positive attitudes when expected to cope with specific situations.
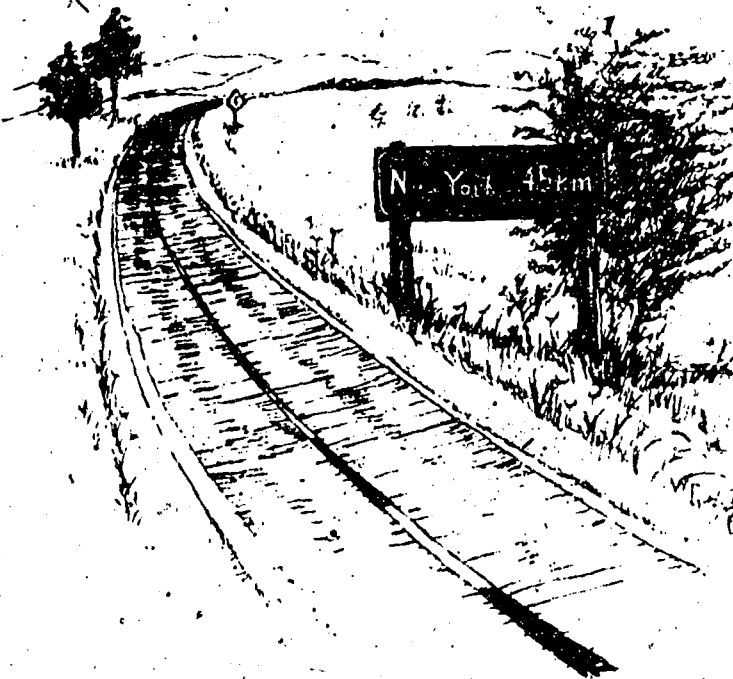
The subconcepts within this major concept deal with the importance of the individual being able to deal with authority, respect for and sensitivity to others; criticism, compromise, giving or evaluating of instructions; and the appropriateness of specific behaviors in certain situations. At the fifth experience level, the individual becomes aware that, although everyone has his own unique characteristics, there is a commonality of particular feelings and aspirations, such as basic needs, success, etc., which applies to all people regardless of physical appearance, nationality, creed, sex, or ethnic background.

The Coping Behaviors Dimension contains two major concepts. In addition to the one now being presented, a second major concept deals with the adaptability of a person to perform satisfactorily in a variety of occupations and occupational environments.

An individual should learn to cope with authority exercised by others.
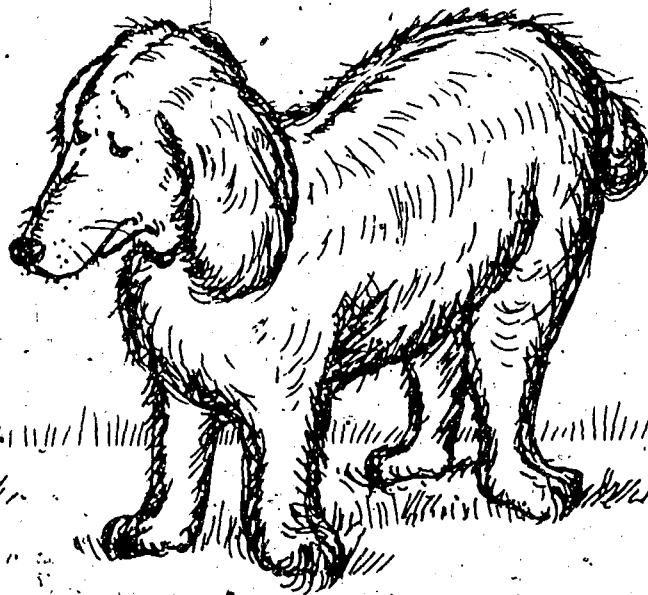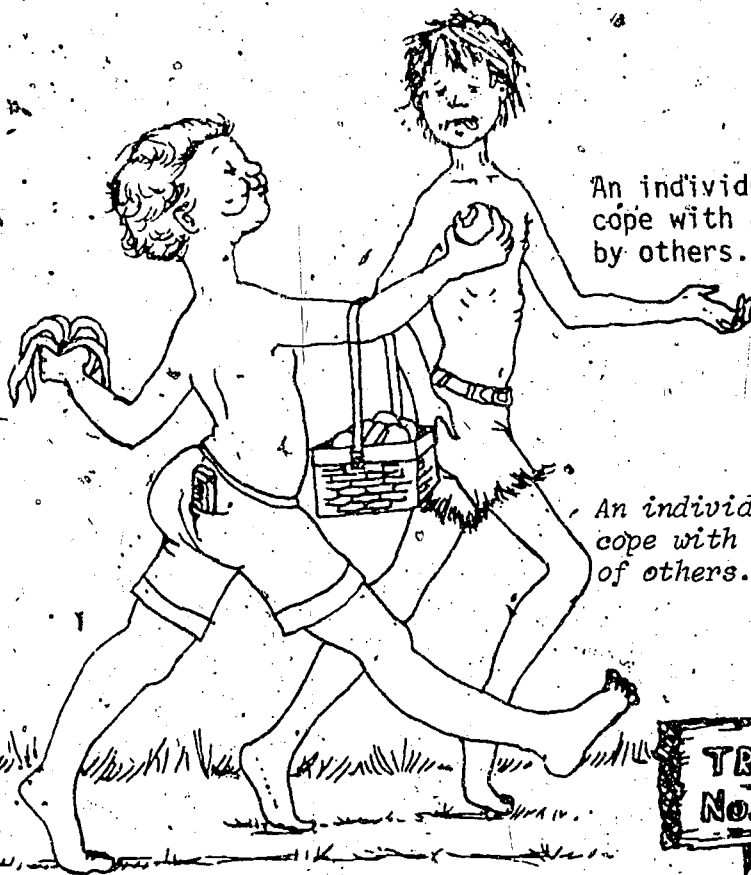
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Readiness Level

An individual should learn to cope with authority exercised by others.

An individual should learn to cope with the rights and feelings of others.

TRAIL No. 5 →

First Experience Level

An individual should learn to cope with authority exercised by others.

An individual should learn to cope with the rights and feelings of others.

An individual should learn how to give and take criticism.

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Second Experience Level

An individual should learn to
cope with authority exercised
by others.

An individual should learn to
cope with the rights and feelings
of others.

An individual should learn how
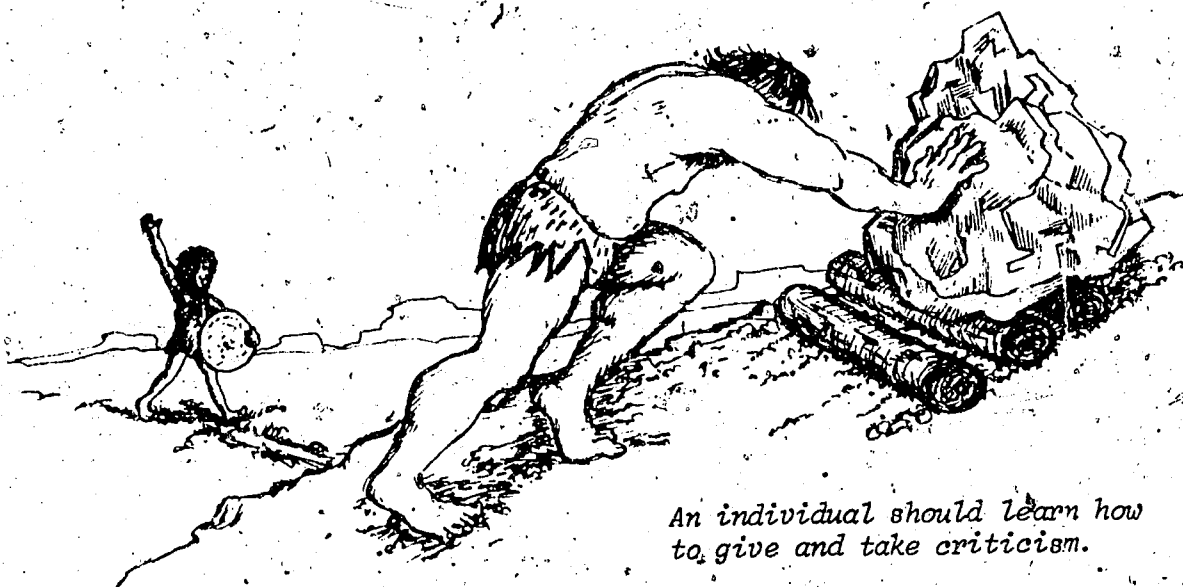to give and take criticism.

A contribution to group effort can
be made by demonstrating ability to
both compromise and exercise influ-
ence in achievement of group goals.

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Third Experience Level

An individual should learn to cope with authority exercised by others.

An individual should learn how to give and take criticism.

An individual should learn to cope with the rights and feelings of others.

A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals.

Certain behaviors are appropriate to specific job settings.

Fourth Experience Level

An individual should learn to
cope with authority exercised
by others.

A contribution to group effort
can be made by demonstrating
ability to both compromise and
exercise influence in achieve-
ment of group goals.

An individual should learn to
cope with the rights and feelings
of others.

Certain behaviors are appropriate
to specific job settings.

An individual should learn how
to give and take criticism.

*There is a universality of feelings and aspirations
of all people--regardless of physical appearance,
nationality, creed, sex, or ethnic background.*

Fifth Experience Level

An individual should learn to
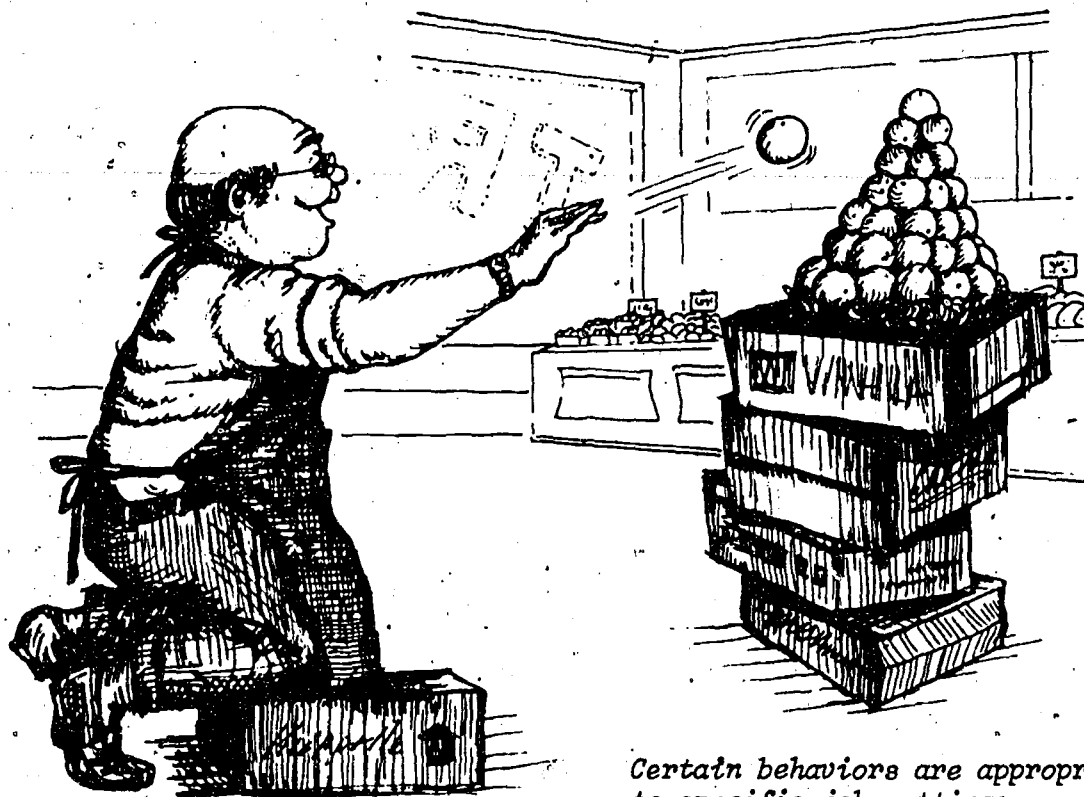cope with authority exercised
by others.

A contribution to group effort
can be made by demonstrating
ability to both compromise and
exercise influence in achieve-
ment of group goals.

An individual should learn to
cope with the rights and feelings
of others.

Certain behaviors are appropriate
to specific job settings.

An individual should learn how
to give and take criticism.

There is a universality of feel-
ings and aspirations of all people--
regardless of physical appearance,
nationality, creed, sex, or ethnic
background.

*There are effective interpersonal re-
lations skills for giving or evaluating
instructions.*

TEACHER/COPING GOALS/BEHAVIORS

Introduction

MAJOR CONCEPT: Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals are more generally stated than pupil performance objectives.

A person needs integrity, a sense of purpose, and special techniques for coping with those situations which are easily threatening or defeating. The presence of authority, criticism, and the demand to cooperate in groups necessitate specific understandings and behaviors of interpretation and response. An understanding of the numerous human similarities among all of us is highly supportive for one trying to deal with various demands of others.

The child in his learner work role could perceive many valuable aspects of this major concept from classroom interactions. Teaching is a position of authority. An important teaching technique is offering positive criticism to the learners. Many learning situations call for cooperation in group effort and the interpretation of instructions. Summarily stated teacher goals for the major concept are:

1. Develop pupil understandings of the need for authority, criticism, instructions, compromise, and concern for the family of man.

2. Structure experiences giving children practice in coping techniques.

3. Interest pupils in the application of positive attitudes, values, and behaviors to several work settings.

Readiness Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

An individual should learn to cope with authority exercised by others.

Often young children view authority as responsibility to guide others.

> SHARPEN PUPIL PERCEP-
> TION OF AUTHORITY AS
> RESPONSIBILITY TO GUIDE
> OTHERS.

INTEREST PUPILS IN NOTING
DIFFERENT KINDS OF AUTHORITY;

Though authority may be carried out by means of rules

STRUCTURE EXPERIENCES GIVING
PUPILS A CHANCE TO STIMULATE
A ROLE OF AUTHORITY;

> HELP CHILDREN TO UNDER-
> STAND THAT THE FIRST CON-   and
> CERN OF AUTHORITIES IS
> PEOPLE, NOT RULES.

FOCUS PUPIL ATTENTION UPON
SITUATIONS IN WHICH THEY
THEMSELVES MAY HAVE AUTHORITY.

Authorities help us to learn and to keep order.

> STIMULATE PUPIL INTEREST
> IN THE NEED FOR AUTHORITIES;

Most often the role of young
children is that of accepting
authority.

BROADER PUPIL UNDER-
STANDING OF THE NEED
FOR AND ADVANTAGES OF
ACCEPTING AUTHORITY.

Children know when a parent or
teacher "really means it" and
when authority is more flexi-
ble.

LEAD CHILDREN TO
DISCUSS DIFFERENT
WAYS TO ACCEPT AND
INTERPRET AUTHORITY.

Also,

ASSIST PUPILS IN
LEARNING WHAT TO DO
WHEN THEY HAVE BROKEN
RULES OR REFUSED
AUTHORITY.

Authority can change and exceptions
to rules can be made to discover
better ways to guide people.

HELP PUPILS TO DISCOVER
THAT AUTHORITY CAN BE
CHANGED.

First Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

An individual should learn to cope with the rights and feelings of others.

UTILIZE TEACHING TECH-
NIQUES WHICH ACCOUNT
FOR RIGHTS AND FEELINGS
OF CHILDREN.

HELP PUPILS TO KNOW
AND EXPRESS THEIR OWN
RIGHTS AND FEELINGS.

DIRECT PUPIL ATTENTION
TO THE MANY WAYS WE ARE
INFLUENCED BY THE RIGHTS
AND FEELINGS OF OTHERS.

Pupils may discover that nearly every feeling of joy or anger or satisfaction is due in part to reactions others have to us. What is fair, regarding rights of others, may be very hard to accept.

STRUCTURE EXPERIENCES TO
ILLUSTRATE WAYS OF COOPER-
ATING WITH OTHERS AND EVALU-
ATE THESE WAYS.

Children may cope with cooperative situations by sharing, taking turns, being fair, or, should conflict arise, by withdrawing or using force.

STIMULATE PUPIL INTEREST
IN EXPLORING COMMON SITUA-
TIONS OF CONFLICT WITH THE
RIGHTS AND FEELINGS OF
OTHERS.

HELP PUPILS TO DISCOVER
REASONS WHY PEOPLE FIGHT--
WHAT MAKES THEM MAD, FEEL
HURT, SAD, OR FEEL GOOD.

Frequently, undue competition is
the cause for conflict.

> STRUCTURE EXPERIENCES
> IN WHICH PUPILS CAN
> UTILIZE SEVERAL TECH-
> NIQUES FOR RESOLVING
> CONFLICT.

The teacher can lead children to
derive satisfaction from playing
a game, not winning; from partici-
pating in an activity, not being
best. Competition should be within
oneself to better one's own per-
formance.

ENCOURAGE PUPILS TO DE-
VELOP SKILLS IN HELPING
ANOTHER WHO FEELS DIS-
TRESSED OR IS IN CONFLICT.

PROVIDE OPPORTUNITIES FOR
PUPILS TO EXPRESS CHARAC-
TERISTICS OF PERSONS WHO
MAKE GOOD FRIENDS.

Pupils may discover that good friends
are those who care about how others
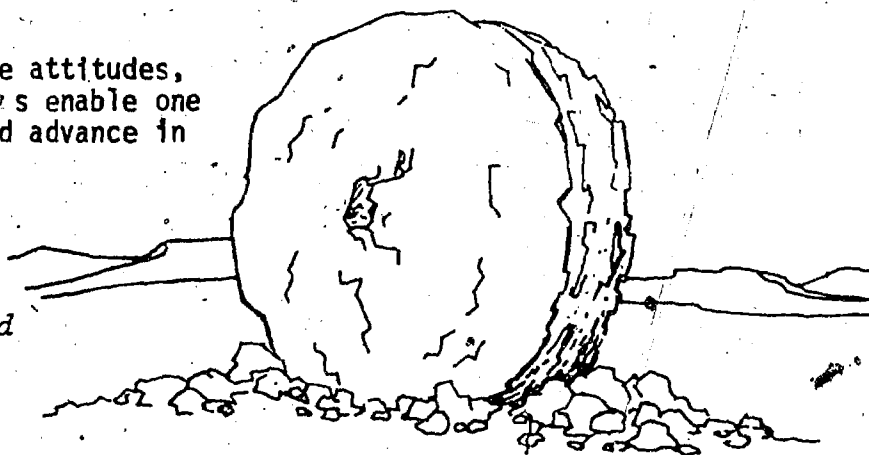feel as much as they care about their
own feelings.

Second Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

An individual should learn how to give and take criticism.

SHAPE PUPIL UNDER-
STANDING OF THE
MEANING OF CRITICISM
AS THOSE SUGGESTIONS
A PERSON GIVES TO
ENCOURAGE OR IMPROVE
ANOTHER'S BEHAVIOR.

Seven-year-olds have experienced criticism from parents, peers, and teachers.

STIMULATE INTEREST IN
DISCOVERING COMMON
SITUATIONS IN WHICH
CRITICISM IS GIVEN.

Whether criticism is encouraging or defeating can depend upon the way it is given.

ENHANCE PUPIL UNDER-
STANDING OF HOW CRITI-
CISM IS HELPFUL AS
WELL AS UNDERSTANDING
WHY CRITICISM IS SOME-
TIMES DISTRESSING.

Pupils may want to discuss what to do when criticism makes one feel like giving up.

EXPAND PUPIL INFORMATION
ABOUT WHO USUALLY GIVES
CRITICISM AND WHY SUCH
PERSONS ARE QUALIFIED TO
DO SO.

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Everyone likes to share his work
and hear comments from interested
people.

      FOCUS PUPIL ATTENTION
      ON TIMES WHEN THEY
      MIGHT WANT TO ASK FOR
      CRITICISM FROM ANOTHER.

      STRUCTURE EXPERIENCES
      TO GIVE PUPILS PRACTICE
      IN CRITICIZING AND IN
      RECEIVING CRITICISM.

Sometimes it would be dangerous or
destructive not to tell another
about a mistake.

      ESTABLISH THAT PERSONS
      OFTEN HAVE A RESPONSI-
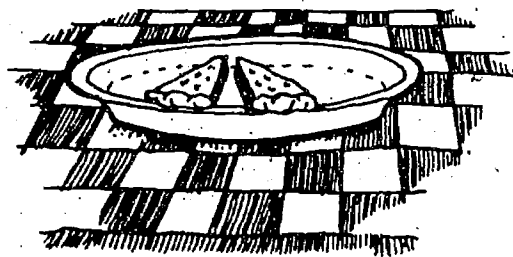   BILITY TO GIVE CRITICISM.

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Third Experience Level

MAJOR CONCEPT

Certain identifiable attitudes,
values, and behaviors enable one
to obtain, hold, and advance in
a career.

SUBCONCEPT

*A contribution to group effort
can be made by demonstrating
ability to both compromise and
exercise influence in achieve-
ment of group goals.*

Even though a child may prefer to
work along, advantages of group
efforts cannot be denied.

    DEEPEN PUPIL UNDER-
    STANDING OF HOW GROUP
    EFFORT IS DIFFERENT
    FROM INDIVIDUAL EFFORT
    IN ACHIEVING A GOAL.

    ASSIST PUPILS IN GATHERING
    EXAMPLES OF GROUP MEMBERS
    WHO HAVE CONTRIBUTED TO
    GROUP EFFORT--WHO HELPED
    MOST IN ACHIEVEMENT OF
    GROUP GOALS.

Identifying characteristics of
helpful group members may be skill,
concern for others, cheerfulness,
ability to adjust, etc.

    HELP PUPILS TO SPECIFY
    AND PRACTICE PHYSICAL,
    SOCIAL, AND INTELLECTUAL
    SKILLS OF HELPFUL GROUP
    MEMBERS,

such as patience, persistence,
energy, responsibility, know-how.

    OFFER OPPORTUNITIES TO
    DEFINE AND TO SIMULATE
    ROLES IN VARIOUS GROUPS.

Family or classroom roles, roles
in historical groups--the crew of
Columbus, Indian tribes, roles in
athletic teams, and occupational
settings such as construction
teams could be simulated.

STRUCTURE EXPERIENCES
TO GIVE PUPILS A CHANCE
TO EXERCISE REAL INFLU-
ENCE IN VARIOUS GROUP
ROLES.

Implied here is that classroom
groupings allow for realistic
opportunities for pupils to con-
trol themselves and exercise
independence.

ENCOURAGE PUPILS TO
EXAMINE WHAT ADJUSTMENTS
OR COMPROMISES THEY AND
OTHERS MAKE IN ORDER TO
CONTRIBUTE TO GROUP EFFORT.

ESTABLISH TECHNIQUES
OF RESOLVING CONFLICTS
IN GROUPS,

such as settling conflicts by
mutual consent, democratic pro-
cesses, explanations, flexi-
bility in time limits and methods.

STRENGTHEN PUPIL UNDER-
STANDING OF COMPROMISE
AS A VALUE JUDGMENT.

STRENGTHEN CONSCIOUSNESS
OF PERSONAL INTEGRITY
FOR GROUP MEMBERS AS A
BLEND OF HONESTY AND
SELF-RESPECT.

The type of effort required can
depend upon whether or not a group
is supervised.

LEAD PUPILS IN EXAMINING
DIFFERENCES BETWEEN
COOPERATIVE AND SUPER-
VISED GROUP EFFORTS.

Citizenship means membership in our
nation. Democratic government calls
for many compromises from its mem-
bers.

STRUCTURE EXPERIENCES TO
ILLUSTRATE THE COMPRO-
MISES WHICH ARE NECESSARY
IN DEMOCRATIC PROCESSES.

What happens to the minority when
the majority rules?

OFFER INFORMATION ABOUT
HOW SEVERAL OCCUPATIONS
CALL FOR GROUP EFFORTS
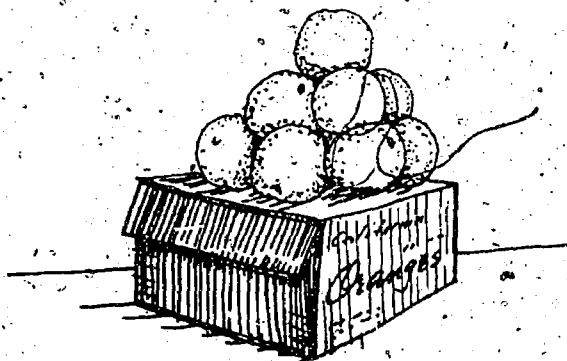IN PROVIDING GOODS OR
SERVICES.

Fourth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

Certain behaviors are appropriate to specific job settings.

DIRECT PUPIL ATTENTION TO THE DIFFERENT "JOB SETTINGS" IN THEIR OWN EXPERIENCE--HOME, SCHOOL, PLAY, CHURCH.

HELP PUPILS TO SPECIFY BEHAVIORS APPROPRIATE TO THEIR OWN JOB SETTINGS

In terms of dress, language, responsibility, authority, manners, group or individual activity, supervised or unsupervised activity.

BROADEN PUPIL INFORMATION ABOUT BEHAVIORS REQUIRED IN JOB SETTINGS ENCOUNTERED BY OTHERS.

HELP PUPILS TO CATEGORIZE OCCUPATIONAL SETTINGS ACCORDING TO BEHAVIORS WHICH THEY REQUIRE.

STRUCTURE EXPERIENCES TO SIMULATE BEHAVIOR FOR DIFFERENT JOB SETTINGS.

Some behaviors such as courtesy and dependability always contribute to success.

SHARPEN PUPIL PERCEPTION OF BEHAVIORS NECESSARY FOR SUCCESS WHATEVER THE JOB SETTING.

Fifth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes,
values, and behaviors enable
one to obtain, hold, and
advance in a career.

SUBCONCEPT

*There is a universality of
feelings and aspirations for
all people regardless of
physical appearance,
nationality, creed, sex,
or ethnic background.*

In this subconcept, with the
suggestion of "a universality
of feelings and aspirations
for all people," the teacher
can facilitate and guide pupils
in shaping clear ideas of human
nature. Such ideas are crucial
to personal growth because value
systems and decision-making pro-
cesses depend upon them. Under-
standings about human nature are
operative, energizing principles
which can deepen and develop
throughout a lifetime.

OFFER OPPORTUNITIES TO
DISCOVER WAYS IN WHICH
PERSONS WHO HAVE DIFFERENCES
ARE ALIKE--IN PHYSICAL
CHARACTERISTICS, IN
FEELINGS, IN ASPIRATIONS.

GIVE PUPILS AN OPPOR-
TUNITY TO SPECIFY
INDIVIDUAL DIFFERENCES
LISTED IN THE SUBCONCEPT.

ELICIT EXAMPLES OF UNI-
VERSAL HUMAN BEHAVIORS,
NEEDS, AND HOPES.

Differences and universals can be
defined within the limits of the
classroom, the locality, the nation,
and the planet.

Examples of universal needs and as-
pirations might be: peace, religion,
friendship, self-respect, self-de-
termination, survival, success,
amusement, government, humor, free-
dom, beauty, education, security,
progress and change, etc.

> STRENGTHEN PUPIL UNDER-
> STANDING THAT THERE ARE
> CERTAIN UNIVERSAL PROB-
> LEMS SHARED BY ALL WHO
> INHABIT THE PLANET AND
> THAT THESE ARE OCCASIONS
> FOR THE FAMILY OF MAN
> TO COOPERATE.

Examples of international cooperation
are the United Nations, foreign aid,
allied forces, international trade,
travel and communication rights,
supervision of natural resources,
population control, etc.

STRUCTURE AN EXPERIENCE
IN WHICH PUPILS COULD
DEVELOP THEIR ABILITY TO
COOPERATE WITH AND UNDER-
STAND THOSE DIFFERENT FROM
THEMSELVES.

ASSIST PUPILS IN DIS-
COVERING HOW BARRIERS--
LANGUAGE, GEOGRAPHIC,
ECONOMIC, EDUCATIONAL
AND CULTURAL--BETWEEN
PEOPLE ARE BEING OVERCOME

especially by increasing opportuni-
ties for travel, communication, and
education.

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Sixth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes,
values, and behaviors enable one
to obtain, hold, and advance in
a career.

SUBCONCEPT

*There are effective
interpersonal rela-
tions skills for giving
and evaluating instructions.*

STIMULATE PUPIL INTEREST
IN TYPES OF INSTRUCTIONS
WE USUALLY EXPECT OR
REQUEST--

for machinery, games, health,
knowledge, skills, group efforts,
task performance.

We have all experienced occasions
when we would have been lost were
it not for verbal, written, or
signalled instructions.

ESTABLISH PUPIL UNDER-
STANDING OF THE NEED FOR
INSTRUCTIONS.
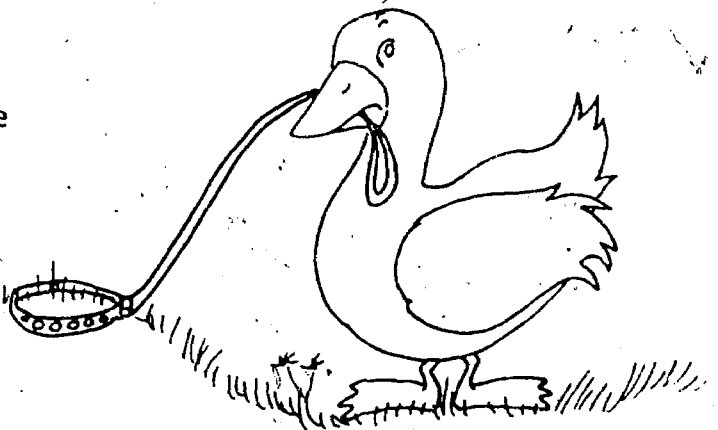
FOCUS PUPIL ATTENTION
UPON SITUATIONS IN WHICH
WE USUALLY FOLLOW INSTRUC-
TIONS AS OPPOSED TO THOSE
IN WHICH PERSONS MAY CHOOSE
TO DISREGARD INSTRUCTIONS.

OFFER PUPILS OPPORTUNITIES
TO ANALYZE THEIR FEELINGS
WHEN RECEIVING INSTRUCTIONS--

impersonal instructions, instructions
from a peer, instructions from an
adult.

ENHANCE PUPIL APPRECIATION
OF THE DIFFERENCES BETWEEN
INSTRUCTIONS AND CRITICISM
AND BETWEEN INSTRUCTIONS'
AND ORDERS FOR INDIVIDUALS
AND FOR GROUPS.

BROADEN PUPIL UNDER-
STANDING OF EFFECTIVE-
NESS OF INSTRUCTION AS
IT DEPENDS UPON QUALIFI-
CATIONS OF THE PERSON
GIVING THEM.

Good instructors can be qualified
by experience, love, knowledge, and
responsibility.

STRUCTURE EXPERIENCES
IN WHICH PUPILS CAN
PRACTICE TECHNIQUES IN
GIVING AND FOLLOWING
INSTRUCTIONS.

EXPAND PUPIL INFORMATION
ABOUT KINDS OF JOBS RE-
QUIRING SKILL IN GIVING
INSTRUCTIONS AND THOSE
REQUIRING SKILLS IN RE-
CEIVING AND INTERPRETING
INSTRUCTIONS.

INTEREST PUPILS IN RE-
VIEWING SITUATIONS IN
HISTORY WHEN PERSONS HAVE
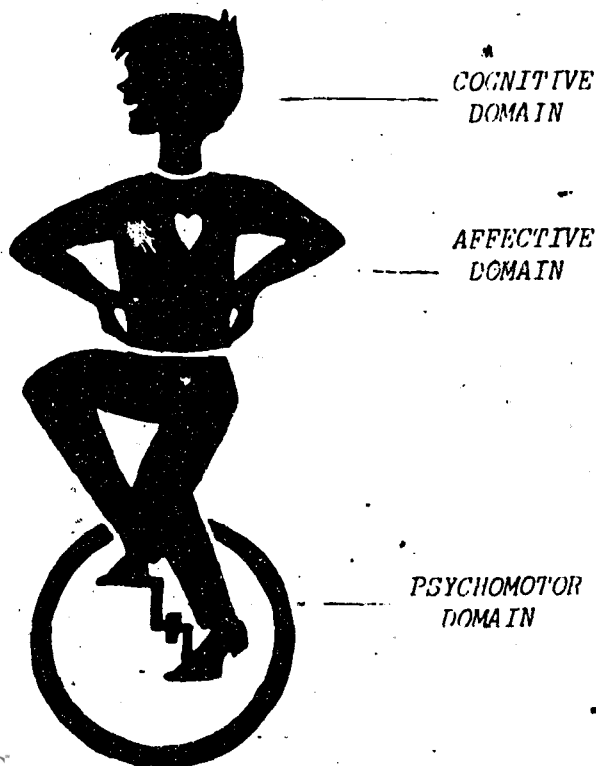HEROICALLY OBEYED ORDERS.

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PUPIL/COPING PERFORMANCE/BEHAVIORS OBJECTIVES

Introduction

MAJOR CONCEPT: Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

The pupil performance objectives for the first Coping Behaviors major concept are directed toward the general idea of self control as a basic means for dealing with oneself, other people, and eventual career considerations. Such control is treated in terms of attitudes, values, and behaviors which enable an individual to relate effectively to the varying conditions of one's social and physical environments.

Opportunities are offered to develop an appreciation of the concept of authority as a normal and necessary feature of human relations. Since the idea of authority itself may be a touchy subject in some circumstances, it is recommended that the teacher distinguish clearly between the negative authoritarian and the positive authoritative perspectives. This important topic is introduced at the readiness level, allowing for purposeful reinforcement as pupils mature through succeeding years.

COGNITIVE DOMAIN

AFFECTIVE DOMAIN

PSYCHOMOTOR DOMAIN

Criticism is another subject which has a two-edged blade with positive and negative connotations. Once again, as with authority, the opportunity is available to encourage healthful attitudes in dealing with oneself and with others in the

presence of error, ignorance, or some other condition requiring attention
to possible improvement.

This approach to Coping Behaviors also includes the idea and prac-
tice of compromise, the giving and receiving of instruction, and the
acknowledgement that all people have to some degree similar feelings which
can serve as bases for mutual consideration.

Please remember that each experience level introduces objectives
dealing with a new subconcept, but that objectives from previous levels
can and should be utilized as practicable.

Readiness Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to
obtain, hold, and advance in a career.

SUBCONCEPT

An individual should learn to cope with authority exercised by others.

In the [image], the student will be able to

   . . . identify an authoritative character in a
        story or film.

   . . . name at least two authoritative behaviors
        performed by the teacher.

   . . . list the kinds of authority exercised by
        each of a specified number of cummunity
        workers.

   . . . describe at least one example of obedience
        in the classroom; in the community; at
        home.

In the [image], the student will be able to

   . . . give directions as part of a group
        game.

   . . . tell about how certain tasks at
        home are assigned to different in-
        dividuals.

   . . . describe at least one instance in
        which he exercised authority over
        someone else.

   . . . discuss words which imply an authori-
        tative role; e.g., boss, sergeant,
        king, captain, etc.

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. . . cooperate in sharing authority in
carrying out a particular classroom
activity.

. . . discuss the implications of being
a leader and being a follower.

In the ⚲ , the student will be able to.

. . . follow directions given as part of a
group game; e.g., "Simon Says", "Farmer
in the Dell".

First Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

An individual should learn to cope with the rights and feelings of others.

In the [silhouette], the student will be able to

. . . identify empathy (or lack of empathy) as embodied by a character in a story or film.

. . . differentiate between "rights" and "privileges".

. . . describe how people may show their feelings.

In the [silhouette], the student will be able to

. . . report about at least one occasion when another child sympathy for oneself.

. . . describe a situation in which he was unfair to someone else.

. . . describe a situation in which oneself was treated unfairly by someone else.

. . . identify at least two kinds of help one would welcome from a classmate.

. . . identify at least two kinds of help one would be willing to offer to a classmate.

. . . discuss how it feels to be "left out of things."
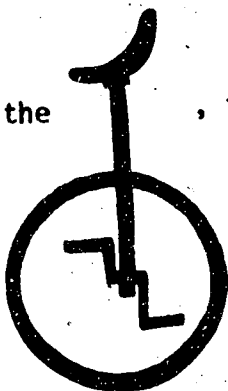
In the _____, the student will be able to

. . . accommodate one's performance in a
       playground game in consideration of
       the skills of others.

. . . demonstrate helpfulness when a class-
       mate, or other child, is having difficulty
       walking, lifting, etc.

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Second Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

An individual should learn to give and take criticism.

In the [silhouette], the student will be able to

    . . . distinguish between criticism that is intended to help and that which is intended to hurt.

    . . . point out at least two ways that the physical conditions of the classroom might be improved.

    . . . give an example of how the teacher uses criticism to help children.

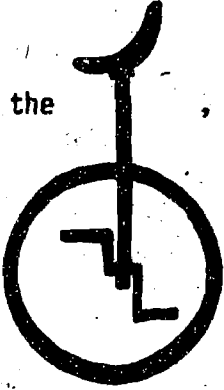   . . . identify at least one non-verbal behavior which demonstrates criticism.

In the [image], the student will be able to

    . . . acknowledge and correct one's own errors in a given written assignment.

    . . . discuss the need to acknowledge error or ignorance.

    . . . describe one's own feelings when being criticized for a mistake.

    . . . describe one's own feelings when being criticized positively for good work.

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. . . describe one's own feelings when
being reprimanded for wrongdoing.

. . . take part in a dramatization of an
example of positive criticism.

. . . discuss "criticism" in terms of
accepting or changing a specific
behavior.

In the   , the student will be able to

. . . practice to improve a particular physical
skill as suggested by someone else.

. . . demonstrate a physical behavior showing
positive criticism.

. . . demonstrate a physical behavior showing
negative criticism.

Third Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to
obtain, hold, and advance in a career.

SUBCONCEPT

*A contribution to group effort can be made by demonstrating ability to
both compromise and exercise influence in achievement of group goals.*

In the ⬛, the student will be able to

. . . describe how a conflict within a group of
neighborhood peers was resolved.

. . . state a definition of the term "compromise."

. . . report on negotiations which may be cur-
rently underway in industry, schools, sports,
etc.

. . . give at least one example of the idea of
compromise with oneself in terms of long-
range and immediate personal goals.

. . . identify a conflict situation in a story or
film that offers an opportunity for compromise.

. . . identify a conflict situation in a story or
film in which one character exerts the de-
cisive influence.

In the ⬛, the student will be able to

. . . offer an argument for or against a
specific course of action being con-
sidered by one's group.

. . . take part in a dramatization of a
bargaining session; e.g., primitive
barter, salary negotiations, etc.

explain at least one situation in
which compromise would not be
acceptable to oneself.

. . . discuss compromises which might be
made in order to resolve a conflict
in the school; the community; etc.

. . . take part in a dramatization of the
behavior of a withdrawing child in
a conflict situation.

In the   , the student will be able to.
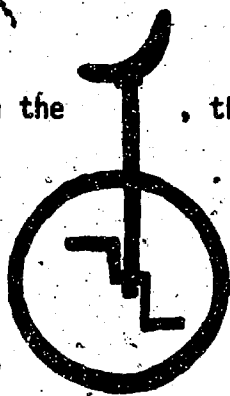
. . . take part in a pantomine of the behavior
of a bully on the playground.

Fourth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

Certain behaviors are appropriate to specific job settings.

In the [image], the student will be able to

- . . . state the reasons supporting the acknowledged rules for behavior in specified school situations.

- . . . state the reasons supporting the acknowledged rules for behavior in specified situations outside of school.

- . . . classify by matching a specified number of job descriptions according to requirements for long periods of quiet, extensive physical exertion, continual interaction with people, etc.

- . . . report the results of an interview with an adult acquaintance regarding specific behaviors required for his occupation.

- . . . classify a given list of behaviors according to their definitions as physical, social, or intellectual.

- . . . list physical, social, and intellectual behaviors which are likely to be required in a large number of occupations.
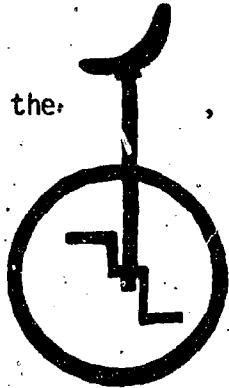
In the [image], the student will be able to

    . . . discuss the differences among ac-
ceptable and unacceptable behaviors
in a specified number of situations.

    . . . take part in a dramatization of
employer-employee relationships in
a given job description.

    . . . take part in a dramatization of
employee-employee relationships in
a given job description.

In the [image], the student will be able to

    . . . conduct oneself consistently according
to acknowledged rules of behavior for
the classroom, halls, and playground.

    . . . perform effectively a routine house-
keeping task in the classroom for a speci-
fied period of time.

    . . . pantomine at least one occupational
behavior exhibited by each of a specified
number of community workers.

Fifth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to obtain, hold, and advance in a career.

SUBCONCEPT

There is a universality of feelings and aspirations of all people--regardless of physical appearance, nationality, creed, sex, or ethnic background.

In the ⬛ , the student will be able to

   . . . list basic survival needs required by all people in any situation.

   . . . describe the different ways that a specified number of different cultures have sought to satisfy at least three similar needs or wants.

   . . . differentiate between "needs" and "wants."

   . . . report about the recreational activities of at least two cultures different from one's own.

   . . . report on at least one type of government different from one's own.

In the ⬛ , the student will be able to

   . . . compare the personal appeal of one's own recreational activities or interests with those of at least two classmates.

   . . . discuss the ideas of success and failure, with emphasis on the feelings they tend to inspire in an individual.

. . . study and discuss the idea of free-
dom as treated in particular his-
torical documents. (E.g., Declara-
tion of Independence, Bill of Rights,
etc.)

. . . take part in a dramatization of
positive or negative ways of dealing
with someone's mistake, or ignorance,
or lack of a certain skill.

In the ⬤, the student will be able to
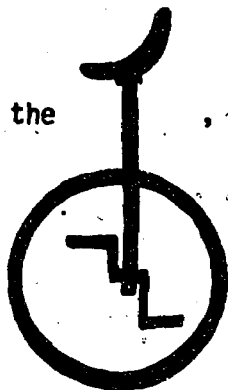
. . . perform at least two simple physical
tasks that are deliberately different
from one's routine behavior. (E.g.,
dress in a different sequence, walk
to school by a different route, reverse
use of left and right hands, etc.)

. . . cooperate with at least two classmates
in timing how long each can undergo
certain physical restrictions. (E.g.,
sit perfectly still, stand without
moving feet, etc.)

Sixth Experience Level

MAJOR CONCEPT

Certain identifiable attitudes, values, and behaviors enable one to
obtain, hold, and advance in a career.

SUBCONCEPT

*There are effective interpersonal relations skills for giving or
evaluating instructions.*

In the ⬛, the student will be able to

> . . . distinguish by written examples between
> questions which ask for information and
> those which imply evaluation.

> . . . explain the rules of a game which is new
> to one's listeners.

> . . . identify examples of instructional be-
> haviors as embodied by characters in a
> story or film.

In the ⬛, the student will be able to

> . . . write a short set of directions for
> a classroom activity which a class-
> mate can perform successfully.

> . . . match different voice tones according
> to specific communication situations;
> e.g., apologizing, reprimanding,
> giving directions.

> . . . help another child to practice a par-
> ticular academic skill.

> . . . discuss the differences between
> giving instructions to a group and
> to an individual.

In the ⚫, the student will be able to
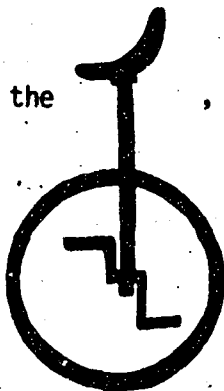
    . . . construct a simple object by following printed instructions.
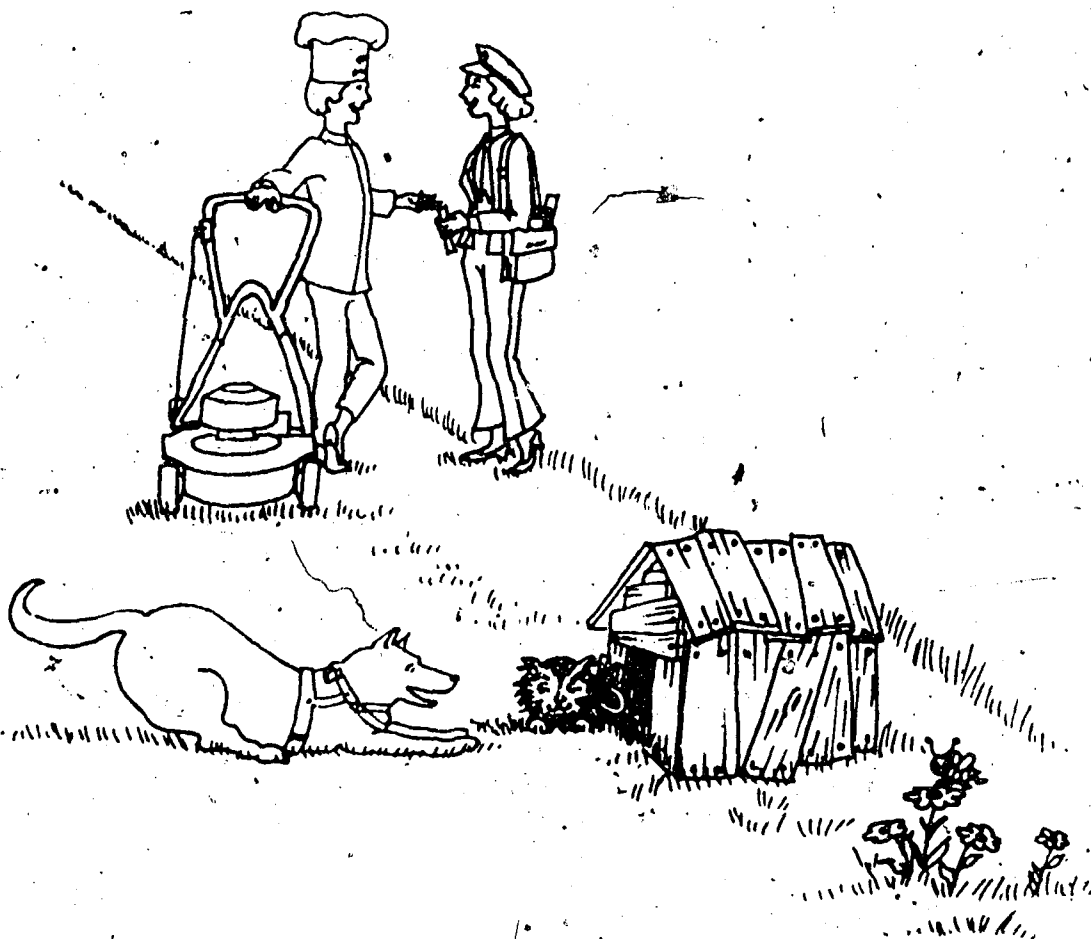
    . . . demonstrate how non-verbal signals are used as directions by particular workers; e.g., traffic police, airport ground crew, teachers, etc.

Coping Behaviors

INDIVIDUALS CAN LEARN TO PERFORM
ADEQUATELY IN A VARIETY OF OCCUPA-
TIONS AND OCCUPATIONAL ENVIRONMENTS.

Introduction

Today, perhaps more than at any other time in our history, a person must be able to adapt to varying situations. A mobile society, specialization, technological change, etc. have created the need for a person to be able to make use of his knowledge and skills in a variety of positions in the work world. It is no longer sufficient for an individual to be prepared just for initial employment. One must also be prepared for and be able to adapt to the inevitable changes which will take place during one's lifetime of work. The individual who is capable of coping with and adjusting to occupational change will most likely be one who will succeed in his chosen career. This dimension framework deals with the coping behaviors that are so important for a person to learn to perform adequately in a variety of occupations and occupational environments.
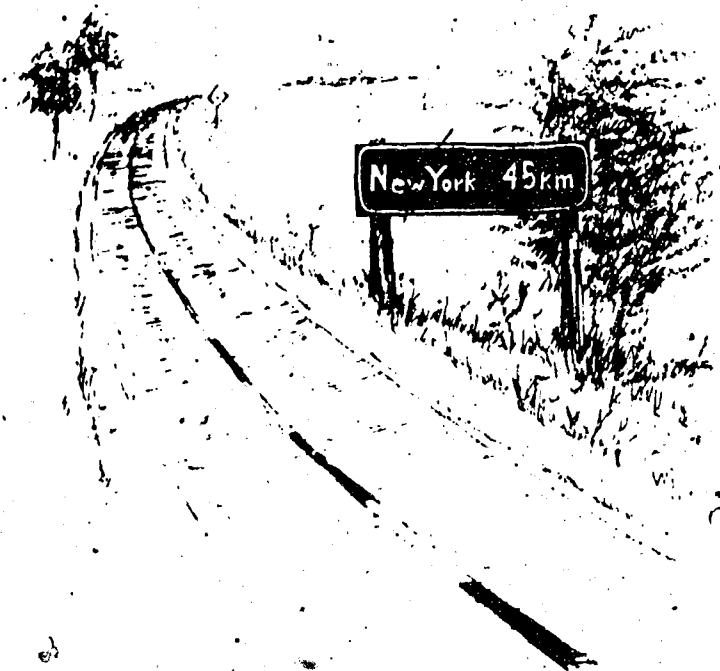
The subconcepts contained herein deal directly with individual adaptability in the work world at the readiness through fifth experience levels. This includes the ability to transfer skills and knowledge from one occupation to another, meet different job performance requirements, and be able to adjust to varying occupations and occupational environments. At the sixth experience level the student begins initial exploration of like and unlike occupational characteristics--both within and between job families.

Coping behaviors are dealt with in two ways in this dimension: (1) human relations coping behaviors, and (2) job skills coping behaviors.
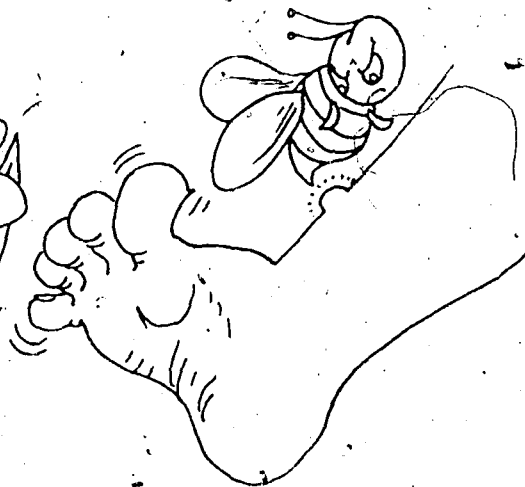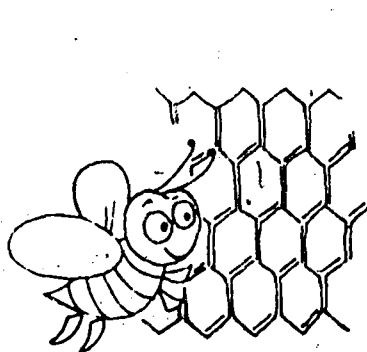
Different skills are required for different tasks.

Readiness Level.

Different skills are required for different tasks.

Several skills may be required to perform a given task.

FLUFFY

First Experience Level

Different skills are required
for different tasks.

Several skills may be required
to perform a given task.

Some skills can be transferred
from one job to another.

58

Second Experience Level

Different skills are required
for different tasks.

Several skills may be required
to perform a given task.

Some skills can be transferred
from one job to another.

*Performance requirements for a
job will vary with the work
setting.*

54
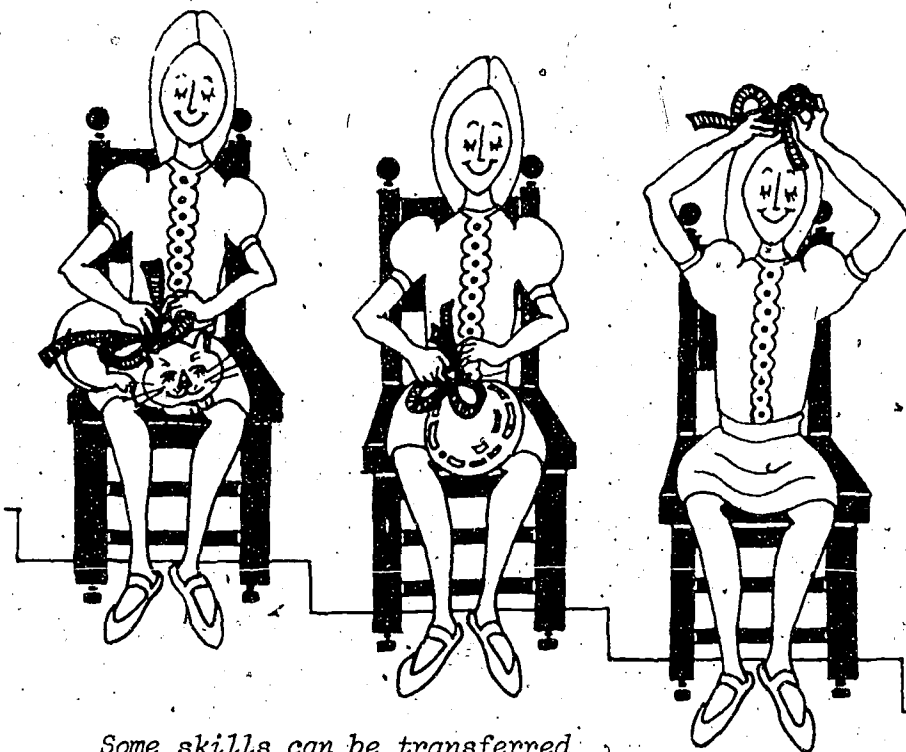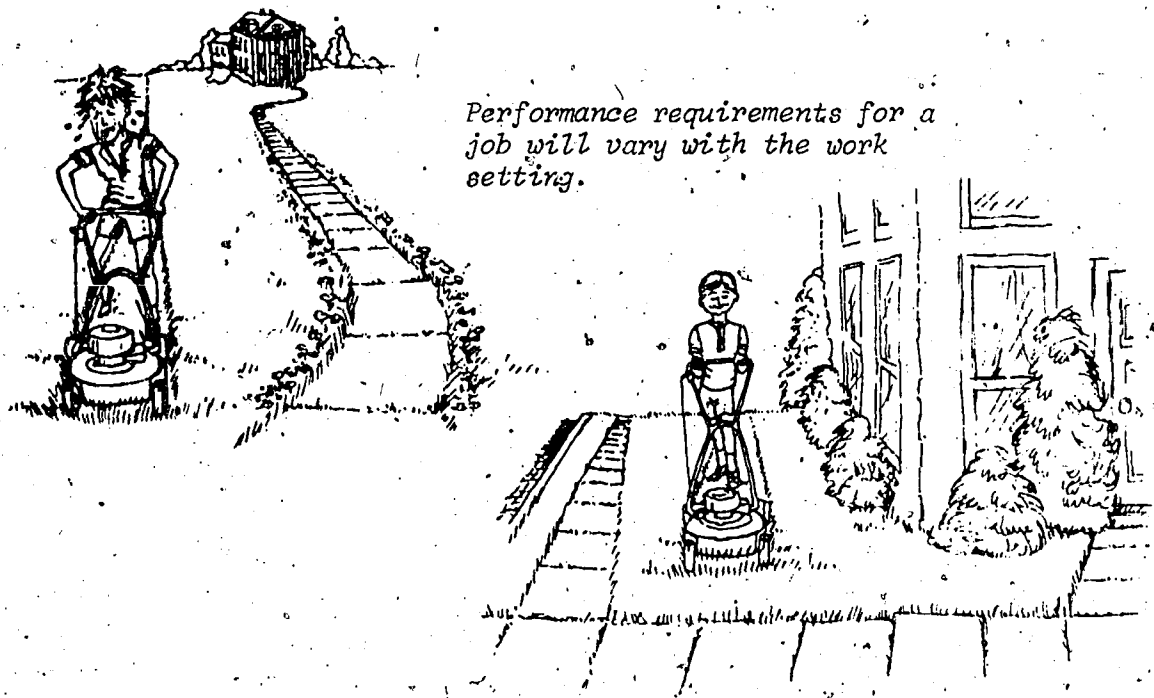
Different skills are required
for different tasks

Some skills can be transferred
from one job to another.

Several skills may be required
to perform a given task.

Performance requirements for a
job will vary with the work set-
ting.

PONY EXPRESS

WELLS, FARGO & CO

Performance requirements for a
job may change with time.

Different skills are required
for different tasks.

Several skills may be required
to perform a given task.

Some skills can be transferred
from one job to another.

Performance requirements for a
job will vary with the work
setting.

Performance requirements for a
job may change with time.

It is important for a person
to be able to make the transi-
tion from one job to another.

61

Fifth Experience Level
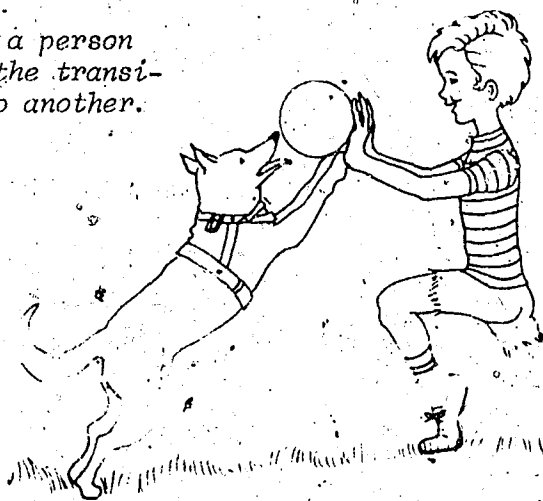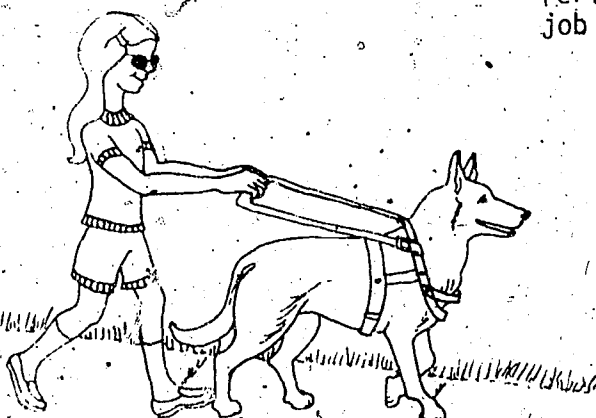
Different skills are required for different tasks.

Performance requirements for a job will vary with the work setting.

Several skills may be required to perform a given task.

Performance requirements for a job may change with time.

Some skills can be transferred from one job to another.

It is important for a person to be able to make the transition from one job to another.

There are character-istics which differentiate between occupations--both within and between job families.

Sixth Experience Level

TEACHER/COPING GOALS/BEHAVIORS

Introduction

MAJOR CONCEPT: Individuals can learn to perform adequately in a variety of occupations and occupational environments.

Teacher goals are offered to suggest directions by which the teacher might proceed to set up learning environments for teaching the subconcepts to the children. Teacher goals will be more generally stated than pupil performance objectives.

This major concept presents an opportunity to understand one's own skills and those of others, and to relate skills to specific tasks and occupations. The teacher will need to provide information about requirements of tasks and occupations in such a way that pupils will be able to relate their own physical, social, and intellectual skills to them. Once the child grasps the major concept he will see several positive alternatives for himself: "If I can do this then I can do that or that." By encouraging the children and offering them individual opportunities to excel, the teacher can construct a positive self-image for each child.

Summarized, the teacher goals are to:

1. enable pupils to relate skills to tasks.

2. offer opportunities for pupils to discover how job settings often determine job requirements.

3. help pupils develop confidence and abilities in applying skills to various tasks.

Readiness Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

Different skills are required for different tasks.

Every person is endowed with physical, mental, social, and emotional "tools" for different tasks.

    INTEREST THE CHILDREN IN IDENTIFYING THEIR DIFFERENT SKILLS.

    INCREASE THE PUPILS' SKILL IN CATEGORIZING THEIR OWN TASKS ACCORDING TO THEIR SKILLS

For example, the children could identify a task by whether they used hands, feet, eyes, or ears to perform it. Intellectual skills used in tasks might be naming, grouping, counting, or following directions. Sharing, helping, and taking turns are examples of social skills.
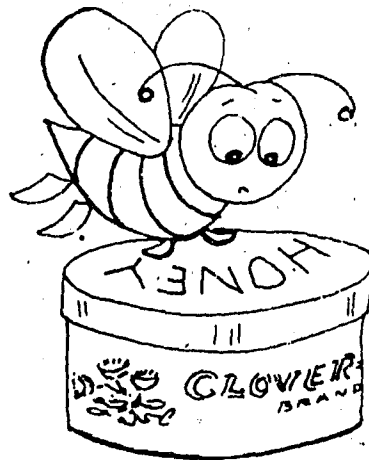
    OFFER OPPORTUNITIES FOR THE CHILDREN TO ENGAGE IN MANY DIFFERENT TYPES OF ACTIVITIES.

Since the children are eager to improve and gain new skills, it should be easy to

    INTEREST PUPILS IN THE WAYS DIFFERENT SKILLS ARE ACQUIRED.

    BROADEN PUPIL INFORMATION ABOUT SKILLS USED BY OTHERS.

First Experience Level

MAJOR CONCEPT

Individuals can learn to
perform adequately in
a variety of occupa-
tions and occupational
environments.

SUBCONCEPT

*Several skills may be required
to perform a given task.*

ENHANCE PUPIL AWARENESS
OF THE MANY SKILLS WHICH
THEY USE IN ROUTINE
TASKS.

Several skills are needed to walk to
school, help at home, care for a
pet, dress, wrap a package, etc.

GIVE OPPORTUNITIES FOR
PRACTICING TASKS RE-
QUIRING SEVERAL SKILLS.

To broaden the subconcept, the
teacher may wish to

ENRICH PUPIL UNDER-
STANDING OF SKILLS USED
BY OTHERS IN PERFORMING
A GIVEN TASK,

and

INTEREST PUPILS IN THE
AMOUNT OF TIME AND
TRAINING NEEDED TO GAIN
THE SKILLS NECESSARY FOR
SOME TASKS.

Second Experience Level

MAJOR CONCEPT

Individuals can learn to
perform adequately in a
variety of occupations and
occupational environments.

SUBCONCEPT

*Some skills can be transferred
from one job to another.*
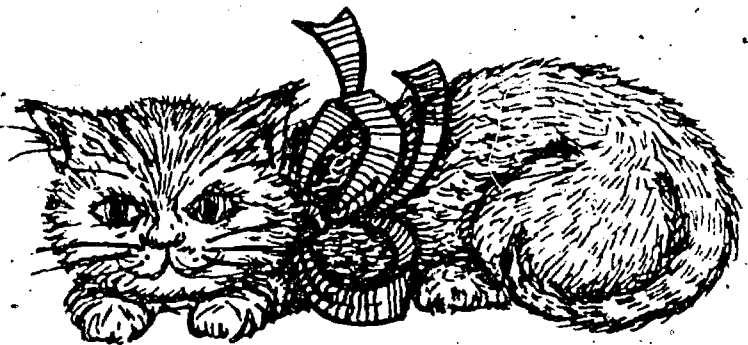
The children probably have some
skills which are especially useful.
The teacher can

    FOCUS PUPIL ATTENTION
    UPON SKILLS THEY CAN
    USE IN SEVERAL TASKS,

    ENCOURAGE PUPILS TO
    EXPLAIN THE VALUE OF
    TRANSFERABLE SKILLS
    FOR THEMSELVES AND
    FOR OTHERS.

To guarantee that transferable
skills are discovered and used,
the teacher may

    OFFER OPPORTUNITIES FOR
    PUPILS TO EXPERIMENT
    WITH TRANSFERRING SKILLS
    FROM ONE TASK TO ANOTHER.

School skills such as reading,
computation, and human relations
would be ready examples of trans-
ferable skills.

    EXPAND PUPIL INFORMA-
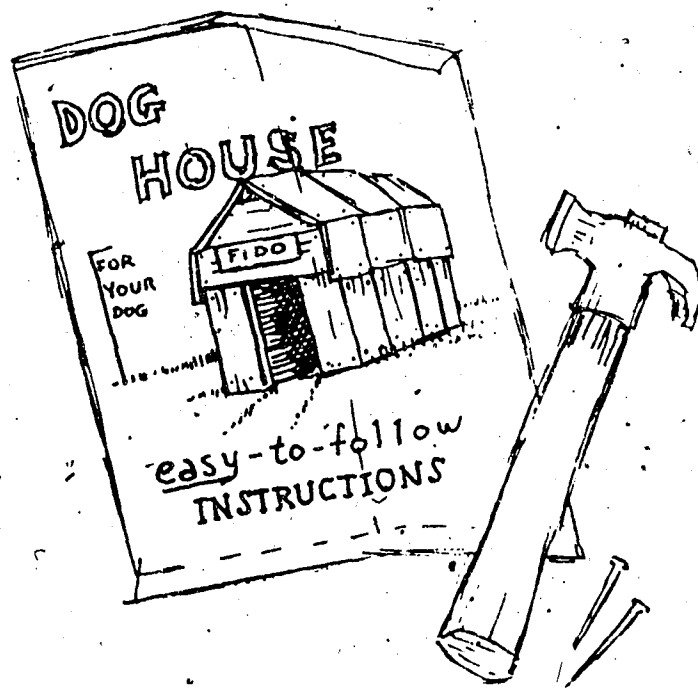   TION ABOUT SKILLS OTHERS
    TRANSFER FROM ONE JOB TO
    ANOTHER.

Third Experience Level

MAJOR CONCEPT

Individuals can learn to perform
adequately in a variety of occupa-
tions and occupational environments.

SUBCONCEPT

*Performance requirements for a job
will vary with the work setting.*

INCREASE PUPIL INFORMA-
TION ABOUT DIFFERENCES
IN WORK SETTINGS OR
WORKING CONDITIONS FOR
THEMSELVES AND FOR OTHERS.

These differences can be social, such
as independent or group settings,
supervised or unsupervised settings,
or physical, such as differences in
space, time, equipment, or location.
The historical differences in
working conditions are considered
at the fourth level.

Job requirements, can be more special-
ized when one works as part of a
team. Time limits may determine,
speed of work. With similar examples

ENHANCE PUPIL UNDER-
STANDING OF PERFORMANCE
REQUIREMENTS AS THOSE
PHYSICAL, SOCIAL, AND
INTELLECTUAL SKILLS WHICH
ONE NEEDS TO PERFORM A
TASK.

STIMULATE PUPIL INTEREST
IN RELATING CHANGES IN
PERFORMANCE REQUIPEMENTS
TO CHANGES IN WORK
SETTING.

OFFER OPPORTUNITIES FOR
PUPILS TO EXPLORE AND
EXPERIENCE WAYS PERFOR-
MANCE REQUIREMENTS WHICH
THEY ENCOUNTER CHANGE
ACCORDING TO WORK SETTING.

Studying at home will be different
from studying at school. Emptying
kitchen trash could be a bigger
job than emptying bedroom waste-
baskets, etc.

Fifth Experience Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

It is important for a person to be able to make the transition from one job to another.

Persons can acquire special traits and skills which help in making job transfers.

FOCUS PUPIL ATTENTION UPON SOCIAL, PHYSICAL, AND INTELLECTUAL SKILLS WHICH MAKE IT POSSIBLE FOR PERSONS TO TRANSFER FROM ONE JOB TO ANOTHER.

INTEREST PUPILS IN HOW PERSONS TRANSFER.

Job transfer is often a major change. The teacher might wish to

BROADEN PUPIL UNDERSTANDING OF MANY REASONS WHY PERSONS TRANSFER FROM ONE JOB TO ANOTHER.

Credentials are gathered, applications are made, interviews are held, resignations are submitted, etc.

HELP PUPILS TO EMPHASIZE EFFECTS JOB TRANSFERS HAVE ON FAMILY, FRIENDS, AND COMMUNITY.

Reasons could be to improve social environment, for personal satisfactions, company request, more money, better geographical location, use of increased training, better benefits, etc.

Fourth Experience Level

MAJOR CONCEPT

Individuals can learn to perform
adequately in a variety of occupa-
tions and occupational environments.

SUBCONCEPT

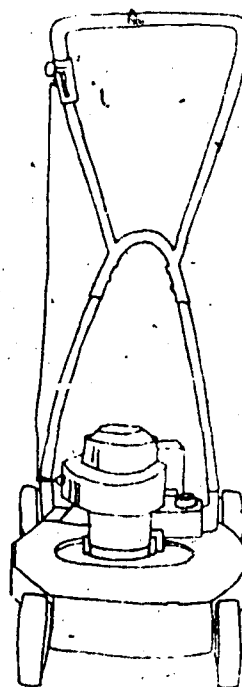*Performance requirements
for a job may change
with time.*
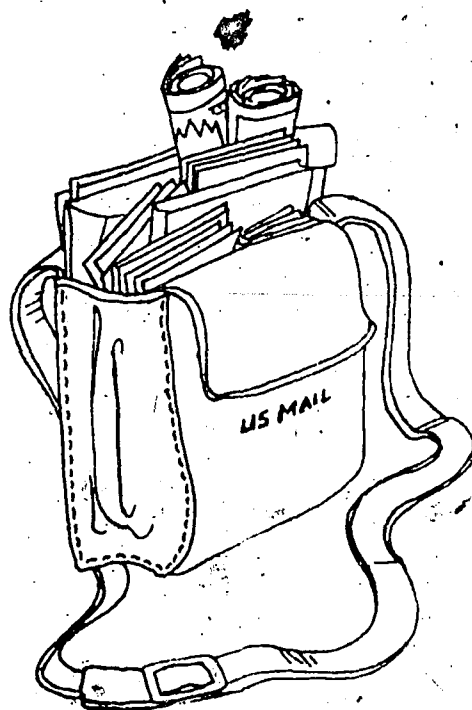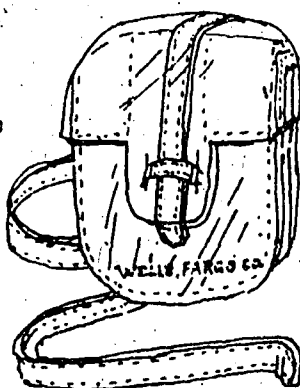
To establish background,

> OFFER INFORMATION
> ABOUT HOW PERFORMANCE
> REQUIREMENTS FOR
> SOME OCCUPATIONS
> HAVE CHANGED WITH TIME.

> STIMULATE PUPIL INTEREST
> IN FINDING HISTORICAL
> REASONS FOR CHANGES' IN
> PERFORMANCE REQUIREMENTS
> FOR SEVERAL TASKS AT HOME,
> AT SCHOOL, IN OCCUPATIONS.

Examples of historical reasons for
these changes might be mechanization,
industrialization, technology,
urbanization, or cybernation.

> ENRICH PUPIL UNDERSTANDING
> OF WAYS WORKERS HAVE
> ADAPTED TO OCCUPATIONAL
> PERFORMANCE REQUIREMENTS
> WHICH HAVE CHANGED WITH
> TIME.

A worker may have more or less
leisure, need more or less special-
ization; he may experience unemploy-
ment, need to transfer, join a
union, etc.

> GIVE PUPILS AN OPPORTUNITY
> TO PREDICT HOW PERFOR-
> MANCE REQUIREMENTS FOR
> SOME OCCUPATIONS MIGHT
> BE MODIFIED IN THE FUTURE.

US MAIL

PUPIL/COPING
PERFORMANCE/BEHAVIORS
OBJECTIVES

Introduction

MAJOR CONCEPT: <u>Individuals can learn to perform adequately in a variety of occupations and occupational environments.</u>

The pupil performance objectives for the second major concept in the Coping Behaviors dimension seek to encourage pupils to apply the general idea of personal control to the varying conditions of occupational environments. This control is acquired through knowledge and skills which are applicable to whatever occupational situations may arise.

Definitions play a key role in the experience suggested. Job descriptions may be considered in terms of professional, skilled, semi-skilled, or non-skilled requirements. They may also be classified according to work settings, social implications, clothing or equipment requirements, etc. Skills themselves can be identified as intellectual, social, or physical. Job differences and similarities and the likelihood of changes that may occur either within a given job or in switching positions are also major factors.

COGNITIVE DOMAIN

AFFECTIVE DOMAIN

PSYCHOMOTOR DOMAIN

Such considerations are applied to immediate classroom tasks as well as to the present and anticipated world of work. Consequently, the several sub-concepts of this dimension framework offer a rather substantial opportunity for increasing pupils' practical knowledge of occupational information.

Sixth Experience Level

MAJOR CONCEPT

Individuals can learn to perform
adequately in a variety of
occupations and occupational
environments.

SUBCONCEPT

*There are characteristics
which differentiate between
jobs both within and between
occupational clusters.*

Pupils will need to be aware of
several organizing principles which
account for different occupational
clustering.

    INTEREST PUPILS IN
    VARIOUS SYSTEMS OF
    OCCUPATIONAL CLUSTERING.

    PROVIDE OPPORTUNITIES
    FOR PUPILS TO ISOLATE
    JOB CHARACTERISTICS
    WHICH CUT ACROSS CLUSTERS.

Examples may be managerial jobs,
secretarial jobs, etc. These are
sometimes referred to as job fam-
ilies.

    ENCOURAGE PUPILS TO
    DEVELOP THEIR OWN
    SYSTEMS OF OCCUPATIONAL
    CLUSTERING.

Readiness Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

Different skills are required for different tasks.

In the [figure], the student will be able to

. . . differentiate among at least two classroom tasks according to their requiring specified skills.

. . . name at least two different tasks at home that require the use of one particular physical skill.

. . . describe the skills exhibited by characters in a particular television program, story, or film.

. . . name at least one worker in the community who would need to be very strong physically.

. . . name at least one worker in the community who would need to be able to meet many people easily.

. . . name at least one worker in the community who would need to know very much about science.

In the [figure], the student will be able to

. . . describe how one acquired a specific skill.

. . . discuss what knowledge may be important to certain specified tasks.

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Please remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized whenever practicable.

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First Experience Level
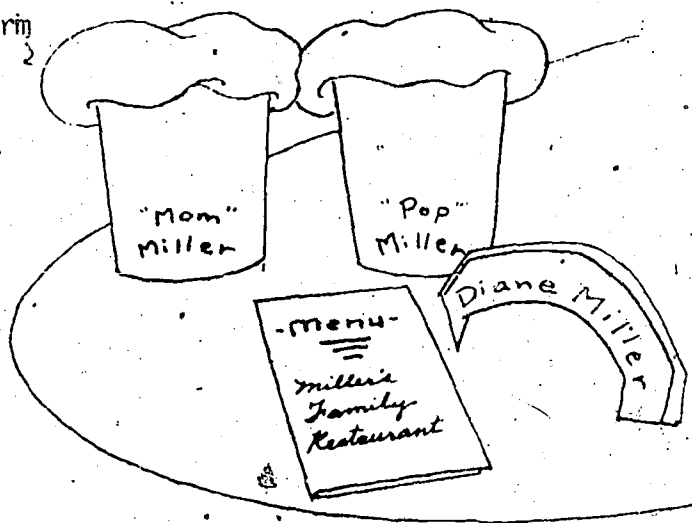
MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT--

Several skills may be required to perform a given task.

In the [silhouette] , the student will be able to

. . . classify a specified number of skills according to their intellectual, social, or physical characteristics.

. . . name at least two different skills used by a parent carrying out a specific task at home.

. . . name at least two different skills used by a classmate during a specific classroom activity.

. . . identify at least two different skills used by a particular school worker performing a given task.

In the [figure] , the student will be able to

. . . take part in a dramatization of a task involving at least two kinds of skills.

. . . discuss with other members of the group how each of a specified number of intellectual skills might be improved.

In the   , the student will be able to
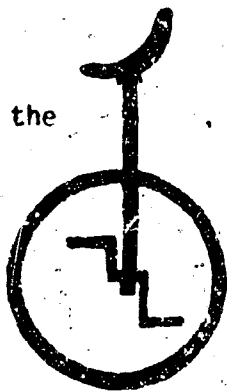
        . . . participate in races, or exercises,
              which require varying types of bodily
              movements.

        . . . use a specific tool effectively in
              two different classroom activities.

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Second Experience Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupation,
and occupational environments.

SUBCONCEPT

Some skills can be transferred from one job to another.

In the , the student will be able to

   . . . name at least two different tasks
that would require a knowledge of
arithmetic (or science, etc.)

   . . . . report how one's parent uses
arithmetic in carrying out house-
hold tasks.

   . . . identify at least three jobs which
require an ability to read.

In the , the student will be able to

   . . . tell how one has used a skill
(intellectual, social, or physi-
cal) learned at school while
carrying out a task at home.

   . . . describe how one has used a
specific social skill in at
least two different situations
outside the home or school.

. . . discuss with other members of
the group how each of a speci-
fied number of social skills
might be improved.

. . . discuss with other members of
the group how each of a speci-
fied number of physical skills
might be improved.

. . . help a classmate improve a skill
of his choice.

In the   , the student will be able to
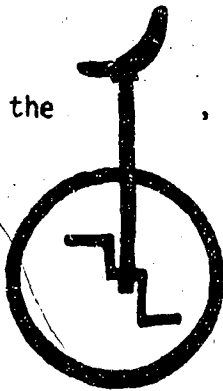
. . . demonstrate at least two skills
involving physical strength.

. . . demonstrate at least two skills
involving physical dexterity.

Third Experience Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

Performance requirements for a job will vary with the work setting.

In the [head silhouette], the student will be able to

. . . report on two different secre-
taries' (or teachers', truck
drivers', etc.) description of
the skills needed in their jobs.

. . . name at least one job that would
probably require the same skills
no matter where it is performed.

In the [emblem], the student will be able to
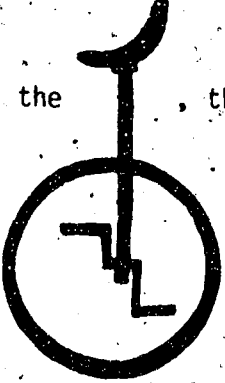
. . . describe how one approaches a
particular schoolwork assignment
differently in the classroom
and at home.

. . . discuss the possible differences
in services expected from a
given type of worker according
to his location in a rural area,
a small town, or a large city.

In the [unicycle], the student will be able to

. . . demonstrate how one's handwriting
may vary according to the requirements
of different situations.

... escribe how one has used a specific intellectual skill in at least two different situations outside the home or school.

... describe how one has used a specific physical skill in at least two different situations outside the home or school.

In the   , the student will be able to

... demonstrate the use of a single physical skill (running, throwing, etc.) in at least two different playground activities.

. . . describe how one's own responsi-
bilities as a pupil have changed
since beginning school.

. . . discuss how skill and knowledge
requirements for a given job
might change within the next ten
(or fifteen, etc.) years.

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Fourth Experience Level

MAJOR CONCEPT.

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

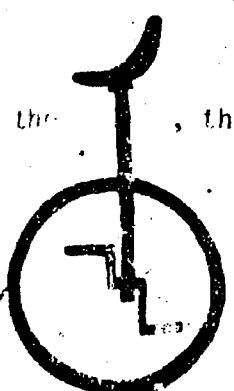*Performance requirements for a job may change with time.*

In the [silhouette], the student will be able to

    . . . explain how skill requirements for a particular occupation changed within a specified period of history.

    . . . report on an adult acquaintance's description of how the skill or knowledge requirements have (or have not) changed since he began his present job.

    . . . identify at least one job whose requirements are unlikely to change with time.

In the [silhouette], the student will be able to

    . . . describe how at least one technological change during one's own lifetime has affected one's way of doing a particular activity.

    . . . differentiate one's own present responsibilities as a member of his family from those when he was seven (or six, or five) years old.

. . . take part in dramatization of
at least two examples of social
skills that would be helpful in
more than one job.

. . . take part in a dramatization of
an interview of a person who is
seeking to change jobs.

In the   the student will be able to

. . . demonstrate a physical skill that
would be helpful in at least three
different jobs.

Fifth Experience Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations
and occupational environments.

SUBCONCEPT

It is important for a person to be able to make the transition from one
job to another.

In the [image], the student will be able to

. . . state at least two examples of
intellectual skills that would
be helpful in each of at least
three different jobs.

. . . list at least four possible reasons
why a person might change jobs.

. . . report on how an adult acquain-
tance described his change from
one job to another.

. . . state at least two examples of
social skills that would be help-
ful in each of at least three
different jobs.

In the [image], the student will be able to

. . . cooperate with other members of
the class in collecting and
organizing data about the fre-
quency of job changes among adults
in the community.

. . . discuss the criteria which place
a specified number of job de-
scriptions in their respective
job families.

In the   , the student will be able to
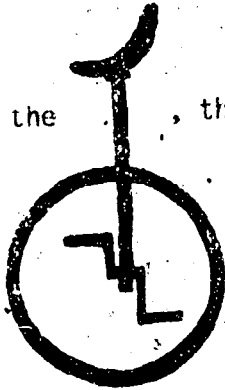
. . . create an organized display based
on pictures of workers employed in
at least three different job families.

Sixth Experience Level

MAJOR CONCEPT

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

SUBCONCEPT

There are characteristics which differentiate between occupations--both within and between job families.

In the ⬛, the student will be able to

    . . . define a specified number of job descriptions as professional, skilled, semi-skilled, or unskilled.

    . . . name at least one job which would most likely be suitable for a worker who has had to leave a specified different job.

    . . . classify a specified number of job descriptions according to requirements for working indoors or outdoors, with or without special clothing, individually or in groups, etc.

    . . . identify as many differences and similarities as possible between two particular job families within a specified period of time.

In the ⬛, the student will be able to

    . . . cooperate with a small group of classmates in reporting about work skills and knowledge required by a given job family.

Decision Making

LIFE INVOLVES A SERIES OF CHOICES LEADING TO CAREER COMMITMENTS.

BASIC COMPONENTS OF THE DECISION-MAKING PROCESS CAN BE APPLIED TO THE ESTABLISHING OF PERSONAL GOALS AND THE MAKING OF CAREER-RELATED DECISIONS.
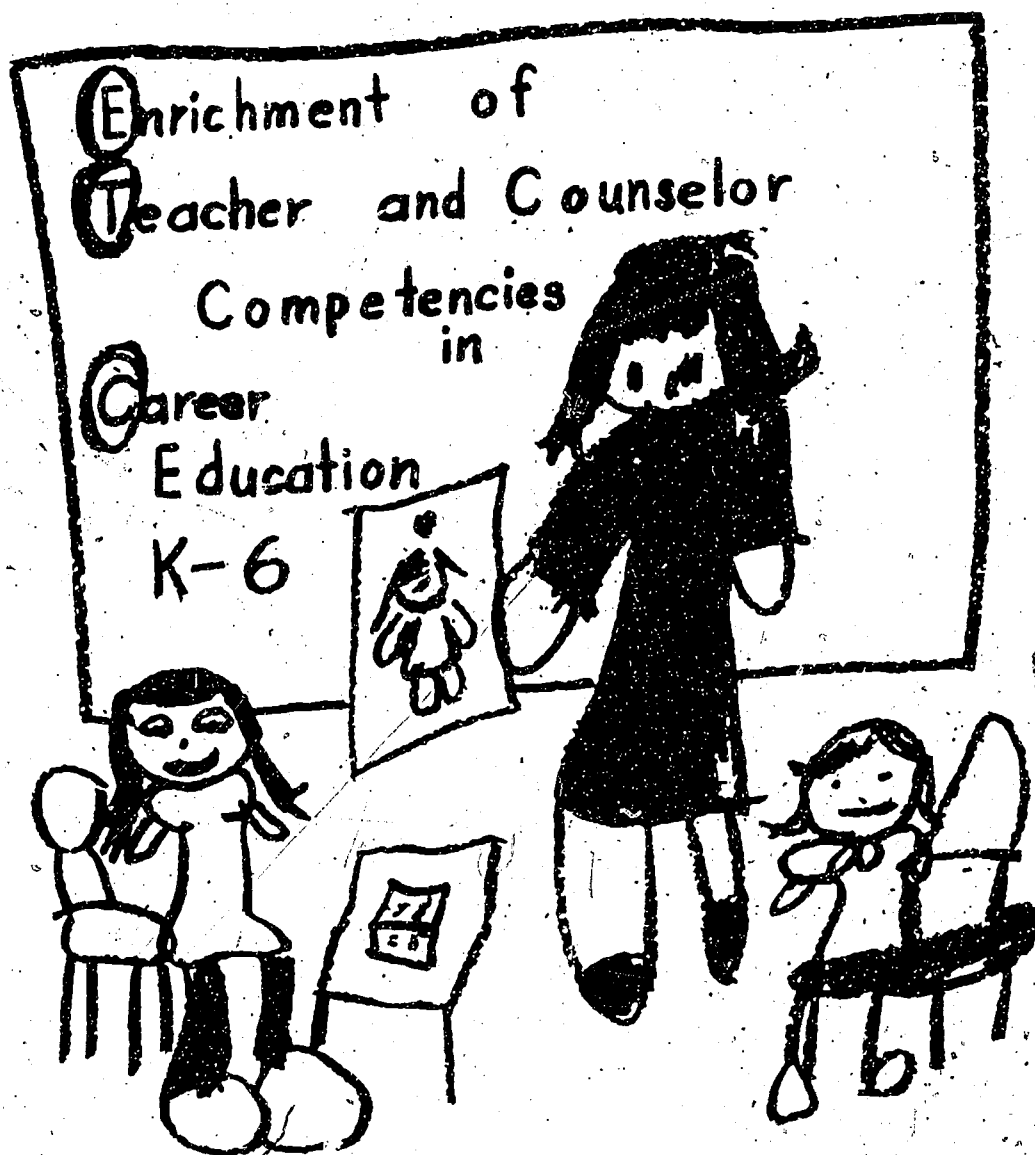
Introduction to Decision Making Dimension

LIFE INVOLVES A SERIES OF CHOICES LEADING TO CAREER COMMITMENTS.

BASIC COMPONENTS OF THE DECISION-MAKING PROCESS CAN BE APPLIED
TO THE ESTABLISHING OF PERSONAL GOALS AND THE MAKING OF CAREER-
RELATED DECISIONS.

The two dimension frameworks dealing with the process of decision
making provide a setting within which that process may become understand-
able and functional. Decision making is considered from two basic view-
points:

A decision is a conclusion which has resulted
from the combining of factual information, per-
sonal and social values, and the implications of
pertinent circumstances.

When a decision is "made" it produces consequences
and also becomes a more or less continuing part of
a person's pattern of circumstances.

Thus, a decision has antecedents in an individual's store of
knowledge, perceptions, and values. Its validity and its relevance to
reality determine what its continuing effects will be.

Both major concepts in the Decision Making dimension deal with
both of these viewpoints. In the first instance, decision making is
treated in its total context of antecedents and anticipated effects.
Secondly, the components of the process are further analyzed and more
specifically applied to the setting of personal goals.

Decision Making

LIFE INVOLVES A SERIES OF CHOICES
LEADING TO CAREER COMMITMENTS.
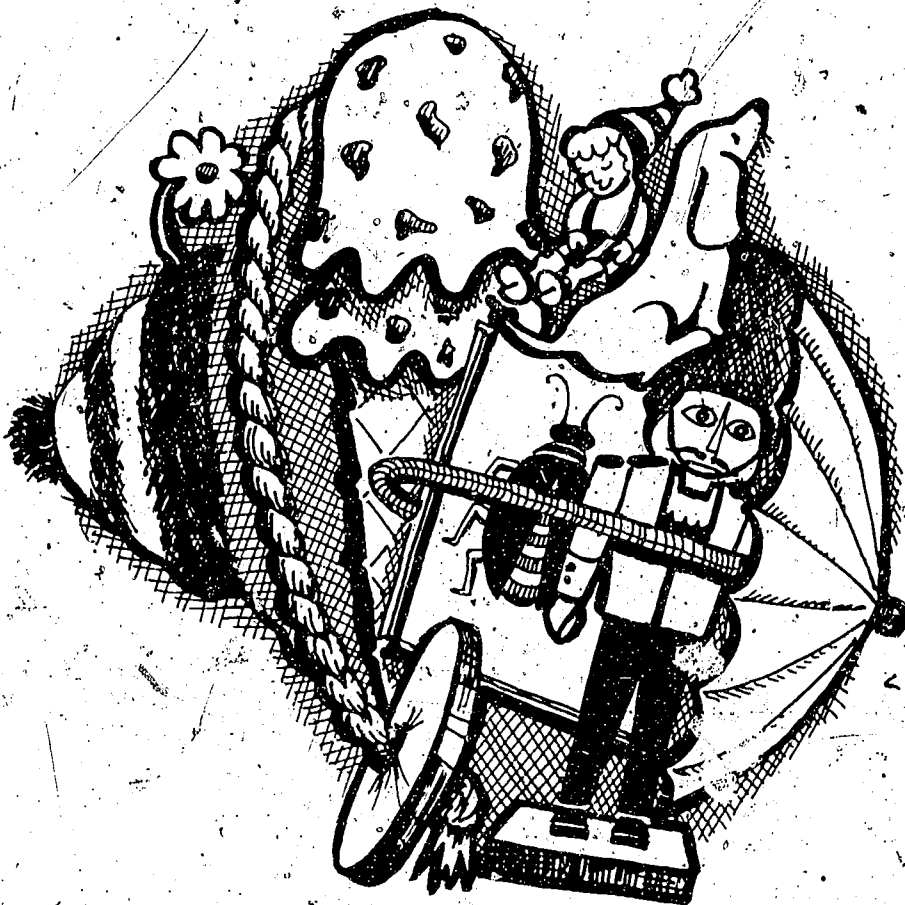
Introduction

The necessity for making decisions confronts each individual all through his lifetime. The issue is not one of making or avoiding decisions, but whether or not the decisions made have more or less validity and more or less practical results. Even "I will not decide" is a decision.

The subconcepts of this dimension framework seek to provide direction in identifying what a decision is, how it is arrived at, and its possible continuing effects. Beginning with the idea of "making up one's mind" as a working definition, the development treats the influences of external circumstances upon decision making and considers expectations which may follow thereafter.

For example, the first and third experience levels deal with how changes in people and things affect decision making. The fourth and fifth levels, respectively, deal with the ideas of risk and chain reaction as likely consequences from the making of a decision.

Whatever the conditions which provide the context for a specific decision, the emphasis is upon understanding those conditions and how they relate as both prior and subsequent considerations.
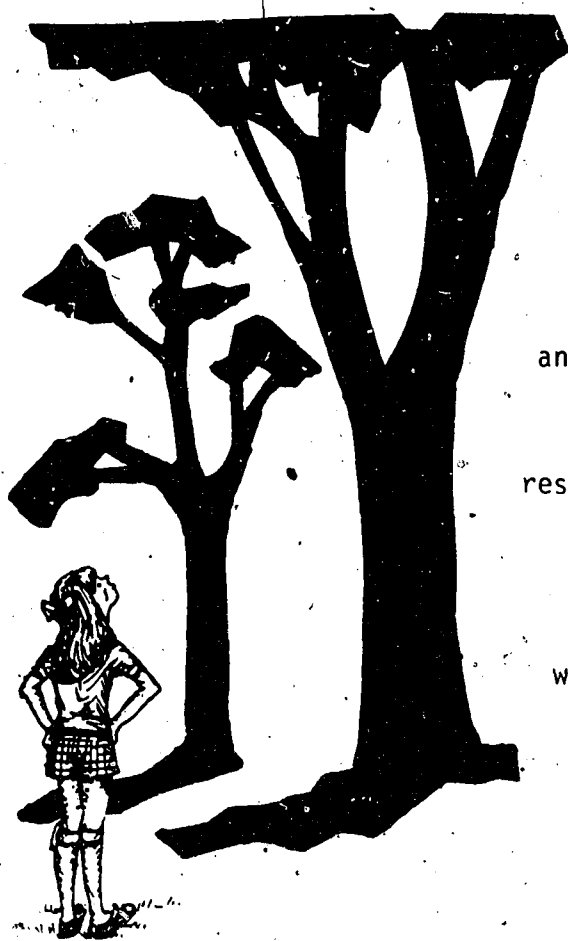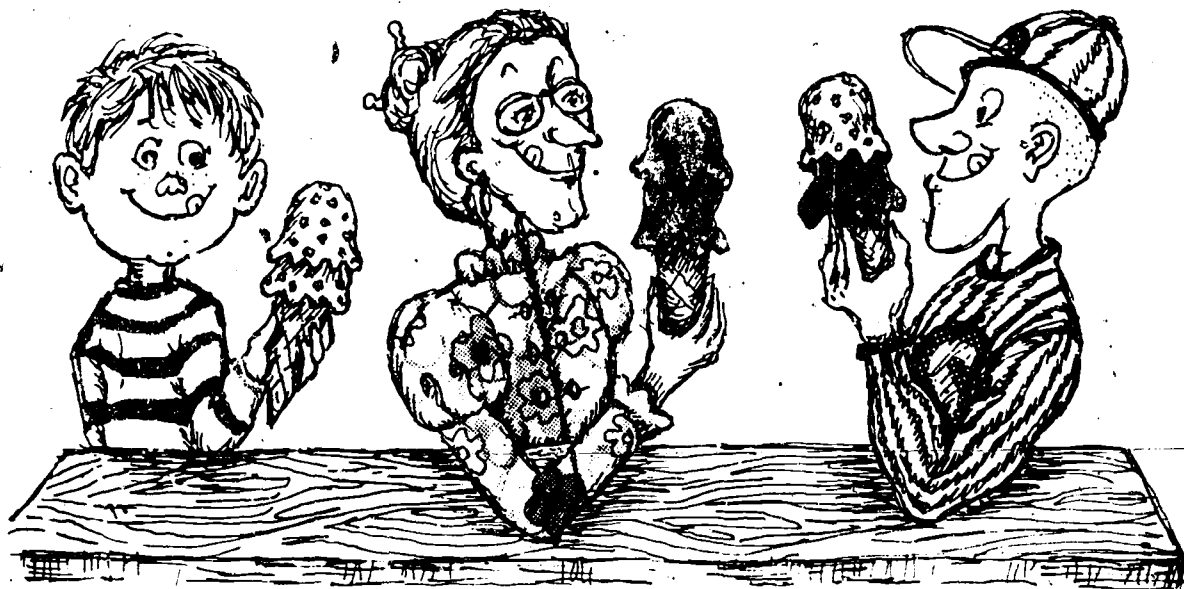
Choice means "making up one's mind" and there are certain situations where one can make choices.

Readiness Level

Choice means "making up one's mind"
and there are certain situations
where one can make choices.

*Things change and these changes
influence the choices and decisions
one makes.*

Choice means "making up one's mind"
and there are certain situations
where one can make choices.

Things change and these changes
influence the choices and decisions
one makes.

An individual's decisions
affect himself and others.

Second Experience Level

Choice means "making up one's mind" and there are certain situations where one can make choices.

Things change and these changes influence the choices and decisions one makes.

An individual's decisions affect himself and others.

People change and these changes influence the choices and decisions one makes.

Third Experience Level

Choice means
"making up one's
mind" and there
are certain situations
where one can make choices.

Things change and
these changes influ-
ence the choices
and decisions one
makes.

An individual's decisions affect himself
and others.

People change and these changes influ-
ence the choices and decisions one
makes.

Decision making involves risks.

Fourth Experience Level

Choice means "making up one's mind" and there are certain situations where one can make choices.

An individual's decisions affect himself and others.

Things change and these changes influence the choices and decisions one makes.

People change and these changes influence the choices and decisions one makes.

Decision making involves risks.

Decision making can precipitate chain reactions.

95

Choice means "making up one's mind".
and there are certain situations
where one can make choices.

Things change and these changes influ-
ence the choices and decisions one
makes.

People change and these changes
influence the choices and deci-
sions one makes.

An individual's decisions affect
himself and others.

Decision making involves risks.

Decision making can precipitate
chain reactions.

*Previous decisions, peers,
gratifications, needs, inter-
ests, and career information
influence present and future
decisions.*

Sixth Experience Level
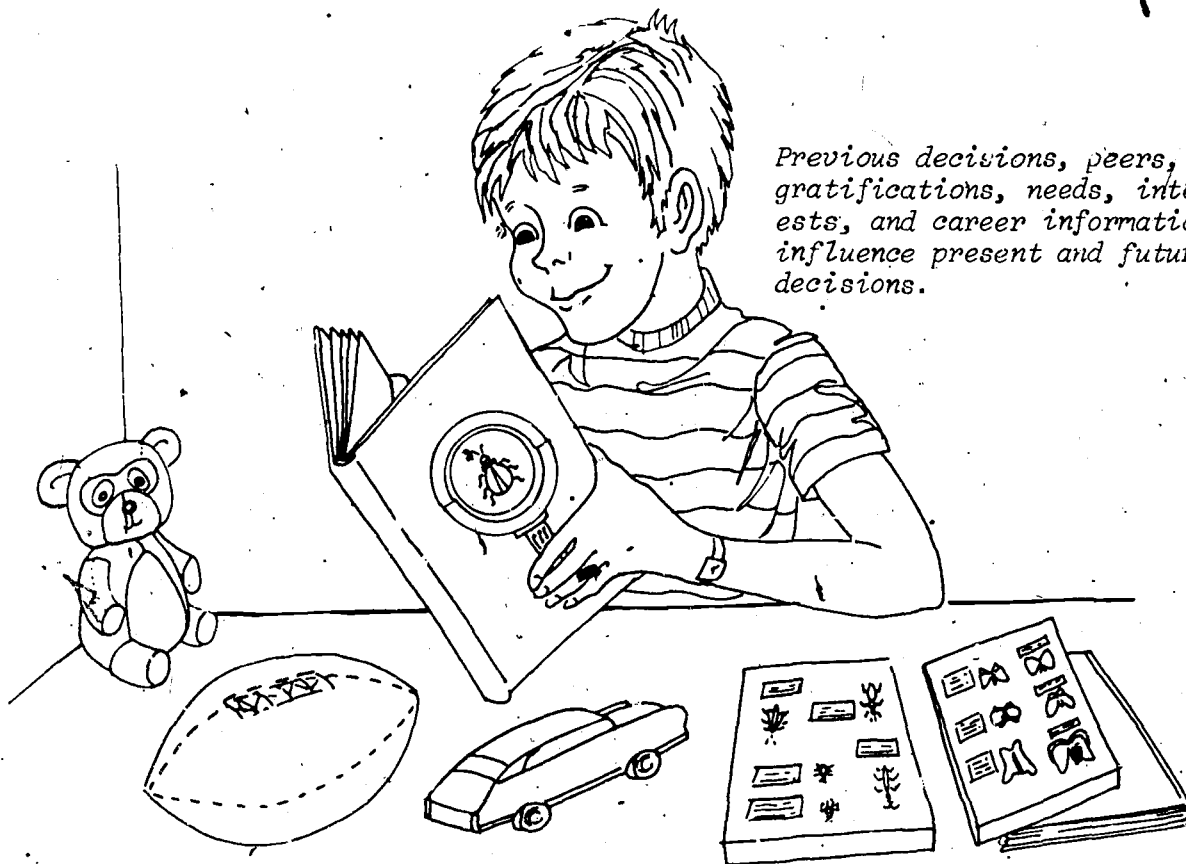
TEACHER/DECISION GOALS/MAKING

Introduction

MAJOR CONCEPT: <u>Life involves a series of choices leading to career</u>
<u>commitments.</u>

Teacher goals are offered to suggest directions in which the
teacher might proceed to set up learning environments to promote the
children's realization of the subconcepts. Teacher goals will be more
generally stated than pupil performance objectives.

The sequential subconcepts in this dimension framework treat
factors which influence decision making and consequences of decision
making. Like other skills, decision making needs practice to insure
understanding, growth, and competence. Practice in making decisions
can intentionally occur in a variety of ways throughout the school day.

The primary types of teacher goals for developing the decision-
making skill shall be the following:

1. To assist the student in recognizing
    the many influences upon choices and
    decision making.

2. To structure experiences which will
    provide maximum opportunities for pupil
    practice in decision making.

3. To help the student assess, adapt to, and
    bear responsibility for his choices and
    decisions.

Readiness Level

MAJOR CONCEPT

Life involves a series of choices
leading to career commitments

SUBCONCEPT

*Choice means "making up one's
mind" and there are certain situ-
ations where one can make choices.*

What kinds of experiences shall we
provide to help children begin to
develop an ability to deal with
choices? One possibility is simply
to

>   CALL ATTENTION TO A WIDE
>   RANGE OF SITUATIONS IN
>   WHICH A CHOICE IS POSSIBLE
>   AND PERMISSABLE.

We may also seek to

>   STRUCTURE EXPERIENCES FOR
>   INDIVIDUALS AND GROUPS IN
>   ORDER TO SET UP SPECIFIC
>   OPPORTUNITIES FOR MAKING
>   UP THEIR MINDS.

An atmosphere of acceptance can
help matters, so we would cer-
tainly make the effort to

>   ENCOURAGE FURTHER DECI-
>   SION MAKING BY BEING
>   RECEPTIVE TO CHILDREN'S
>   RESPONSES TO DECISION-
>   MAKING SITUATIONS.

First Experience Level

MAJOR CONCEPT

Life involves a series of choices
leading to career commitments.

SUBCONCEPT

*Things change and these changes
influence the choices and deci-
sions one makes.*

As conditions vary, so, too, it
is likely that the substance of
decisions may be affected.
Changes in time, location, or
available materials can contri-
bute to a need for reassessment
of choices. Consequently, we would
want to

> HELP CHILDREN TO REALIZE
> THAT CONDITIONS CHANGE
> AND MAY NEED TO BE RE-
> EVALUATED ACCORDINGLY.

Toward this goal, we

> OFFER DECISION-MAKING
> EXPERIENCES WITHIN CON-
> DITIONS THAT ARE CHANGING,
> OR HAVE CHANGED.

And

> HELP CHILDREN TO RECOGNIZE
> WHICH CHANGES INFLUENCE
> THEIR CHOICES.

Second Experience Level

MAJOR CONCEPT

Life involves a series of choices
leading to career commitments.

SUBCONCEPT

*An individual's decisions affect
himself and others.*

Once a decision is made, of course,
it becomes a part of the environ-
ment in which the decider and those
about him operate. The decision
and its consequences produce
changes which can influence what
follows. Toward enhancing awareness
of such consequences, we may try to

PROVIDE SITUATIONS IN   or, similarly,
WHICH A CHILD CAN EXPERI-
ENCE THE EFFECTS OF HIS   UPON OTHERS.
CHOICE UPON HIMSELF,
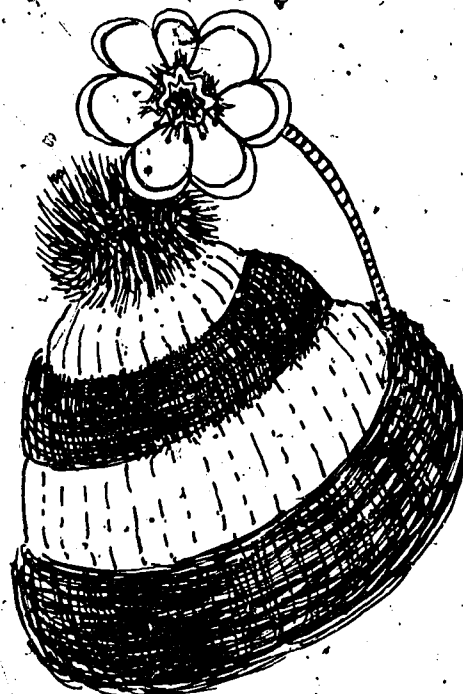
Third Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

People change and these changes influence the choices and decisions one makes.
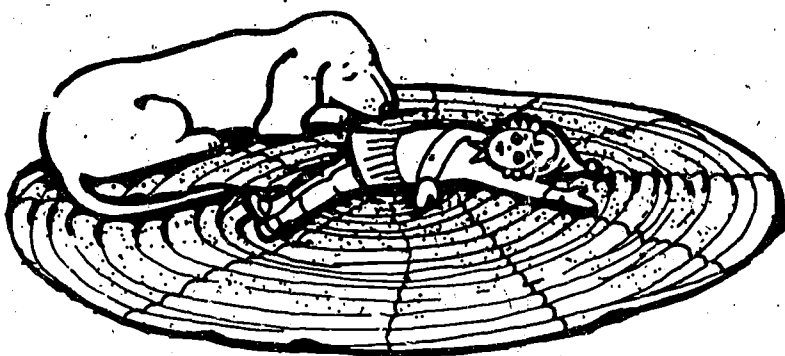
Besides alterations in the physical environment, and considerations of time, there often occur changes in the ways people feel, think, and behave. These human elements also can affect the conditions of choice. Thus, we will be interested in seeking to

    HELP CHILDREN RECOG-
    NIZE DIFFERENT KINDS
    OF CHANGES IN PEOPLE,
    INCLUDING THEMSELVES.

We will probably be able to

    STRUCTURE EXPERIENCES
    IN WHICH CHILDREN CAN
    MAKE CHOICES INFLUENCED
    BY CHANGES IN PEOPLE.
    (e.g., mood, knowledge,
    age, skills.)

Fourth Experience Level

MAJOR CONCEPT

Life involves a series of choices
leading to career commitments.

SUBCONCEPT

Decision making involves risks.

Naturally, making a decision very
often involves a sense of uncer-
tainty. A choice may really
"flop", or at least come out less
profitably than another one might
have. Risk is definitely there,
and a teacher would hope to

    BROADEN CHILDREN'S UNDER-
    STANDING OF RISK-TAKING
    SITUATIONS FOR THEMSELVES
    AND FOR OTHERS.

One means toward such under-
standing could be to

    STRUCTURE EXPERIENCES
    IN WHICH CHILDREN CAN
    MAKE DECISIONS IN THE
    PRESENCE OF ACKNOWLEDGED
    RISKS.
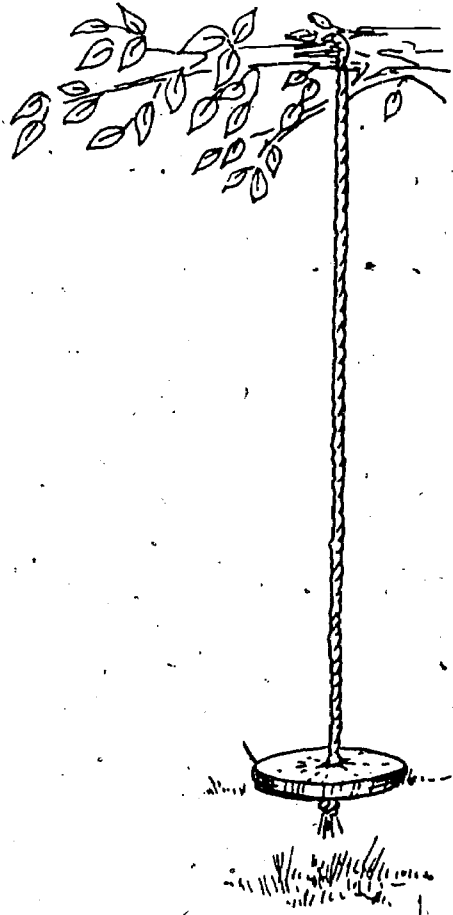
There would also be a need to

    PROVIDE OPPORTUNITIES
    TO ASSESS THE RESULTS
    OF RISKY DECISIONS.

Fifth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

Decision making can precipitate chain reactions.

As noted previously (Second Experience Level for this concept), a given decision is very likely to become a part of the environment for later decisions. This situation logically extends from the next decision to the next, and so on. In dealing with this chain reaction possibility, it will be helpful to

EXPAND CHILDREN'S UNDER-
STANDING THAT DECISION
MAKING CAN LEAD TO
UNANTICIPATED EVENTS, AS
WELL AS THOSE WHICH ARE
EXPECTED.

We will want to

STRUCTURE EXPERIENCES IN
WHICH CHILDREN CAN MAKE
DECISIONS AND EXPLORE THE
CHAIN REACTIONS WHICH
MAY BE PRECIPITATED.
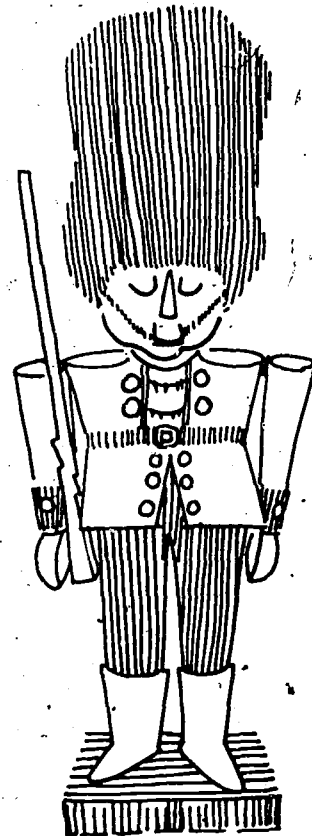
Sixth Experience Level

MAJOR CONCEPT

Life involves a series of choices
leading to career commitments.

SUBCONCEPT

*Previous decisions, peers, gratifi-
cations, needs, interests, and
career information influence present
and future decisions.*
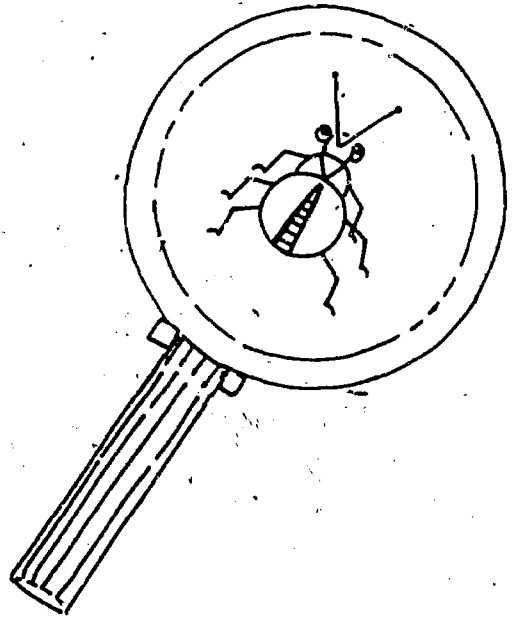
With increasing sophistication in
decision making, the individual
continually requires reinforcement
and refinement of his previously-
learned skills. Meanwhile, a more
substantial appreciation of his own
individual perspective is desirable
as well. At the sixth experience
level, therefore, the teacher would
seek to

- HELP CHILDREN TO ASSESS
  THE SINGULAR AND COMBINED
  INFLUENCES OF SUCH CONSID-
  ERATIONS AS PEERS, SOCIETAL
  REQUIREMENTS, AVAILABLE
  RESOURCES, OTHER PEOPLE'S
  VIEWPOINTS, ETC., UPON PRE-
  SENT AND FUTURE DECISIONS.

And, to

- HELP CHILDREN INCOR-
  PORATE AWARENESS OF·
  THEIR OWN SELF-DEVELOP-
  MENT INTO THOSE ASSESS-
  MENTS OF THE CONDITIONS
  OF DECISION MAKING.

PUPIL PERFORMANCE OBJECTIVES/DECISION MAKING

Introduction

MAJOR CONCEPT: Life involves a series of choices leading to career commitments.

The pupil performance objectives for this dimension framework on Decision Making aim to provide bases for a developing understanding of what a decision is and how it is related to preliminary considerations and to consequences.

When applying these kinds of objectives to specific activities, it is essential to maintain as unhurried an atmosphere as possible. The validity of a decision involves logical inferences from sound premises. A "decider" ought properly to have sufficient time to organize and to con- template the data upon which a decision depends, and to antici- pate the possible results which may follow. In addition, emphasis should be on the process of decid- ing rather than on the actual con- tent being dealt with. This is not to underrate the potential value of the subject matter or of the various influences being con- sidered, but rather to encourage the child to concentrate upon his thinking processes instead of pos- sibly being diverted by inadver- tent adult approval or disapproval of what he is thinking about.

COGNITIVE DOMAIN

AFFECTIVE DOMAIN

PSYCHOMOTOR DOMAIN

Remember that each experi- ence level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.
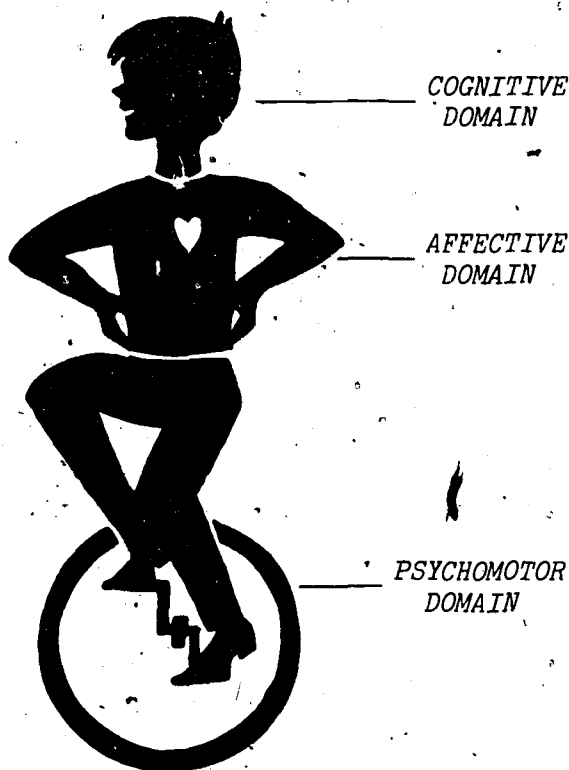
Readiness Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

Choice means "making up one's mind" and there are certain situations where one can make choices.

In the [image], the student will be able to

 . . . differentiate between an example of a casual choice and an example of a decisive commitment.

 . . . state at least two different situations in which he is not permitted to make a choice.

 . . . state at least two different situations in which he is permitted to make a choice.

 . . . describe a consequence which followed when he failed to follow through on a decision.

In the [image], the student will be able to

 . . . complete a particular classroom activity he has chosen.

 . . . cooperate with one or more class-mates in choosing an activity during nonstructured time.

 . . . cooperate with one or more class-mates in choosing an activity during a teacher-structured situation.

. . . investigate at least three types
of materials that have an appeal
to him, and rank order them
according to his own preferences.

. . . report on how he chose between
two activities which were scheduled
at the same time.

. . . describe his preferences concerning
helping with chores at home, school,
or elsewhere.

. . . describe a choice situation in which
he could not make up his mind, with
emphasis on how the situation was
resolved.

In the   , the student will be able to
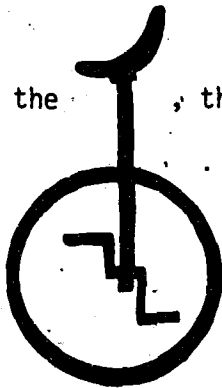
. . . pantomine a person trying to make up his
mind about buying something in two
different kinds of stores.

First Experience Level

MAJOR CONCEPT.

Life involves a series of choices leading to career commitments.

SUBCONCEPT

Things change and these changes influence the choices and decisions one makes.

In the [silhouette], the student will be able to

    . . . identify at least two different uses of a given object with respect to changed conditions.

    . . . state how conditions in a story or film changed and necessitated certain decisions by the characters.

    . . . describe how changing seasons, or daily weather, affect one's neighbors' behavior.

In the [silhouette], the student will be able to

    . . . tell how changed conditions at home, or in the neighborhood, required a change of choices on one's own part.

    . . . describe how changing seasons, or daily weather, affect one's own behavior.

    . . . describe a choice of one's own that would not be influenced by changing conditions.

. . . discuss how a change in a partic-
ular physical aspect of the class-
room (or school) might induce
certain decisions.

. . . relate how a change in a particular
person's mood can affect a decision
one might make.
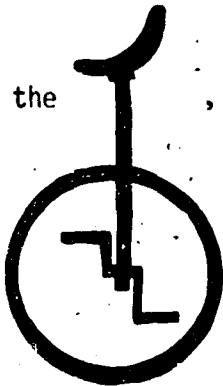
In the   , the student will be able to

. . . rearrange a given set of objects
according to at least two types
of classifications.

. . . construct at least two patterns
or structures with a given set of
objects.

Second Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

An individual's decisions affect himself and others.

In the [image], the student will be able to

- give at least one example each of activities which he likes to do alone and which he likes to do with others.

- identify the effects of a fictional character's behavior on others in a story or film.

- tell how the decision of a classmate affected one or more others.

In the [image], the student will be able to

- tell about the (positive or negative) effects of his actions during a group activity.

- report about his own enjoyment or displeasure as a result of a choice he had made.

- present his choice for an activity, and assess the response of his classmates by counting their votes for and against.

- participate in a group discussion of how one person's decision can affect others.

Third Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

People change and these changes influence the choices and decisions one makes.

In the [image], the student will be able to

. . . define orally, or in writing, the before-after behavior in a person who has changed in knowledge or in a skill.

. . . define orally, or in writing, the before-after behavior in a person whose mood has changed.

. . . match his own rank ordering of a given group of objects or activities with that of a child at least two years younger or older than himself.

In the [image], the student will be able to

. . . describe how one's own increased knowledge helped induce a decision different from before.

. . . acknowledge orally how he himself felt when another person's mood changed.

. . . report about a particular change in at least one member of his family, or a neighbor, which influenced a decision of his own.

. . . relate how at least one of his
own preferences was different
when he was much younger.

. . . discuss with classmates differences
between their own ideas on a given
subject and those of their parents.

. . . discuss how changing moods, or
needs, in a person may result in
changing expectations and decisions.

Fourth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

Decision making involves risks.

In the [silhouette image], the student will be able to
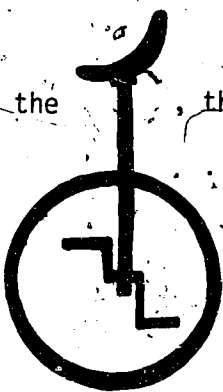
. . . identify a specific activity as
an example of taking a risk.

. . . describe how knowledge and experi-
ence can reduce the element of risk
when making a decision.

. . . name at least two games that involve
the element of chance.

. . . differentiate between at least two
activities according to the degree of
risk involved.

In the [image], the student will be able to

. . . identify orally, or in writing,
the results of a personal choice
which seemed a "sure thing" at
the time but did not turn out well.

. . . demonstrate through study or ques-
tioning an interest in techniques of
assessing risks.

. . . give at least one example of the
bearing that consequences can
have upon decision making.

. . . explain orally, or in writing, the
idea that risk may be reduced by
rules and laws.

In the _____, the student will be able to

. . . adjust the element of risk in
a simple game of skill by position-
ing oneself at distances from the
target or goal.

Fifth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

Decision making can precipitate chain reactions.

In the [image] , the student will be able to

    . . . compile a sequence of at least
    three events resulting from a
    decision to carry out a particu-
    lar activity.

    . . . point out at least two possible
    paths of action following from a
    given decision.

    . . . illustrate the chain reaction idea
    by analyzing the plot of a story or
    film.

    . . . list in writing at least two signifi-
    cant consequences which followed an
    important historical decision.

In the [image] , the student will be able to

    . . . describe orally, or in writing, the
    continuing effects of a particular
    decision of one's own through at
    least three stages.

    . . . describe orally, or in writing, the
    continuing effects of a decision
    made by another person through at
    least three stages.

. . . discuss the idea of chain reaction in terms of at least two current social problems.

. . . report orally how a change in one's own diet produced temporary or long-range effects.

In the ⬤, the student will be able to
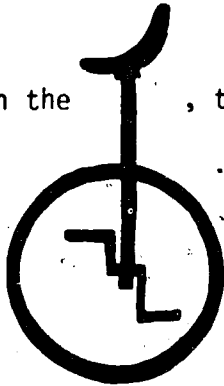
. . . follow a given set of directions in constructing or using materials.

Sixth Experience Level

MAJOR CONCEPT

Life involves a series of choices leading to career commitments.

SUBCONCEPT

Previous decisions, peers, gratifications, needs, interests, and career information influence present and future decisions.

In the [image], the student will be able to

. . . propose orally, or in writing, at
least two courses of action to seek
a specified goal for the community;
for the nation; for the world.

. . . infer at least two assumptions under-
lying a decision made by a fictional
or historical character.

. . . describe the combined influences of
at least two external circumstances
upon a decision made by a fictional
or historical character.

In the [image], the student will be able to

. . . explain how one's own knowledge,
feelings, or attitudes affected
a particular decision of one's own.

. . . tell how another child influenced·
a particular decision of one's own.

. . . describe orally, or in writing, the
combined influences of two or more
circumstances upon a decision of
one's own.

. . . identify at least two different
assumptions underlying a particu-
lar decision one has made.*

. . . compare the influences of at least
two individuals or groups upon a
decision of one's own.

. . . report orally, or in writing, the
reasons why at least two neighbors
chose to live in the homes they now
occupy.

Decision Making

BASIC COMPONENTS OF THE DECISION-MAKING
PROCESS CAN BE APPLIED TO THE ESTABLISH-
ING OF PERSONAL GOALS AND THE MAKING OF
CAREER-RELATED DECISIONS.

$3+1=$

MAP
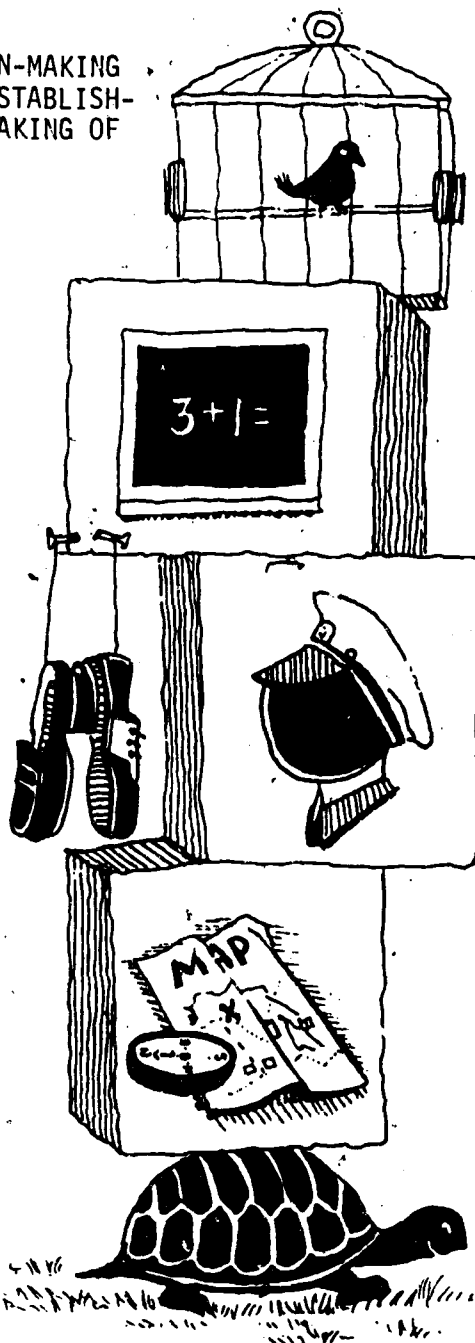
Introduction

Young people view life from a very personal point of view. As they live in the present and approach the future, they need to develop the ability to make the kinds of choices which will make their life personally satisfying.
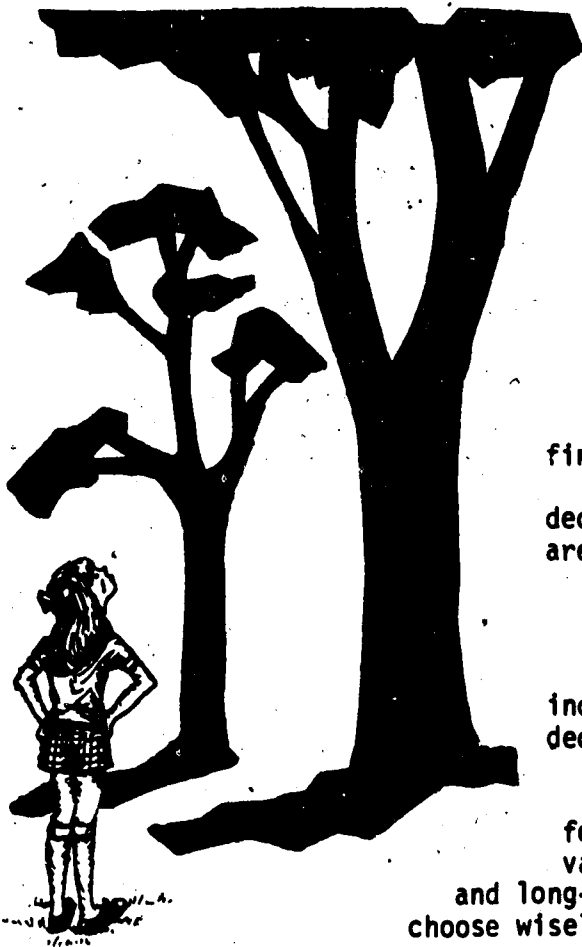
As the child grows, he is constantly faced with an increasing number of options. Thus, the process of decision making is vitally important. Decision making is a part of daily life. It is a common act which runs the gamut from small decisions which take little conscious thought to decisions of such an importance that the long-term consequences touch on all events of the future.

At present it is unusual to find systematic formal plans for helping children develop the skills of decision making. Parts of the process are included in counseling and in some courses of study.

The subconcepts of this dimension framework will help an individual learn and use the skills of decision making. Thus, the individual will know how to seek information bearing on his decisions, look for alternatives, investigate his own value system, consider the short-term and long-range effects of his acts, and then choose wisely his course of action.
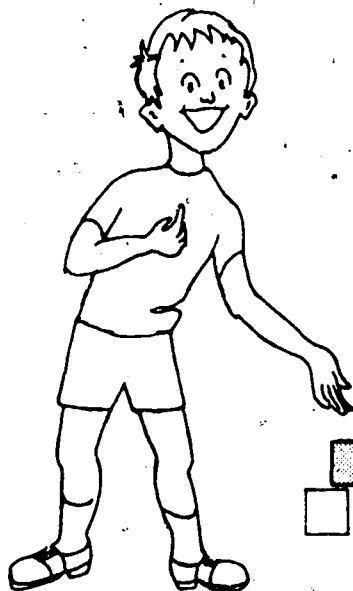
An individual should recognize what
"a goal" is and learn how to set
one's own goals.

121

Readiness Level

An individual should recognize what "a goal" is and learn how to set one's own goals.

Problems which conflict with one's goals can be identified and assessed.

122

First Experience Level

An individual should recog-
nize what "a goal" is and
learn how to set one's own
goals.

Problems which conflict with
one's goals can be identified
and assessed.

*An individual should
consider alternative
ways to reach a given
goal.*

Second Experience Level

An individual should recognize what "a goal" is and learn how to set one's own goals.

An individual should consider alternative ways to reach a given goal.

Problems which conflict with one's goals can be identified and assessed.

Decision making plays a role in the setting of immediate and long-range goals.

123

Third Experience Level

An individual should recognize
what "a goal" is and learn how
to set one's own goals.

An individual should consider
alternative ways to reach a given
goal.

Problems which conflict with
one's goals can be identified
and assessed.

Decision making plays a role in
the setting of immediate and long-
range goals.

*The decision-making process
can be used to set priorities
in developing personal goals.*

Fourth Experience Level

An individual should recognize what "a goal" is and learn how to set one's own goals.

Decision making plays a role in the setting of immediate and long-range goals.

Problems which conflict with one's goals can be identified and assessed.

The decision-making process can be used to set priorities in developing personal goals.

An individual should consider alternative ways to reach a given goal.

Setting goals can be enhanced by analyzing decision-making processes.

Fifth Experience Level

An individual should recognize
what "a goal" is and learn how
to set one's own goals.

Problems which conflict with
one's goals can be identified
and assessed.

An individual should consider
alternative ways to reach a given
goal.

Decision making plays a role in
the setting of immediate and long-
range goals.

The decision-making process can be
used to set priorities in develop-
ing personal goals.

Setting goals can be enhanced by
analyzing decision-making processes.
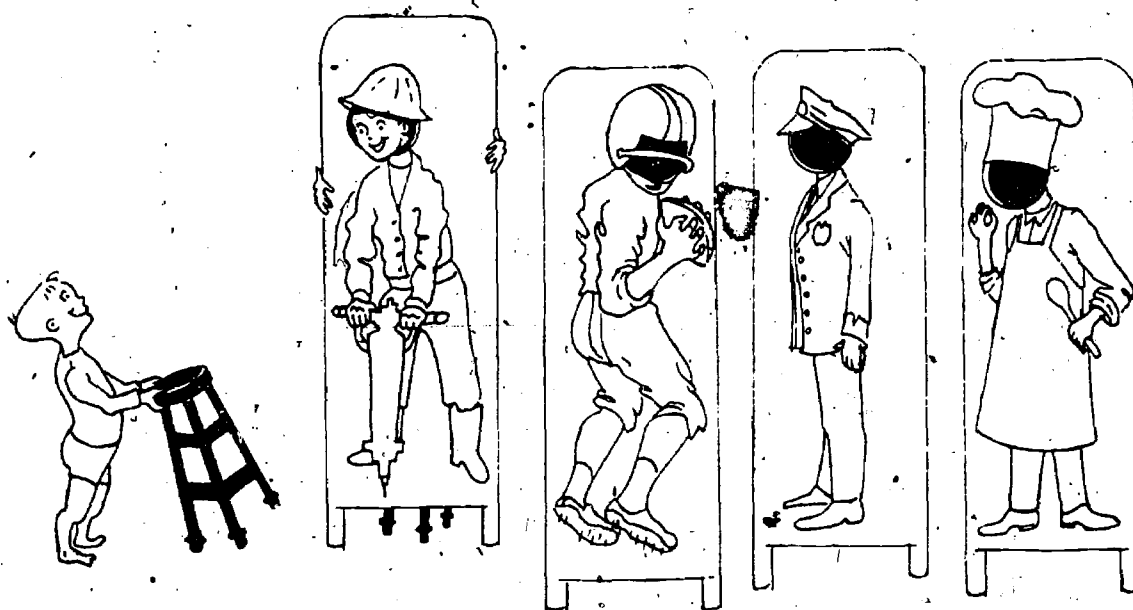
*The decision-making process can be used
to determine one's preferences, at that
point in time, between various job families.*

TEACHER/DECISION GOALS/MAKING

Introduction

MAJOR CONCEPT: <u>Basic components of the decision-making process can be
applied to the establishing of personal goals and the
making of career-related decisions.</u>

Teacher goals are offered to indicate the directions in which the
teacher might proceed to set up learning environments to promote the child's
realization of the subconcepts. Teacher goals will be more generally stated
than pupil performance objectives.

This major concept explores the internal processes of decision mak-
ing especially as it helps us to establish personal goals. Subconcepts
develop from the idea of "goal" through ways to set goals effectively. The
teacher will be guiding experiences which consider problems conflicting with
goals, alternative ways to reach goals, priorities among groups of goals,
and the importance of values and information in making decisions about goals.
At the sixth level the pupil may be ready to apply these ideas and skills in
discovering and exploring occupational preferences.

Teacher goals for this dimension framework fall into these main
categories:

> 1. The teacher will try to increase pupil
>   ability to set personal goals, and pupil
>   understanding of when and how they can
>   be reached.
>
> 2. The teacher may structure experiences to
>   provide pupil practice in making decisions
>   about goals.

Readiness Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

An individual should recognize what "a goal" is and learn to set one's own goals.

To help establish a working idea of goal, the teacher may

> BROADEN THE PUPIL'S UNDERSTANDING OF "GOAL" AS SOMETHING ONE TRIES OR WANTS TO DO.

Many boys and girls may have finished tasks but never thought of this as reaching a goal. The teacher can

> HELP THE PUPIL TO IDENTIFY SOME OF HIS OWN COMPLETED GOALS.

Also, the teacher can

> EXPAND PUPIL AWARENESS OF GOALS WHICH OTHERS HAVE.

To provide for practice, the teacher can

> HELP PUPILS TO SET SOME SUITABLE GOALS AND CHECK FOR THEIR COMPLETION IN A PLANNED TIME.

First Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

Problems which conflict with one's goals can be identified and assessed.

Often goals are not easily reached because of obstructions of some kind. Experience in dealing with such problems may be helpful. One easy step for the teacher can be

TO ASSIST PUPILS IN DEFINING SOME PROBLEMS WHICH CONFLICTED WITH THEIR GOALS, OR THINGS THEY TRIED TO DO.

Pupils have had different kinds of problems reaching goals such as weather, permission, lack of know-how. The teacher can

HELP PUPILS TO CATE-GORIZE THE VARIOUS TYPES OF PROBLEMS WHICH CON-FLICT WITH GOALS.

One way to categorize problems might be to separate those the child could solve alone from those with which he would need help. The teacher can

ENCOURAGE PUPILS TO TRY OUT SOME SOLUTIONS TO PROBLEMS CONFLICTING WITH ONE OF HIS GOALS.

Solutions might be waiting, sharing, or asking help.

Sometimes, should problems be too great, the teacher may wish to

SUGGEST THAT A GOAL BE RESET.

129

Second Experience Level

MAJOR CONCEPT

Basic components of the decision-
making process can be applied to
the establishing of personal
goals and the making of career-
related decisions.

SUBCONCEPT

*An individual should consider
alternative ways to reach a
given goal.*
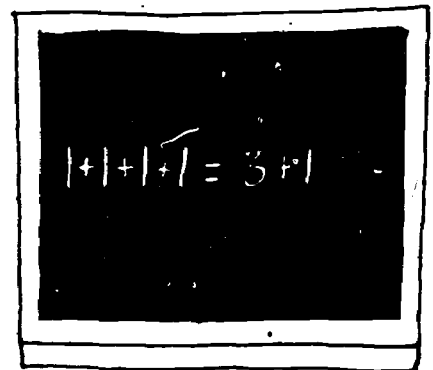
Understanding that there may be
several ways to reach a goal, the
teacher can

>EXPAND PUPIL INFORMA-
>TION ABOUT DIFFERENT
>WAYS USED BY OTHERS
>IN REACHING A GOAL;

and

>HELP PUPILS TO PRE-
>DICT PROBLEMS WHICH
>THEY EXPECT TO
>ENCOUNTER IN REACHING
>A SIMPLE INDIVIDUAL
>GOAL.

As an important variation of this
same inquiry, the teacher may want
to

>INTEREST PUPILS IN PRE-
>DICTING PROBLEMS THEY
>EXPECT TO ENCOUNTER IN
>REACHING A SIMPLE GROUP
>GOAL.

To provide experience and practice,
the teacher can

>ENCOURAGE INDIVIDUALS AND
>GROUPS OF CHILDREN TO DIS-
>COVER AND TRY OUT DIFFERENT
>WAYS TO REACH A GOAL.

Third Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

Decision making plays a role in the setting of immediate and long-range goals.
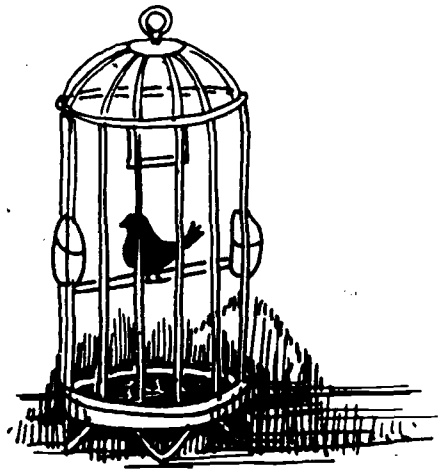
To begin to relate decision making to the setting of goals, the teacher can

> DEVELOP THE IDEA OF SETTING A GOAL AS DECIDING WHAT TO DO.

The pupil may also need to appreciate different types of goals. The teacher can

> INCREASE PUPIL AWARENESS OF THE DISTINCTION BETWEEN IMMEDIATE, SHORT, AND LONG-RANGE GOALS.

To emphasize the value of planning, the teacher can

> FOCUS PUPIL AWARENESS UPON CONSEQUENCES OCCURRING WHEN ONE DOES NOT DECIDE ABOUT GOALS, OR MAKES NO PLANS.

It may also be helpful to

> HELP PUPILS ANALYZE SITUATIONS IN WHICH THEY HAVE BEEN UNABLE TO DECIDE ABOUT A GOAL.

To round out opportunities for experiencing the subconcept, the teacher can

> ASSIST PUPILS IN USING DIFFERENT TYPES OF PLANNING FOR IMMEDIATE, SHORT, AND LONG-RANGE GOALS.
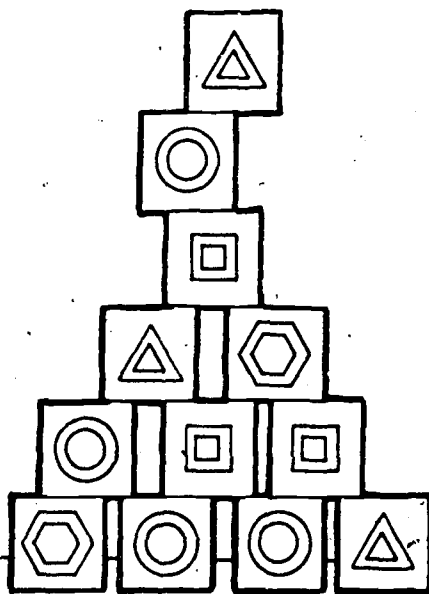
Fourth Experience Level

MAJOR CONCEPT

Basic components of the
decision-making process
can be applied to the
establishing of personal
goals and the making of
career-related decisions.

SUBCONCEPT

*The decision-making process
can be used to set priorities
in developing personal goals.*

Setting priorities in goals is to
decide which are the most impor-
tant things we wish to do. But
we usually decide upon goals
within some sort of limit such as
for the weekend, the vacation, or
the year.

To make it possible to choose
priorities, the teacher may

> GUIDE EXPERIENCES IN
> WHICH PUPILS SET
> SEVERAL GOALS FOR A
> GIVEN BLOCK OF TIME.
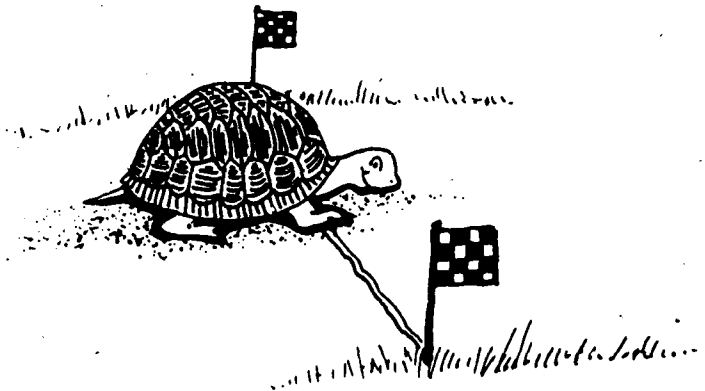
Further, the teacher can

> LEAD PUPILS TO CONSIDER
> DIFFERENCES IN IMPORTANCE
> OF VARIOUS GOALS FOR A
> GIVEN BLOCK OF TIME.

Because setting priorities in
personal goals usually involves
a value judgment, the teacher may

> HELP PUPILS TO ISOLATE
> SOME VALUES WHICH WERE
> OPERATIVE IN DECIDING
> ABOUT GOAL PRIORITIES.

Also,

> ENCOURAGE PUPILS TO
> EXAMINE WAYS OTHERS
> SET PRIORITIES IN
> PERSONAL GOALS.

Fifth Experience Level

MAJOR CONCEPT

Basic components of the decision-
making process can be applied to
the establishing of personal
goals and the making of career-
related decisions.

SUBCONCEPT

*Setting goals can be enhanced by
analyzing the decision-making
processes.*

Our choice of goals is usually a
decision based upon prior judg-
ments about values and informa-
tion. It is important for the
teacher to.

    PROVIDE OPPORTUNITIES
    FOR PUPILS TO EXPRESS
    THEIR INDIVIDUAL VALUES;

    ENCOURAGE CHILDREN TO
    DETERMINE HOW THEIR
    VALUES DEVELOP;

    PROVIDE OPPORTUNITIES
    FOR PUPILS TO ANALYZE
    THE INFLUENCE OF THEIR
    OWN SETS OF VALUES
    UPON THEIR DECISION
    MAKING,

and

    UPON THE DECISION MAKING
    OF OTHERS.

Along with values and often sup-
porting them, information is an
important component of decision
making. The teacher can

    ASSIST PUPILS IN
    GATHERING FACTUAL
   INFORMATION UPON WHICH
    A DECISION WAS BASED.

Sixth Experience Level

MAJOR CONCEPT

Basic components of the
decision-making process can be
applied to the establishing of
personal goals and the making
of career-related decisions.

SUBCONCEPT

*The decision-making process can
be used to determine one's
preferences, at that point in
time, between various job families.*

Before proceeding with this
subconcept, the teacher might

      ASSESS AND, IF
      NECESSARY, EXPAND
      PUPIL INFORMATION
      ABOUT JOB FAMILIES.

The best career choices are made
when an individual is able to
match his unique interests and
aptitudes with a job. To
develop this appreciation, the
teacher can

    BROADEN PUPIL UNDER-
    STANDING THAT DIFFERENT
    PEOPLE PREFER DIFFERENT
    TYPES OF WORK.
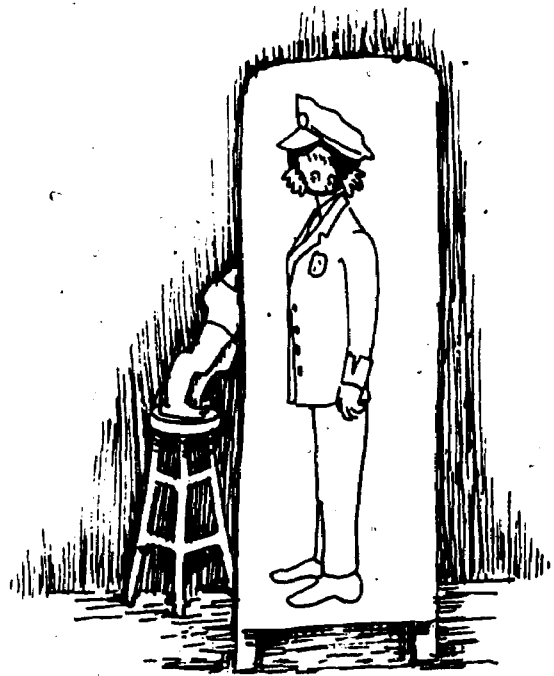
Also, the teacher can

      BROADEN PUPIL UNDER-
      STANDING OF PERSONAL
      VALUES WHICH MAY BE
      OPERATIVE IN DECIDING
      BETWEEN JOB FAMILIES.

To stimulate interest and provide
practice, the teacher may

      STRUCTURE AN EXPERIENCE
      GIVING PUPILS A CHANCE
      TO DISCOVER THEIR
      PRESENT PREFERENCES AMONG
      THE JOB FAMILIES.

PUPIL PERFORMANCE OBJECTIVES / DECISION MAKING

Introduction

MAJOR CONCEPT: Basic components of the decision-making process can be
applied to the establishing of personal goals and the
making of career-related decisions.

The pupil performance objectives for this dimension framework on
Decision Making are formulated largely from the standpoint of the relation-
ship of decisions to consciously sought goals. In addition, as introduced
at the fifth experience level, analysis of the decision-making process
itself is encouraged. Decision making, in this perspective, is treated
both as a means to an end and as a method for defining ends.

COGNITIVE DOMAIN

AFFECTIVE DOMAIN

PSYCHOMOTOR DOMAIN
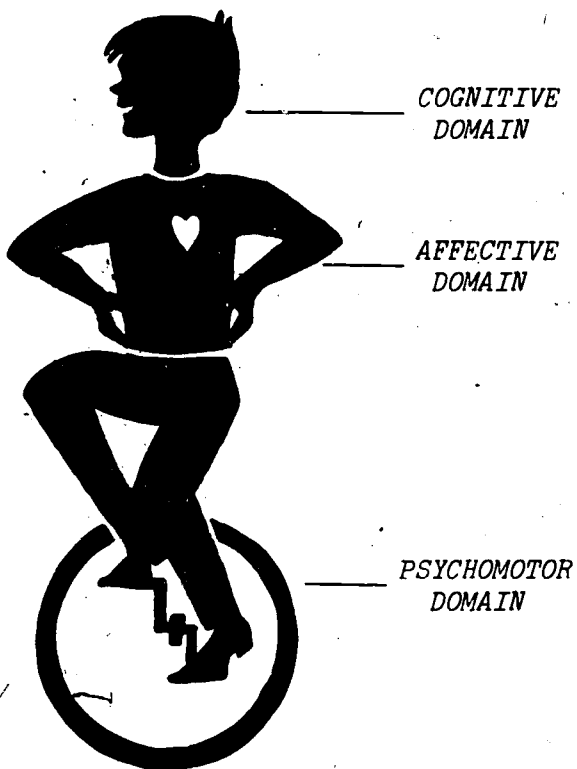
As children deal with such
ideas as goal conflicts, alter-
native means, priorities, and
personal preferences, it is impor-
tant for the teacher to provide a
functional combination of direc-
tion and acceptance. The nature
of a child's goals are of special
concern and need to be treated
with respect. Such considera-
tions for children's expressions
of values offer a splendid oppor-
tunity for object lessons in
courtesy and tolerance for the
desires and feelings of others.

Remember that each expe-
rience level introduces objec-
tives dealing with a new subcon-
cept, but that objectives from
previous levels can and should
be utilized as practicable.

Readiness Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

An individual should recognize what "a goal" is and learn how to set one's own goals.

In the , the student will be able to

    . . . describe how the rules of a particular game lead to its object.

    . . . identify a goal sought by a character in a story, or in a film.

    . . . tell a possible goal for each of a specified number of familiar workers.

    . . . identify at least three types of goals in daily activities at school.

    . . . define a particular classroom activity as a goal for the day; for the week.

In the , the student will be able to

    . . . propose the order in which he will carry out a given set of activities.

/36

. . . make up a short story which
leads to a conclusion given
by the teacher.

. . . choose an activity as one's own
goal for a specified period of
time.
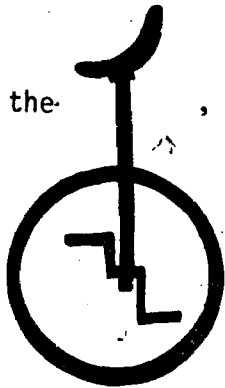
In the ⎈, the student will be able to

. . . solve a simple maze or dot-
connecting puzzle.

. . . set and reach at least two dif-
ferent goals involving simple
physical exercises.

First Experience Level

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

Problems which conflict with one's goals can be identified and assessed.

In the ⬤ , the student will be able to

   . . . identify a goal-obstructing problem confronting a character in a story or film.

   . . . describe the behavior of a person playing a game as a deliberate effort to keep someone else from reaching a goal.

   . . . differentiate between a goal-obstructing problem that can be overcome and one that cannot.

   . . . distinguish a simple from a complex goal-obstructing problem.

In the ⬤ , the student will be able to

   . . . explain how a lack of information on his own part is (or was) an obstruction to a particular goal.

   . . . explain how a lack of physical skill or strength of his own is (or was) an obstruction to a particular goal.

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In the [unicycle], the student will be able to
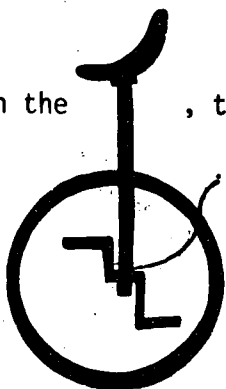
. . construct a simple obstacle course
for a classmate, or a pet, to solve.

Second Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

An individual should consider alternative ways to reach a given goal.

In the [silhouette], the student will be able to

    . . . predict at least two alternative courses that a character in a story might take to reach a goal.

    . . . identify at least two different ways to do a certain academic task.

    . . . point out at least two different ways to carry out a particular school activity.

    . . . apply the idea of alternative routes between two locations on a road map, globe, etc.

In the [silhouette], the student will be able to

    . . . describe at least two different ways he tried to reach one particular goal.

    . . . experiment with changing the rules of a game.

    . . . discuss possible difficulties that may arise in carrying out a particular group activity.

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In the ⎈, the student will be able to
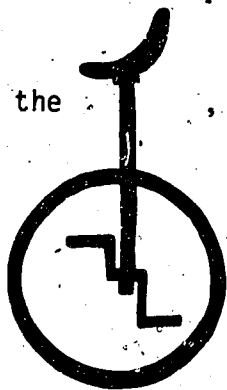
. . . design a maze, on paper or in
three-dimensional form, which has
more than one successful route.

. . . practice a particular routine behavior
of one's own in a different sequence
than usual.

Third Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

Decision making plays a role in the setting of immediate and long-range goals.

In the [image], the student will be able to

> . . . explain the consequences from lack of plans regarding a particular goal.

> . . . identify a key decision which set a career goal in the life of a famous person.

> . . . appraise a situation in the community (or nation, etc.) in which setting a goal is especially difficult.

In the [image], the student will be able to

> . . . relate at least two decisions to the establishment of a personal goal.

> . . . cooperate with a group in reaching a decision which establishes a common goal.

> . . . plan necessary steps to acquire a particular physical, or academic, skill by a certain time.

. . . plan specific activities one
wants to do the following
weekend; or, the following
summer.

. . . describe orally, or in writing,
one's present career preferences
and the reason for them.

Fourth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

The decision-making process can be used to set priorities in developing personal goals.

In the [silhouette], the student will be able to
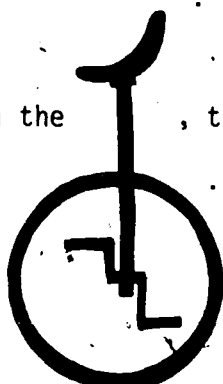
. . . describe how the priorities of at least two classmates differ from and are similar to each other.

. . . describe the apparent rank order of priorities as exhibited by the behavior of animals; or, by very young children.

. . . identify preferences as embodied by fictional, or historical, characters.

In the [silhouette], the student will be able to

. . . state a personal goal that has changed because certain of one's preferences have changed.

. . . analyze certain achievements of historical figures, or fictional characters, and rank order them according to which would give oneself the greatest satisfaction.

. . . explain how at least two of
his preferences are influenced
by his physical surroundings.

. . . explain how at least two of his
preferences are influenced by
his peer group.

In the   , the student will be able to

. . . create a set of attribute blocks, or
pictures, etc., which can be used to
demonstrate preferences.

Fifth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

Setting goals can be enhanced by analyzing decision-making processes.

'In the [image], the student will be able to

    . . . list in writing the pertinent factual data upon which a decision made by the class is based.

    . . . analyze the assumptions of values upon which a decision of another individual or of a group is based.

    . . . identify at least two specific values upon which a decision of another individual or of a group is based.

    . . . cite an example, from reading or experience, of a decision or conclusion based upon an unidentified value or fact.

In the [image], the student will be able to

    . . . list the pertinent factual data upon which a particular decision of his own is based.

    . . . analyze assumptions of values upon which a particular decision of his own is based.

Sixth Experience Level

MAJOR CONCEPT

Basic components of the decision-making process can be applied to the establishing of personal goals and the making of career-related decisions.

SUBCONCEPT

The decision-making process can be used to determine one's preferences, at that point in time, between various job families.

In the [image], the student will be able to

    . . . match the differences and similarities in physical and/or the other kinds of requirements between two job families.

    . . . identify the preferences which affected the occupational choice of a famous person.

    . . . name a particular ability or qualification applying to two or more job families which would expand decision-making possibilities.

In the [image], the student will be able to

    . . . rank order a set of job families according to at least two personal preferences.

    . . . divide a given number of job families into lists that are and are not in keeping with his stated values.

    . . . explain why a particular job family appeals, or does not appeal, to oneself.

. . . identify possible bases for
certain of his own values in
interests, knowledges, skills, etc.

. . . give an example of decision
strategy as drawing a conclusion
from a set of values and informa-
tion.

. . . discuss how different sets of
values may lead to different
conclusions.

In the   , the student will be able to
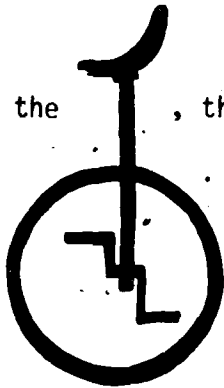
. . . use an overtly methodical approach
in putting a jigsaw puzzle together.

. . . compare his present preference,
or lack of preference, for a
particular job family with his
feelings about it last year;
two years ago; three years ago, etc.

. . . discuss how job preferences within
the next ten years may be influ-
enced by personal or environmental
changes.

Lifestyle

WORK AFFECTS AN INDIVIDUAL'S WAY OF LIFE, IN THAT A PERSON IS A
SOCIAL BEING, AN ECONOMIC BEING, A FAMILY BEING, A LEISURE
BEING, AND A MORAL BEING.

Introduction to Lifestyle Dimension

Major Concept

WORK AFFECTS AN INDIVIDUAL'S WAY OF LIFE, IN THAT A PERSON IS
A SOCIAL BEING, AN ECONOMIC BEING, A FAMILY BEING, A LEISURE
BEING, AND A MORAL BEING.

A person's lifestyle involves the application of one's total
self to the conditions of living. The self develops through a contin-
uous interaction of the natural process of maturation with the various
influences of the human and physical environment. These aspects of
self development are treated in the three dimension frameworks in the
Self Development Dimension as well as being an integral part of the
present dimension framework.

The subconcepts of the Lifestyle Dimension begin with the broad
ideas of the fact that people work and that they have diverse reasons for
doing so. A pattern follows which relates occupational considerations to
the interdependence of family life, social interaction, principles of
morality, economic aspects of life, and use of leisure time.

The idea that lifestyles differ is acknowledged as a normal
condition of any community. Lifestyle is largely a self-determined pat-
tern based upon one's own interests, tastes, feelings, and needs, with a
proper respect for interests, tastes, feelings, and needs of others. The
present dimension framework offers opportunities for individuals to clar-
ify such perspectives for themselves and perhaps for each other. No
implications for "better" or "worse" are intended.

Lifestyle

WORK AFFECTS AN INDIVIDUAL'S WAY OF LIFE, IN THAT A PERSON
IS A SOCIAL BEING, AN ECONOMIC BEING, A FAMILY BEING, A
LEISURE BEING, AND A MORAL BEING.
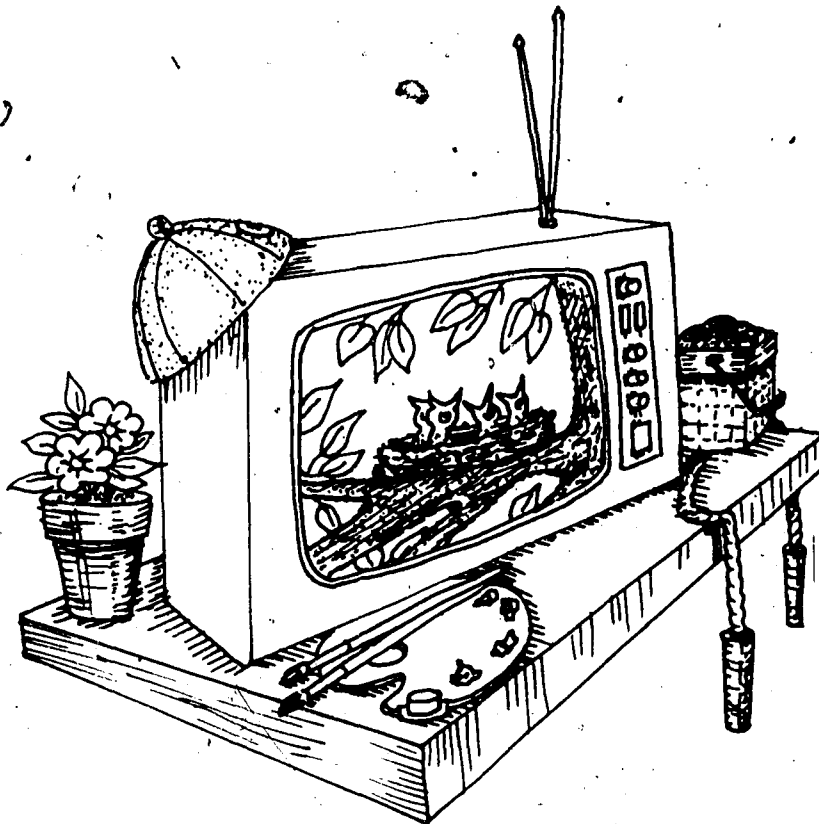
Introduction

The Lifestyle Dimension stresses that work affects an individual's way of life, in that a person is many different beings--a social being, an economic being, a family being, a leisure being, and a moral being.

The major concept, through its subconcepts, helps an individual to realize that each person has preferred methods of meeting and dealing with daily situations, role preferences, tastes, interests, needs, etc., and lifestyle is determined by the interrelationship of all of these factors. It is not the intent to place judgments, but rather to develop an appreciation for others and recognition of many different lifestyles.

The developmental sequence of the subconcepts in this dimension framework leads the pupil to recognize the importance of developing an appreciation of the various characteristics, human and material, of different lifestyles. Through such recognition and appreciation, we can help to eliminate destructive prejudices against those who are different from ourselves. Additionally, when an individual becomes aware of his own needs, interests, tastes, and preferences, he then becomes aware of his own lifestyle, his individual manner, and his motivations.

Every young person, as well as adult, has a lifestyle of his own. As stated by Arbuckle, it is important to remember that "The only

real life that (a child) can know is the life he lives. In all the
rest there must be an element of fantasy and dreaming." The responsi-
bility must be taken to help the child to "do the best he can in living
the life he is living."[1]

[1]Arbuckle, Dugald S. "Occupational Information in the Elementary
School." Guidance Services in the Elementary School, James C. Hansen, Ed.
Washington, D.C.: American Personnel and Guidance Association, 1971,
p. 170.

Most people work and
        there are many reasons
                why people work.

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Readiness Level

Most people work and there
are many reasons why people
work.
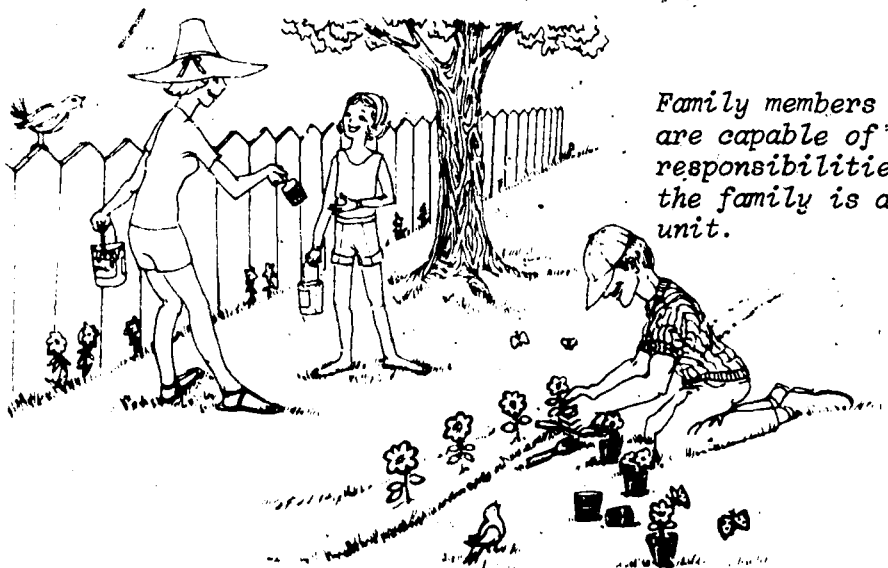
Family members perform work they
are capable of performing,
responsibilities are shared, and
the family is an interdependent
unit.

Most people work and there
are many reasons why people
work.

Family members perform work they
are capable of performing, respon-
sibilities are shared, and the family
is an interdependent unit.

Lifestyles within a
community differ.
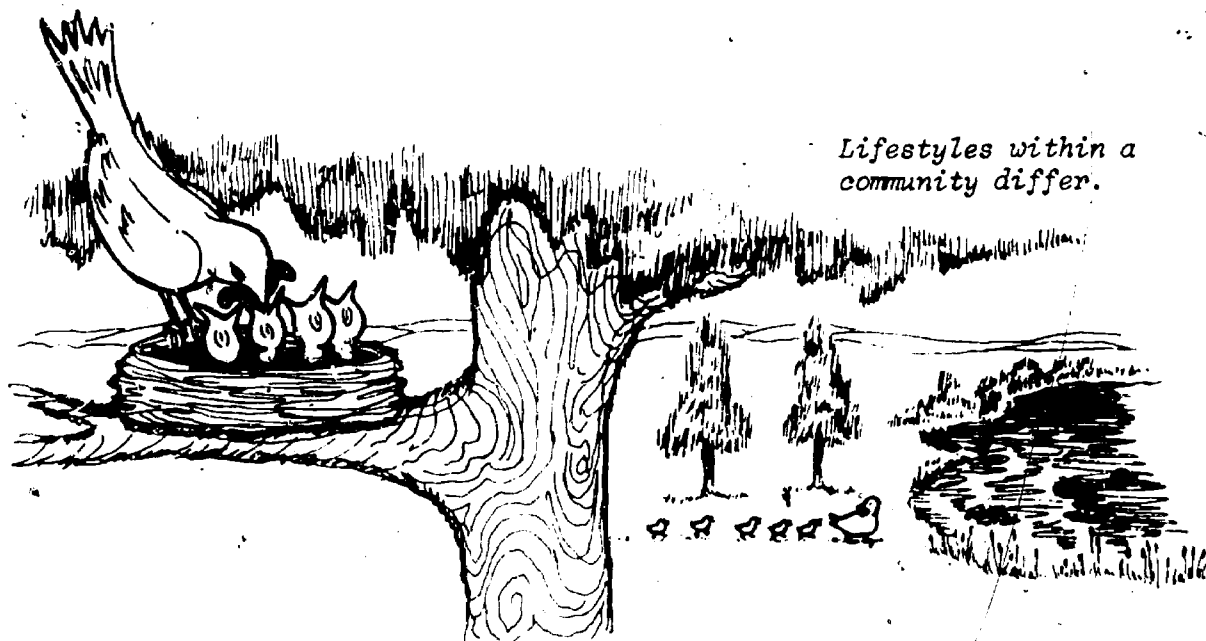
Second Experience Level

Most people work and there
are many reasons why people
work...

Lifestyles within a community differ.

Family members perform work
they are capable of performing,
responsibilities are shared,
and the family is an inter-
dependent unit.

Relationships exist between a
person's occupation and the
people with whom a person tends
to associate.

Third Experience Level

Most people work and there
are many reasons why people
work.

Lifestyles with a community differ.
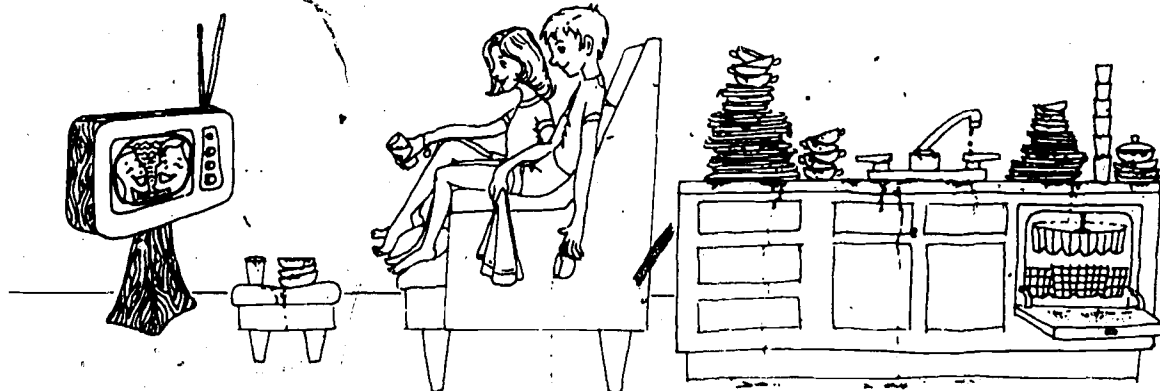
Family members perform work
they are capable of perform-
ing, responsibilities are
shared, and the family is an
interdependent unit.

Relationships exist between a per-
son's occupation and the people
with whom a person tends to
associate.

*Moral principles are an integral
part of one's work life.*

Fourth Experience Level

Most people work and there are many reasons why people work.

Relationships exist between a person's occupation and the people with whom a person tends to associate.

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

Moral principles are an integral part of one's work life.

Lifestyles within a community differ.

Relationships exist between desired lifestyles and career monetary rewards.

Fifth Experience Level

Most people work and there are
many reasons why people work.

Relationships exist between a per-
son's occupation and the people with
whom a person tends to associate.

Family members perform work they
are capable of performing,
responsibilities are shared, and
the family is an interdependent
unit.

Moral principles are an integral
part of one's work life.

Lifestyles within a community
differ.

Relationships exist between desired
lifestyles and career monetary
rewards.

*Leisure-time activities and interests
may lead to a career, and one's career
may, in turn, affect the amount and
use of leisure time.*

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Sixth Experience Level

TEACHER/LIFESTYLE GOALS

Introduction

MAJOR CONCEPT: Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

As we are aware that an individual's work affects his social, economic, family, leisure, and moral being, the teacher challenge in this dimension framework is to develob in each pupil a personal interest and understanding of these interrelationships.

As soon as a child becomes aware that lifestyles differ he is likely to pass judgment. Such judgment tends to lead to destructive prejudices. The purpose of this developmental sequence of subconcepts is to avoid this judgment by building pupil appreciation of the material and human characteristics of different lifestyles and of the influence of career choice upon them.

In summary, teacher goals over the experience levels shall be:

1. To encourage pupils to describe the social,
   economic, family, moral, leisure, and career
   components of lifestyle.

2. To enhance pupil appreciation of differences
   in lifestyles.

3. To guide experiences in which pupils may
   explore and simulate career roles as they
   influence various components of lifestyle.

Readiness Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

*Most people work and there are
many reasons why people work.*

A simple definition of work is
needed. The teacher may want to
discuss what the children think
of as work and then

> EXPAND PUPIL UNDERSTAND-
> ING OF THE MEANING OF
> WORK AS ANYTHING SPECIAL
> A PERSON DOES.

A small child's work can be the
same as his play. The work of
someone who has been ill may be
to get better. Work need not be
"hard". The teacher may wish to

> EMPHASIZE THAT EVERYONE,
> YOUNG AND OLD, WORKS
> WITH BODY OR MIND OR
> BOTH.
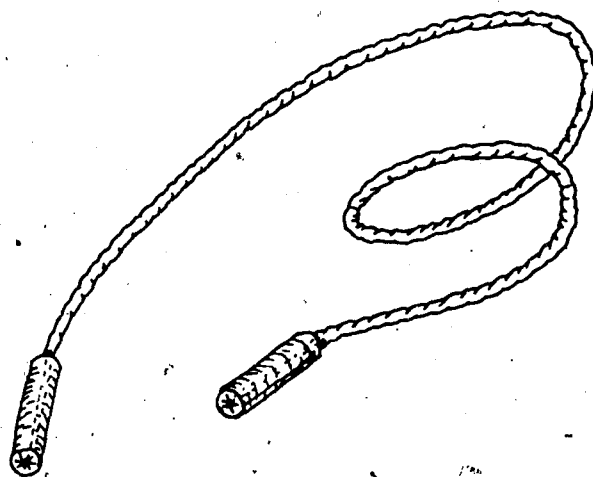
Since workers are our daily helpers
in many ways, the teacher can

> GIVE PUPILS AN OPPOR-
> TUNITY TO DISCOVER THE
> VARIETY OF REASONS WHY
> DIFFERENT PEOPLE WORK.

Besides being a way to earn money,
the work of adults produces goods
and services which we all enjoy.
The teacher can

> INCREASE PUPIL AWARE-
> NESS OF REASONS WHY
> THEY THEMSELVES WORK.

Pupils may understand "to make
things", "to help", or "to grow
up" as reasons for their work.

First Experience Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

*Family members perform work they
are capable of performing,
responsibilities are shared, and
the family is an interdependent
unit.*

Drawing upon each pupil's intimate
family experience, the teacher can

> BROADEN PUPIL UNDERSTAND-
> ING OF THE WORK PERFORMED
> BY MEMBERS OF THEIR OWN
> FAMILIES, PARENTS, CHILD-
> REN, AND RELATIVES, LIVING
> OR DEAD.

Different types of work will be
represented by the class families.
An enrichment would be to

> HELP THE CHILD TO DE-
> SCRIBE THE WORK OF THE
> FAMILY WAGE EARNERS.
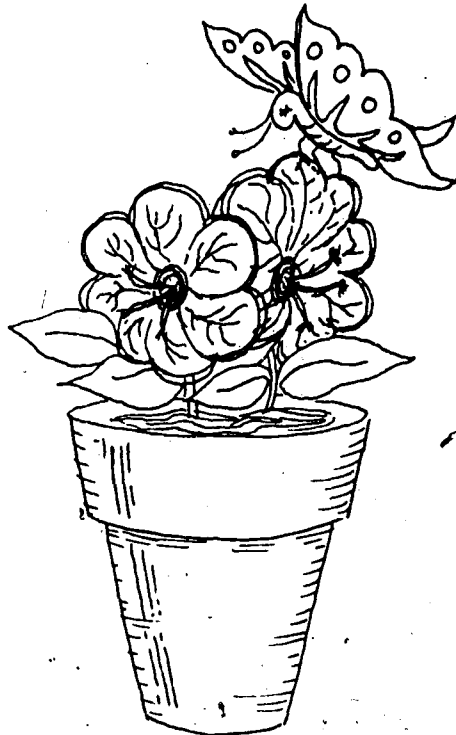
Families get along by cooperating
together, each making a special
contribution. A teacher goal is to

> DEVELOP PUPIL APPRECIA-
> TION OF FAMILY NEEDS AND
> HOW THESE ARE MET WHEN
> FAMILY MEMBERS SHARE THE
> WORK.

Further, the teacher can

> GIVE PUPILS AN OPPORTUNITY
> TO SIMULATE FAMILY ROLES
> AND EXPLORE THE INTER-
> DEPENDENCE OF THESE ROLES.

If the teacher can provide a
simulation experience, an easy
corollary would be to

    LEAD THE CHILD TO
    UNDERSTAND THE INFLU-
    ENCE OF THE WORK OF
    THE WAGE EARNERS UPON
    OTHERS IN THE FAMILY
    IN SUCH TERMS AS TIME,
    CONVENIENCE, MONEY,
    INTERESTS, AND
    OPPORTUNITIES.

Since this is the category which
will include most children, it is
important to

    INCREASE THE CHILD'S
    APPRECIATION OF THE
    WORK OF FAMILY MEMBERS
    WHO MAY NOT EARN A WAGE.

Second Experience Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

*Lifestyles within a community
differ.*

So that pupils can describe their
own lifestyle, the teacher may
need to

>   ELICIT AND FOCUS PUPIL
>   INFORMATION ABOUT THE
>   COMPONENTS OF THEIR OWN
>   LIFESTYLES IN SUCH
>   TERMS AS FOOD, CLOTHING,
>   HOUSING, ASSOCIATES,
>   RECREATION, AND MOBILITY.

The teacher can use his own life-
style as a model, either like or
unlike the pupils', and

>   ENCOURAGE PUPILS TO
>   DESCRIBE LIFESTYLES
>   WHICH DIFFER FROM THEIR
>   OWN.
>
>   Examples might be taken
>   from housing types--house,
>   trailer, apartment; from
>   locale--city, suburbs,
>   small town, rural; from
>   age groups in their neighbor-
>   hoods--young families,
>   families with teenagers,
>   elderly persons.

Ideally, the teacher will be able to

>   OFFER PUPILS OPPORTUNITIES
>   TO EXPLORE AND SIMULATE
>   DIFFERENT LIFESTYLES.

Third Experience Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

Relationships exist between a
person's occupation and the
people with whom a person tends
to associate.

Most of us can remember a special
task which made it possible for
us to meet new people. The
teacher may

> HELP PUPILS TO IDENTIFY
> SITUATIONS IN WHICH
> THEIR WORK HAS LED THEM
> TO MEET SPECIAL PEOPLE.

Since new friends often show a
person new things to do, the
teacher may

> HELP PUPILS IDENTIFY
> SITUATIONS IN WHICH
> ASSOCIATES HAVE LED
> THEM TO A SPECIAL KIND
> OF WORK.

Sometimes an interesting task means
a good time together. Also, a
helpful co-worker can make a dull
or hard job seem easy. The teacher
may want to

> OFFER PUPILS AN OPPOR-
> TUNITY TO ASSESS THE
> INTERRELATIONSHIP BETWEEN
> AN INDIVIDUAL'S ASSOCIATES
> AND HIS WORK.

To illustrate the concept, the
teacher can

> STRUCTURE AN EXPERIENCE
> IN WHICH A PUPIL'S WORK
> MAY LEAD HIM TO MEET
> SPECIAL PEOPLE.

Fourth Experience Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

*Moral principles are an integral
part of one's work life.*
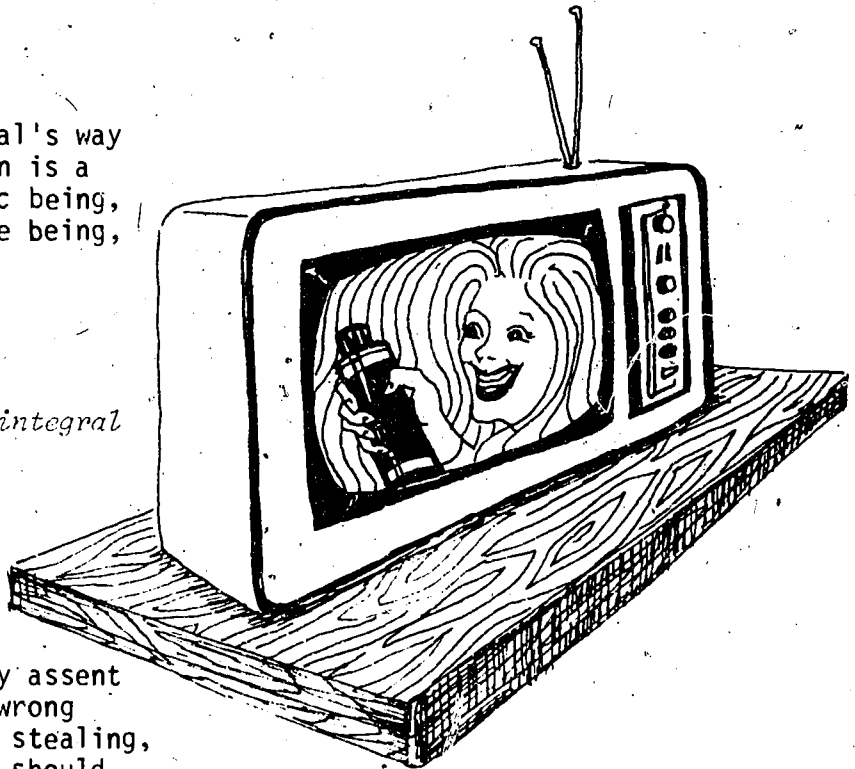
Nine-year olds may
NOT have ever considered
their "morals". They may assent
to certain things being wrong
such as cheating, lying, stealing,
or killing. The teacher should

> DEVELOP POSITIVE PUPIL
> UNDERSTANDING OF MORALS
> AS OUR IDEAS OF WHAT IS
> RIGHT, FAIR, AND HONEST.

The teacher should

> INCREASE PUPIL APPRECIA-
> TION OF MORALS AS BASES
> FOR ACTION.

The teacher may

> GUIDE PUPIL INVESTIGA-
> TION OF HOW SOCIETY PRO-
> DUCES AND DEPENDS UPON
> MORAL PRINCIPLES.

The teacher may

> ENHANCE PUPIL AWARENESS
> OF MORALS WHICH ARE
> OPERATIVE IN THE CLASS-
> ROOM.

The morals which a worker
brings to a job influence that
job.   Sometimes a worker is
refused for moral reasons.
Certain religious groups do
not shoot guns in wars.   The
teacher may

    STIMULATE PUPIL INTEREST
    IN THE INFLUENCE OF AN
    INDIVIDUAL'S MORALS
    UPON HIS WORK.

The teacher may wish to

    PRIVATELY REFLECT UPON
    PERSONAL MORALS WHICH
    THE TEACHER EXPRESSES
    AND EXEMPLIFIES FOR THE
    PUPILS.

Fifth Experience Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

*Relationships exist between
desired lifestyles and career
monetary rewards.*
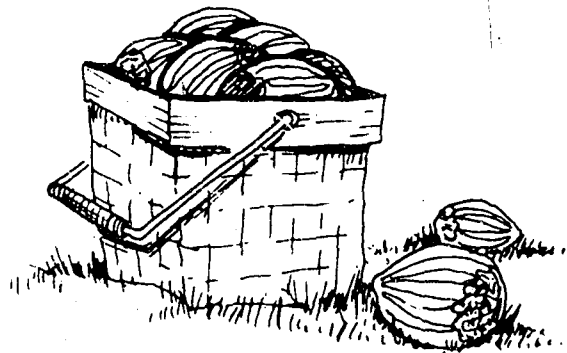
Glamorous lifestyles are usually
widely publicized and quite
attractive. But big houses, big
cars, expensive clothing, and
jet travel cost a·great deal.
The teacher should

> GUIDE PUPIL UNDER-
> STANDING OF THE RELA-
> TIONSHIP BETWEEN CAREER
> MONETARY REWARDS AND THE·
> FEASIBILITY OF A LIFE-
> STYLE.

The teacher will want to

> ENHANCE PUPIL APPRECIA-
> TION OF ATTRACTIVE
> CHARACTERISTICS OF LIFE-
> STYLE WHICH DO NOT
> DEPEND UPON INCOME.

Pupils may already have experienced
a change in lifestyle resulting
from job changes of the family wage
earners. The teacher can

> STRUCTURE AN EXPERIENCE
> WHICH WOULD GIVE PUPILS
> A CHANCE TO PREDICT AND
> ASSESS LIFESTYLE CHANGES
> LIKELY TO RESULT FROM A
> CHANGE IN INCOME FROM
> LARGE TO SMALL AND FROM
> SMALL TO LARGE.

Sixth Experience Level

MAJOR CONCEPT

Work affects an individual's way
of life, in that a person is a
social being, an economic being,
a family being, a leisure being,
and a moral being.

SUBCONCEPT

*Leisure-time activities and
interests may lead to a career,
and one's career may, in turn,
affect the amount and use of
leisure time.*

Most people increase their know-
ledge and skill with hobbies or
leisure-time activities which
they can choose to do fairly often.
The teacher can

> FOCUS PUPIL ATTENTION
> UPON THE DIFFERENCE
> BETWEEN TEMPORARY VERSUS
> CONTINUING LEISURE-TIME
> ACTIVITIES.

There may be several interesting
examples which the teacher could
use to

> STIMULATE PUPIL INTEREST
> IN LEISURE-TIME ACTIVITIES
> OF OTHERS WHICH LED TO A
> CAREER.
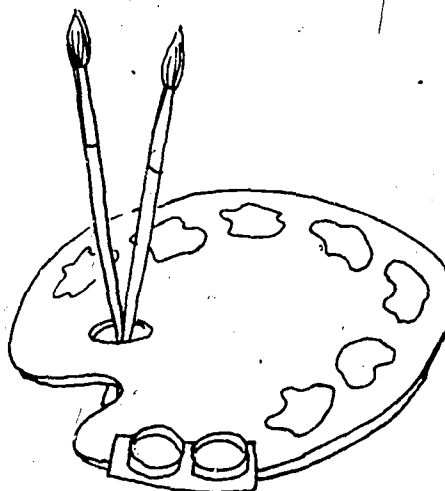
Another informative way to keep
pupil interest high would be to

> PROVIDE AN OPPORTUNITY
> FOR PUPILS TO EXAMINE
> DIFFERENT LEISURE-TIME
> ACTIVITIES CHOSEN BY
> CLASSMATES.

Some jobs are more time-
consuming than others. The
teacher should

    INCREASE PUPIL INFOR-
    MATION ABOUT CAREERS
    LIKELY TO OFFER MUCH
    LEISURE TIME AND THOSE
    LIKELY TO OFFER LITTLE.

Also helpful would be to

    TAKE FIRST STEPS IN
    CONSIDERING PERSONAL
    FREEDOM AND WHAT IT
    MEANS IN CAREER AND
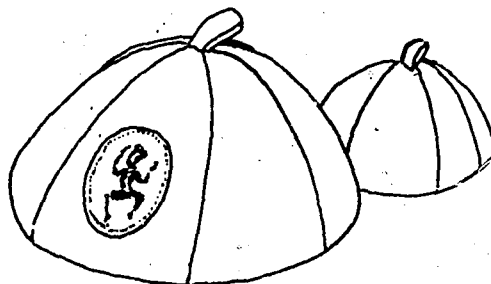   IN LEISURE TIME.

PUPIL/LIFESTYLE PERFORMANCE OBJECTIVES

Introduction

)MAJOR CONCEPT: Work affects an individual's way of life, in that a person
is a social being, an economic being, a family being, a
leisure being, and a moral being.

     The pupil performance objectives for this Lifestyle Dimension
framework provide a pattern which includes several facets of a person's
individuality. The subconcepts offer a series of challenges for dealihg
constructively with ideas that might otherwise be considered co troversial
or even taboo. An individual's lifestyle is a very personal thihg, and
such notions as tastes, preferences, or inclinations need to be provided
with a matter-of-fact atmosphere that accords them the dignity and accep-
tance they deserve.

_____ COGNITIVE
         DOMAIN

_____ AFFECTIVE
         DOMAIN

___ PSYCHOMOTOR
    DOMAIN
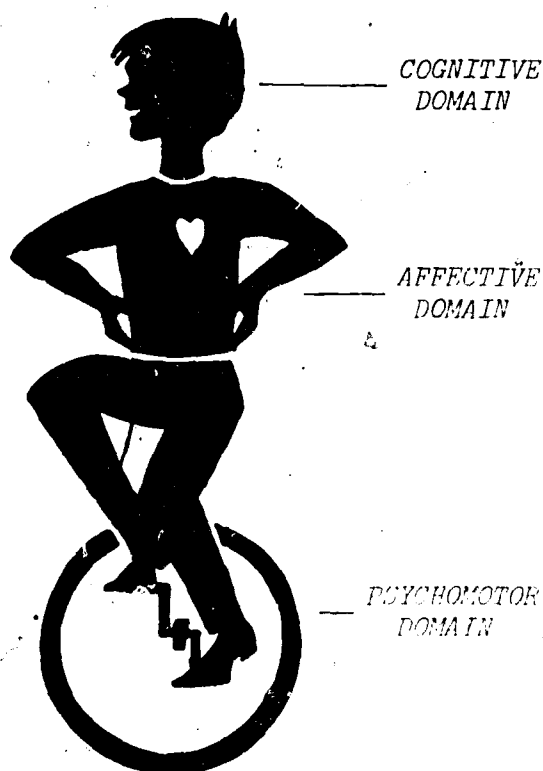
     The teacher will do well
to anticipate possible "trouble
spots" in this dimension. For
example, family income and its
many implications could possibly
be a source of embarrassment or
an impetus for snobbery, socializa-
tion among peer cliques or adult
groups might have unpleasant con-
notations, and various defini-
tions of "morality" will probably
be implicit in children's comments
and behavior. Such topics can
also offer opportunities for help-
ing children develop some degree
of empathy, tolerance, and mutual
appreciation. Morality, social-
ization, money, opinions, and
emotions are obvious and normal
facts of life. The are more
likely to be positive aspects of
an individual's being and per-
spective if treated with intelli-
gent acknowledgement.

Readiness Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social
being, an economic being, a family being, a leisure being, and a moral
being.

SUBCONCEPT

Most people work and there are many reasons why people work.

In the , the student will be able to

    . . . . name at least two ways people earn
        their living.

    . . . relate at least two specific tasks
        to the satisfaction of basic needs.

    . . . state the difference between an
        assigned task and an assumed task.

    . . . identify at least two ways class-
        mates might help each other.

In the , the student will be able to

    . . . . explain why he would choose one school
        activity rather than another.

    . . . identify one s own abilities as rea-
        sons for choosing a particular class-
        room task.

    . . . identify one's own interests as rea-
        sons for choosing a particular class-
        room task

. . . describe how it feels to be tired of
a task, and what might be done about
the feeling.

. . . discuss why people might choose the
work they do.

In the ⟍ 🚲 , the student will be able to
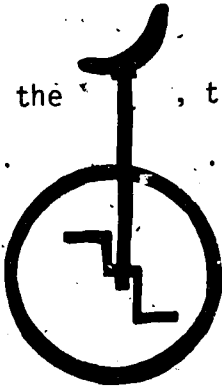
. . . demonstrate how to get ready to carry
out a particular classroom task.

First Experience Level

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

Family members perform work they are capable of performing, responsibilities are shared, and the family is an interdependent unit.

In the [silhouette], the student will be able to
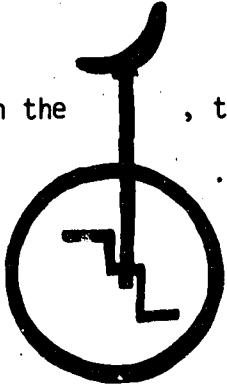
    . . . tell which members of the family could use each of a given number of household utensils for their usual purposes.

    . . . explain how each of a number of household tasks is important to the family.

    . . . explain what talents or skills are required for a certain number of tasks for the home.

    . . . name the occupations of wage earners in one's own family.

In the [silhouette], the student will be able to

    . . . identify tasks for which he is responsible at home.

    . . . state how the completion of a particular home task affects members of the family.

. . . describe how a specific change of
occupations did, or could, affect
the members of a worker's family.

. . . report on particular occupational
tasks performed by the wage earners
of the family and how they relate
to the home situation.

In the ____, the student will be able to

. . . demonstrate the uses of a given number
of household utensils.

Second Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

Lifestyles within a community differ.

In the [image], the student will be able to

. . . classify types of recreational activities available in the community.

. . . describe different kinds of housing in the community.

. . . compile lists of products and services available locally, organized according to specific categories.

. . . describe at least two lifestyles in the community in terms of things owned and activities experienced.

. . . identify the condition and behaviors of a character or family in a story or film as an example of lifestyle.

In the [image], the student will be able to

. . . analyze the contents of television advertising with regard to the wants, needs, and values of the intended audience.

. . . identify possible alternative occupations for the wage earners of one's family from a given list of job descriptions.

/ / S

. . . cooperate with a classmate in pre-
    senting descriptions of their re-
    spective families' preferences in
    group recreation.

. . . discuss the idea of lifestyle in
    terms of wants, needs, and resources.

Third Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

Relationships exist between a person's occupation and the people with whom a person tends to associate.

In the [silhouette], the student will be able to

 . . . classify a particular number of occupations according to the amount of interpersonal activity that may be expected.

 . . . gather data about social contacts between people who work together.

 . . . name at least two occupations in which a person would work alone most of the time.

 . . . name at least two occupations in which a person would often be meeting new people.

 . . . identify at least one local social or recreational group whose membership is based upon occupational affiliation.

In the [image], the student will be able to

 . . . identify a number of classmates who have some interests similar to his own, and who have some interests unlike his own.

 . . . analyze his own considerations of the needs and interests of others.

. . . discuss the importance of being able
to work with people of diverse in-
terests and personalities.

. . . identify peers who are of help to
him in particular situations.

. . . relate an instance in which a friend
influenced his participation in an
activity.

. . . classify one's regular playmates as
originating from school or from non-
school acquaintances.

Fourth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

Moral principles are an integral part of one's work life.

In the [silhouette], the student will be able to

- . . . analyze at least two possible courses of action when someone makes a mistake or fails to perform duties properly.

- . . . locate moral principles embodied by historical, or fictional, characters.

- . . . identify orally, or in writing, at least three terms which indicate specific moral considerations'.

- . . . state at least one commonly acknowledged moral maxim.

In the [image], the student will be able to

- . . . determine how one's own feelings of right and wrong affect his attitudes and performance while working at a specific task.

- . . . explain how certain work conditions conflict with one's feelings of right and wrong.

. . . compare one's own feelings of right and
wrong with those of peers, characters
in stories, etc.

. . . describe the bases for the validity of
one's own moral principles.

. . . discuss how ideas of right and wrong
may change according to time or place.

. . . discuss possible differences between
ideas of right and wrong which change
and those which do not.

Sixth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

Leisure-time activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time. -

In the ___, the student will be able to

... classify a specified number of occupations according to skills which may relate to leisure-time activities.

... describe how particular leisure-time interests may lead to occupational considerations.

... classify a specified number of occupations according to specific time requirements, with implications for amounts of leisure time. •

In the ___, the student will be able to

... report about a hobby to the class, and explain how aptitudes for it may be of help in thinking about a career.

... relate one's own out-of-school interests to school work.

... describe how certain school activities helped to develop or to enhance an outside interest.

Fifth Experience Level

MAJOR CONCEPT

Work affects an individual's way of life, in that a person is a social being, an economic being, a family being, a leisure being, and a moral being.

SUBCONCEPT

Relationships exist between desired lifestyles and career monetary rewards.

In the [image], the student will be able to

  . . . identify conditions of family well-being and their relationship to wages earned.

  . . . classify a specified number of occupations according to expectations for monetary gain.

  . . . compare the modern ideas of wants, needs, and luxuries with those of earlier times.

  . . . compare the ideas of wants, needs, and luxuries in the local community with those of people in other parts of the world.

In the [image], the student will be able to

  . . . relate the idea of purchasing power to one's own values and needs.

  . . . describe at least two possible lifestyles that could be maintained within a given income.

  . . . discuss how needs may be met differently within two or more different incomes.

In the   , the student will be able to
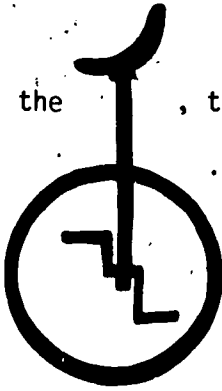
     . . . demonstrate skills related to a hobby or other out-of-school interest.

Self Development

AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT.

SOCIAL, ECONOMIC, EDUCATIONAL, AND CULTURAL FORCES INFLUENCE
SELF DEVELOPMENT.

INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, VALUES, AND
ACHIEVEMENTS.

Enrichment of
Teacher and Counselor
Competencies
in
Career
Education
K-6
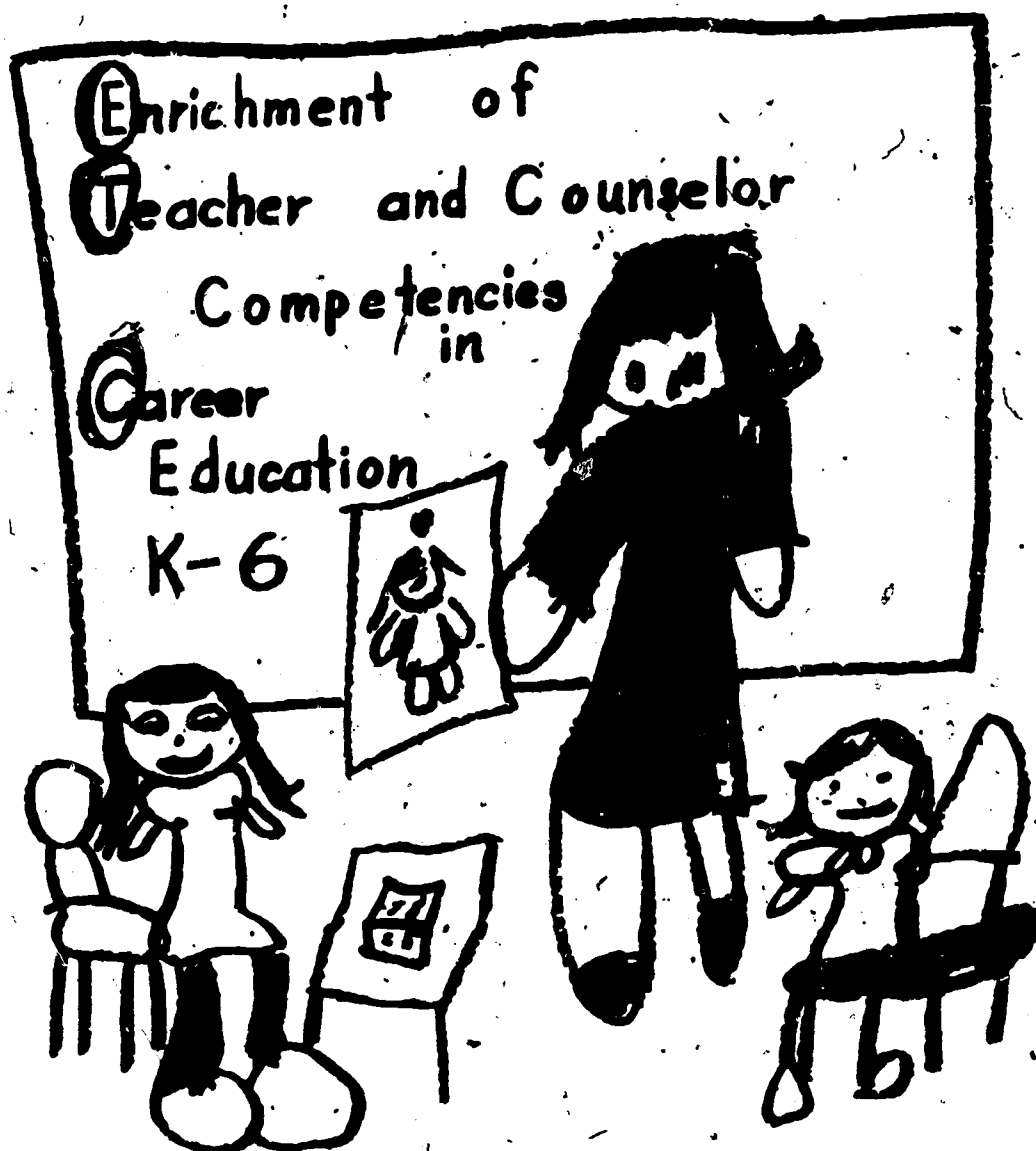
Introduction to Self Development Dimension

AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT.

SOCIAL, ECONOMIC, EDUCATIONAL, AND CULTURAL FORCES INFLUENCE
SELF DEVELOPMENT.

INDIVIDUALS DIFFER IN THEIR INTERESTS, APTITUDES, VALUES, AND
ACHIEVEMENTS.

The three major concepts in the Self Development Dimension provide
three perspectives on the growth of the individual person.

The first of these considers the individual largely from what might
be called an internal view. Physical, social, and emotional development
provide one with his own unique being, and, as various roles are exper-
ienced and as interests and competencies acquire increasing significance,
he begins to relate his self awareness to the possibilities of eventual
career preferences.

In the second sense, the self is studied more from the standpoint
of the effects resulting from external forces. For this purpose, four
influences are identified--social, economic, educational, and cultural.
Each of these is considered individually under a single subconcept, and
also as actively interrelated with each other as parts of the total environ-
ment. Change is acknowledged as a natural condition in both the environment
and the self.

Thirdly, the study of self concentrates upon the differences among
individuals. These differences are divided into the areas of interests,
aptitudes, values, and achievements, and are treated both separately and
as mutual concerns. As far as possible, the context for these ideas is
their relationship to the individual's performances of tasks and activities
with eventual consideration given in the direction of possible occupational
preferences.

Wherever the teacher may be operating within the Self Development
Dimension, the opportunity for encouraging healthful attitudes toward one-
self and others is always present. Acknowledgement and acceptance of dif-
ferences is as essential to the human condition as is the enjoyment and
familiarity of characteristics held in common.

Self Development

Major Concept

AN UNDERSTANDING AND ACCEPTANCE
OF SELF IS IMPORTANT.

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Introduction

An intelligent choice of an eventual program of career orientation and preparation rests upon two basic conditions: (1) a broad acquaintance with both general and specific expectations offered by the world of work; and, (2) an active awareness and control of one's own total being. Thus, an individual's knowledge of and attitude toward himself are of paramount importance for his emerging preferences regarding possible career choices. This dimension framework is concerned with the development of self-understanding and acceptance.

The subconcepts consider the individual's growth physically, intellectually, emotionally, and socially. Through the fifth experience level, the ideas of maturation and increasing awareness are treated without particular career context. At the sixth experience level, self-knowledge and acceptance are related to career preferences.

Two other major concepts are contained in the Self Development Dimension. One of these involves the diverse environmental forces which affect personal growth, and the other deals with the differences which exist among individuals. Each of these other major concepts is treated in a separate dimension framework.

Awareness of oneself within
the context of the family
structure is important.

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Readiness Level

Awareness of oneself within
the context of the family
structure is important.
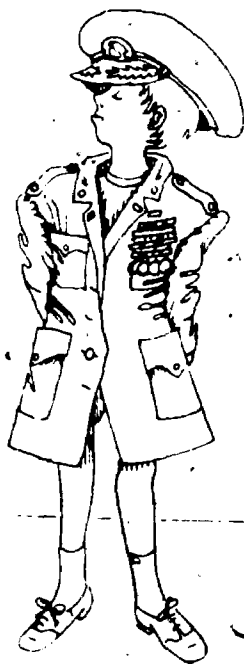
An individual experiences
various roles--friend, student,
group member, etc.

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First Experience Level

Awareness of oneself within
the context of the family
structure is important.

An individual experiences
various roles--friend,
student, group member, etc.

There are certain physi-
cal, social, and emotional
characteristics which make
an individual unique.

192 a.

Awareness of oneself within the
context of the family structure
is important.

There are certain physical, social,
and emotional characteristics which
make an individual unique.

An individual experiences various
roles--friend, student, group
member, etc.

*An individual's feelings relative
to happiness, fear, anger, loneli-
ness, etc., are diverse.*

193

Third Experience Level

Awareness of oneself within
the context of the family
structure is important.

There are certain physical,
social, and emotional character-
istics which make an individual
unique.

An individual experiences
various roles--friend, stu-
dent, group member, etc.

An individual's feelings relative
to happiness, fear, anger, lone-
liness, etc., are diverse.

A person's membership in a group
affects the group as well as
himself.

Awareness of oneself within the
context of the family structure
is important.

There are certain physical, social,
and emotional characteristics
which make an individual unique.

An individual experiences various
roles--friend, student, group
member, etc.

An individual's feelings relative
to happiness, fear, anger, loneli-
ness, etc., are diverse.

A person's membership in a group
affects the group as well as
himself.

*Interests and abilities mature
and change as well as one's
physical being.*

/9 s

Fifth Experience Level

Awareness of oneself within the context of the family structure is important.

An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.

An individual experiences va roles--friend, student, group member, etc.

A person's membership in a group affects the group as well as himself.

There are certain physical, social, and emotional characteristics which make an individual unique.

Interests and abilities mature and change as well as one's physical being.

There is a relationship between an individual's knowledge and acceptance of self and his career preference.

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Sixth Experience Level
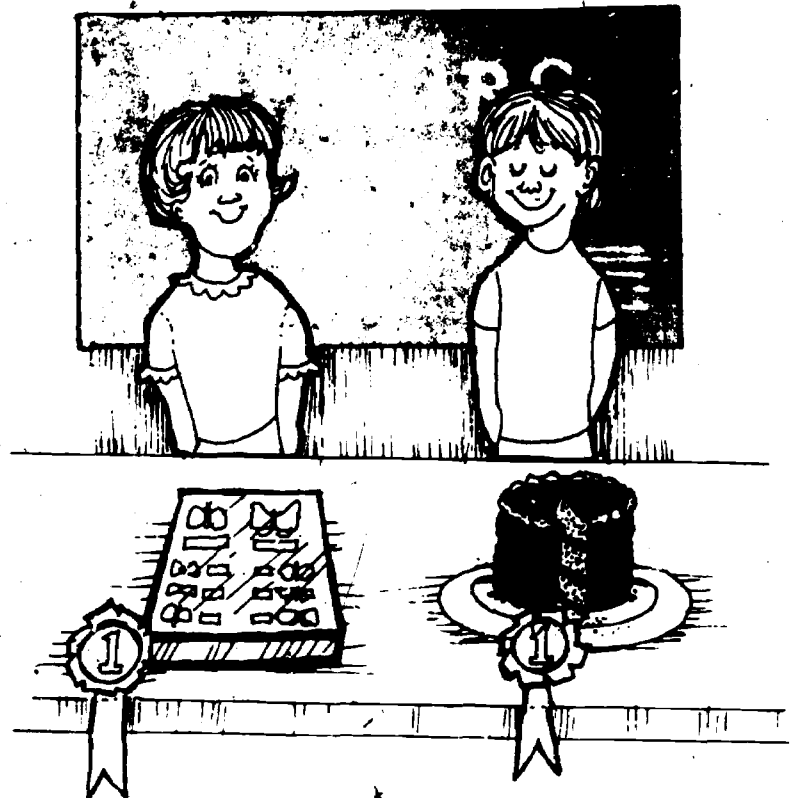
TEACHER/SELF GOALS/DEVELOPMENT

Introduction

MAJOR CONCEPT: <u>An understanding and acceptance of self is important.</u>

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote realization of the subconcepts by the children. Teacher goals are more generally stated than pupil performance objectives.

Elementary children have usually outgrown the extreme self-centered but non-reflective behavior characteristic of early childhood. Though they have interests in other people and things, they may not yet know how to think of themselves purposefully. Searching answers to the question, "Who am I?", have probably been intuited or felt rather than explored and expressed.

The goal for teachers seeking to realize this major concept in the classroom is to develop in each child an informed and worthy idea of himself. In summary, the teacher will strive to

1. expand the child's understanding of
   characteristics which make him a
   unique individual.

2. encourage the child to explore his
   powers to change himself.

3. give the child an opportunity to apply
   self-knowledge to present activity
   choices or career preferences.

Readiness Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

Awareness of oneself within the context of the family structure is important.
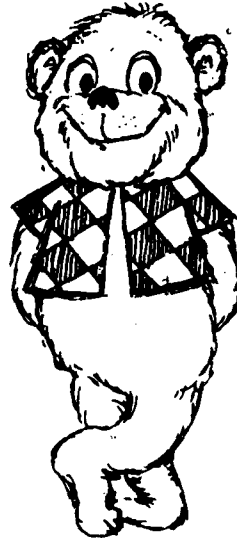
A first step in a child's gaining of self respect is having others interested in getting to know him. A way to become better acquainted is to

    ENCOURAGE THE PUPILS
    TO DESCRIBE THE MEMBERS
    OF HIS FAMILY.

Pupils do a lot of things within their families. The teacher can

    GIVE PUPILS AN OPPOR-
    TUNITY TO DEMONSTRATE
    THINGS THEY LIKE TO DO
    WITH OTHERS IN THEIR
    FAMILY.

Pupils will soon realize that some-one has a baby sister, another a big brother, another is an only child, another lives with grand-mother. Each family has advantages. The teacher may wish to find ways to

    ENHANCE PUPIL APPRECIA-
    TION OF DIFFERENCES IN
    FAMILY STRUCTURE.

You may have heard of many contri-butions which small children make to their families. Examples: "I smile when Daddy takes my picture. I dress myself. I put away my toys AND the baby's." The teacher can

    STRUCTURE EXPERIENCES TO
    SHOW WAYS TO COOPERATE
    IN THE FAMILY.

First Experience Level

MAJOR CONCEPT

An understanding and acceptance
of self is important.

SUBCONCEPT

*An individual experiences various
roles--friend, stu' nt, group
member, etc.*

Besides his family identity, the
pupil can recognize himself in
outside social relationships
such as pupil, friend, patient,
patron, church member. The
teacher can

> LEAD THE PUPIL TO
> RECOGNIZE THE MANY
> SOCIAL RELATIONSHIPS
> HE HAS BEYOND THE
> FAMILY.

Friendship, belonging, and
accepting responsibility increase
our self acceptance. The teacher
may strive to

> STRENGTHEN THE CHILD'S
> APPRECIATION OF WAYS
> IN WHICH HIS SOCIAL
> CONTACTS HELP HIM.
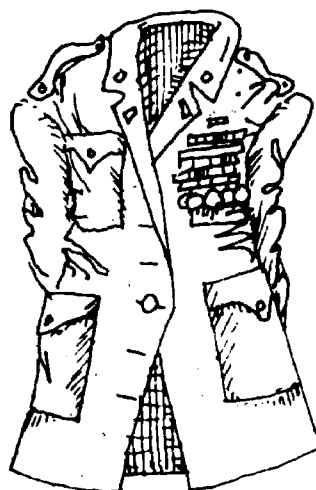
Roles experienced by class members
can be shared. Examples: "This
is how I play ball after school.
This is how I walk the dog. This
is how I carry groceries." The
teacher can

> STRUCTURE EXPERIENCES IN
> WHICH ROLES OF INDIVIDUAL
> CLASS MEMBERS CAN BE SHARED
> OR TRIED OUT BY OTHERS.

To stimulate pupils to experiment
with new roles; the teacher can

> INCREASE INTEREST IN
> ROLES FILLED BY OTHER
> INDIVIDUALS INCLUDING
> ADULTS.

Second Experience Level

MAJOR CONCEPT

An understanding and acceptance
of self is important.

SUBCONCEPT

*There are certain physical, social,
and emotional characteristics
which make an individual unique.*

For pupils to progress toward
mature self acceptance, they
need the best possible under-
standing of their own individual-
izing characteristics. The
teacher will want to

    LEAD CHILDREN TO
    RECOGNIZE AND ACCEPT
    THEIR OWN PHYSICAL
    CHARACTERISTICS AND
    THOSE OF CLASS MEMBERS,

    LEAD CHILDREN TO
    RECOGNIZE AND ACCEPT
    THEIR OWN SOCIAL
    CHARACTERISTICS AND
    THOSE OF CLASS MEMBERS,

and

    LEAD CHILDREN TO
    RECOGNIZE AND ACCEPT
    THEIR OWN EMOTIONAL
    CHARACTERISTICS AND
    THOSE OF CLASS MEMBERS.
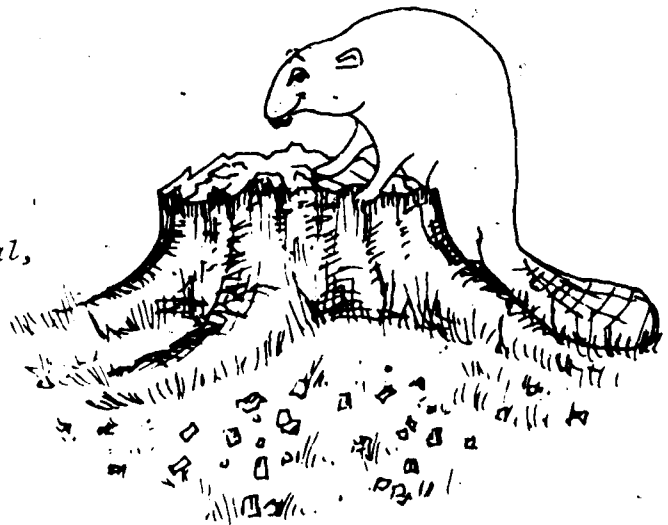
The teacher may profit from includ-
ing himself/herself in these assess-
ments of characteristics.

Special skills are needed for the
acceptance of individual differences.
The teacher may attempt to structure
experiences, perhaps even revise
some classroom procedures to

    INCREASE UNDERSTANDING,
    SHARING, PATIENCE, AND
    COOPERATION AMONG CLASSMATES.

The teacher may also wish to

    ASSIST STUDENTS IN BEGINNING
    TO APPRECIATE THE DIFFERENCE
    BETWEEN CHARACTERISTICS WHICH
    CAN BE CHANGED AND THOSE
    WHICH CANNOT.

Third Experience Level

MAJOR CONCEPT

An understanding and acceptance
of self is important.

SUBCONCEPT

An individual's feelings relative
to happiness, fear, anger, lone-
liness, etc., are diverse.

In order to explore this subcon-
cept, pupils need to focus their
attention upon the range of their
feelings and be able to describe
them. The teacher may

> INCREASE PUPIL AWARE-
> NESS OF THE RANGE AND
> VARIETY OF FEELINGS
> WHICH HE EXPERIENCES.

Many pupils will be aware of a
past feeling which has now
changed; e.g. "I used to be
afraid of lightning. Now I don't
worry about it." This informa-
tion is helpful. The teacher can

> BROADEN PUPIL UNDER-
> STANDING OF SITUATIONS
> TOWARD WHICH HIS FEEL-
> INGS HAVE CHANGED.
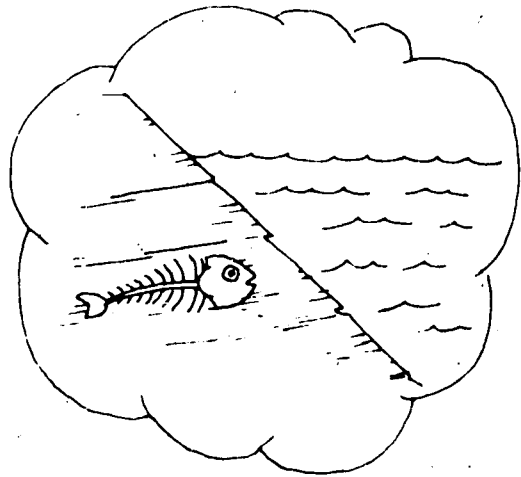
When others--parents, peers, idols--
have feelings different from the
child's own, he needs to be able to
cope with these differences. It is
important for the teacher to

> GIVE PUPILS AN OPPORTUNITY
> TO COMPARE THEIR INDIVIDUAL
> REACTIONS TO THE REACTIONS
> OF OTHERS REGARDING CERTAIN
> EXPERIENCES.,

Strong feelings can be upsetting.
Pupils may not know what to do
with them. The teacher can act
as a guide to

    LEAD PUPILS TO DISCUSS
    WHEN AND HOW FEELINGS
    CAN BE EXPRESSED,

and

    FOCUS PUPIL ATTENTION
    UPON WHEN AND HOW
    FEELINGS CAN BE CON-
    TROLLED.

Good rapport with the class comes
if the teacher will

    SHARE HER/HIS OWN
    FEELINGS REGARDING
    CERTAIN EXPERIENCES.

Fourth Experience Level

MAJOR CONCEPT

An understanding and acceptance
of self is important.

SUBCONCEPT

A person's membership
in a group affects
the group as well
as himself.

For an experiential
basis for under-
standing and appre-
ciating this subconcept,
the teacher should strive to

ORGANIZE THE CLASSROOM
GROUPS TO AFFORD DIVERSE
AND CHANGING MEMBERSHIPS.

ENRICH PUPIL UNDERSTAND-
ING OF THE ADVANTAGES AND
DISADVANTAGES OF GROUP
MEMBERSHIP.

Nine year olds belong to Scouts,
4-H, music, dance, and athletic
groups. They enjoy organizing
their own clubs. The teacher
will want to

Within a group, members can assume
different roles. The teacher can

STIMULATE PUPIL INTEREST
IN GROUPS TO WHICH THEY
BELONG OR MIGHT BELONG,

STRUCTURE AN EXPERIENCE
IN WHICH PUPILS MAY TRY
OUT DIFFERENT ROLES IN
THE SAME GROUP.

and,

Also helpful is to

> EXPAND PUPIL·INFOR-
> MATION ABOUT THE MANY
> DIFFERENT TYPES OF
> SOCIAL GROUPS.

Pupils can draw useful information
from their previous experiences.
with groups.   The teacher may wish
to

> LEAD PUPILS TO EXPLAIN
> WHY A GROUP MAY SEEK A
> SPECIAL MEMBER AND WHY
> AN INDIVIDUAL MAY SEEK
> ·A SPECIAL ,GROUP.

Fifth Experience Level

MAJOR CONCEPT

An understanding and acceptance
of self is important.

SUBCONCEPT

*Interests and abilities mature
and change as well as one's
physical being.*

Within the classroom, the teacher
will want to

> ESTABLISH AN ATMOSPHERE
> OF ACCEPTANCE AND COOPERA-
> TION REGARDING PERSONAL
> CHARACTERISTICS BEYOND
> THE CONTROL OF THE
> INDIVIDUAL.

Self acceptance implies under-
standing of one's own growth and
change. Building upon the natural
enjoyment of reviewing "how I used
to be," the teacher can

> INTEREST PUPILS IN DESCRIB-
> ING THEIR INTERESTS, ABILI-
> TIES, AND PHYSICAL CHAR-
> ACTERISTICS AT DIFFERENT
> AGE LEVELS,

and
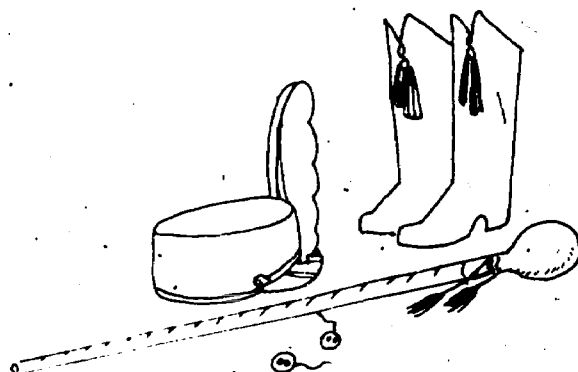
> EXPAND PUPIL UNDERSTSTANDING
> OF THOSE INDIVIDUAL INTERESTS,
> ABILITIES, AND PHYSICAL
> CHARACTERISTICS WHICH HAVE
> CHANGED AS A RESULT OF PER-
> SONAL PLANNING.

As an exercise in trying out self
knowledge, the teacher may

> GIVE PUPILS AN OPPORTUNITY
> TO PREDICT CHANGES WHICH
> ARE LIKELY TO OCCUR IN
> THEMSELVES IN THE FUTURE.

To help secure understanding of the
subconcept, the teacher can

> PROVIDE AN EXPERIENCE IN
> WHICH PUPILS MAY BE LIKELY
> TO UNDERGO A SMALL BUT
> OBSERVABLE CHANGE IN INTERESTS,
> ABILITIES, OR PHYSICAL
> CHARACTERISTICS.

Sixth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

There is a relationship between an individual's knowledge and acceptance of self and his career preference.
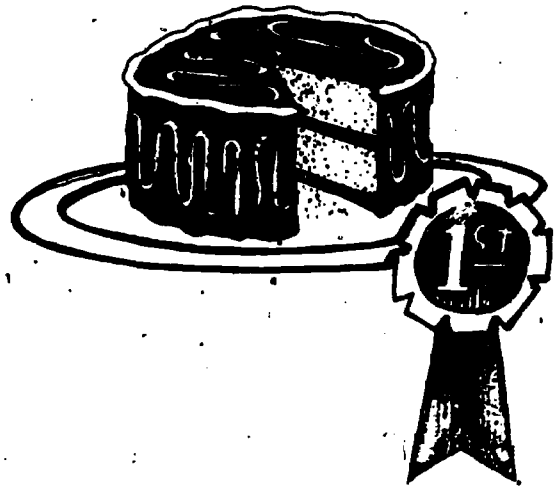
Some students keep so busy they hardly think of taking time to reflect about themselves. Purposeful efforts must be made to acquire self knowledge. The teacher will try to

> STRENGTHEN STUDENT UNDERSTANDING OF THE IMPORTANCE OF KNOWING WHAT ONE CAN DO AND WHAT ONE LIKES TO DO,

and

> INCREASE PUPIL INFORMATION ABOUT WAYS PERSONS CHOOSE A CAREER.

To provide practice, the teacher will want to

> GIVE PUPILS AN OPPORTUNITY TO MATCH SELF KNOWLEDGE WITH PRESENT CAREER PREFERENCES.

PUPIL/SELF
PERFORMANCE/DEVELOPMENT
OBJECTIVES/

Introduction

MAJOR CONCEPT: An understanding and acceptance of self is important.

      The pupil performance objectives for this first Self Development major concept provide a framework for defining and analyzing the self in terms of physical, social, and emotional characteristics. Each of these aspects is treated separately and in connection with the others. In addition, some attention is directed to maturation and the eventual relationship of self awareness to career preferences.

      While the objectives generally emphasize consideration of oneself as an individual, it is inevitable that comparisons among members of the group will arise. The second experience level, for example, deals with characteristics that make an individual unique--a situation which must certainly take into account those same characteristics as embodied by others. Any such comparisons should certainly be acknowledged in a gentle, non-evaluative manner which will help children to develop a resilience to accept differences as merely different rather than as better or worse.

COGNITIVE DOMAIN

AFFECTIVE DOMAIN

PSYCHOMOTOR DOMAIN

      Please remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

Readiness Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

Awareness of oneself within the context of the family structure is important.

In the ⬛, the student will be able to

    . . . name the members of one's family
    and their positions in the group.

    . . . describe members of one's family
    according to relative size, hair
    color, etc.

    . . . identify the members of a family
    in a particular story or film.

In the ⬛, the student will be able to

    . . . tell ways in which members of
    the family depend upon oneself.

    . . . explain how one depends upon
    each of the other members of
    the family.

    . . . discuss the identity of parent-
    offspring relationships of other
    animals as examples of family
    structures.

    . . . take part in a dramatization of
    "playing house".

In the ⚲ , the student will be able to
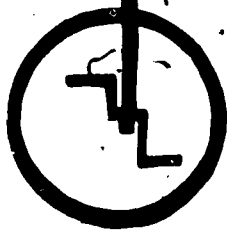
. . . pantomine a behavior of at least one other member of one's family.

First Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important

SUBCONCEPT

An individual experiences various roles--friend, student, group member, etc.

In the , the student will be able to

    . . . define at least three family
         relationships in terms of
         titles (son, neice, etc.).

    . . . identify relationships between
         characters in a story or film.

    . . . define roles played by indi-
         viduals in a story or film.

    . . . name a number of different
         roles performed by a member
         of one's family during an
         average day.

In the , the student will be able to

    . . . describe the relationship of
         self with relatives other than
         members of the immediate family.

    . . . cooperate with classmates in
         carrying out a classroom activity.

    . . . report on one's roles in dealing
         with at least two different com-
         munity workers.

    . . . name at least two different roles
         one performs during a day at school.

In the   , the student will be able to
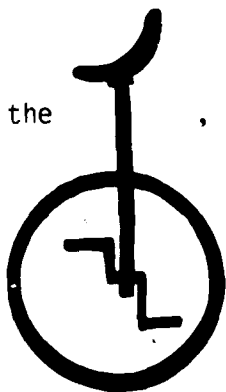
   . . . pantomine oneself in particular
       relationship with an adult
       worker in the community. .

   . . . pantomine family member
       behaviors in specified
       situations.

Second Experience Level

MAJOR CONCEPT

An understanding and acceptance of ^lf is important.

SUBCONCEPT

There are certain physical, social, and emotional characteristics which make an individual unique.

In the [image] , the student will be able to

   . . . classify members of the class according to color of eyes or hair, etc.

   . . . identify classmates who enjoy working alone and who enjoy working with groups.

   . . . tell how one can recognize certain people, animals, etc.

   . . . identify a specific emotion as embodied by a character in a story or film.

In the [image] , the student will be able to

   . . . compare a specified list of bodily measurements of the members of the class.

   . . . distinguish which of one's own physical characteristics are similar and different with respect to those of most classmates.

. . . compare the feelings of
oneself and of classmates
concerning characters or
events in a story or film.

. . . discuss things that are
exciting, sad, pleasant, etc.

In the   , the student will be able to
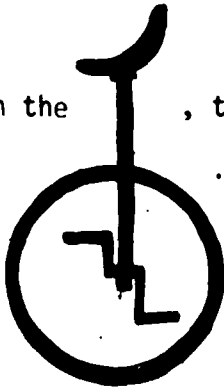
. . . perform a specified number of
simple physical exercises of
strength or endurance.

Third Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

An individual's feelings relative to happiness, fear, anger, loneliness, etc., are diverse.

In the ⬛ , the student will be able to

. . . distinguish between being
frightened and being
startled.

. . . identify emotions expressed
by characters in a story or
film.

. . . illustrate emotional expres-
sions by collecting and dis-
playing relevant pictures of
people.

In the ⬛ , the student will be able to

. . . explain how a particular story
or experience frightened (or
excited, etc.) him.

. . . cooperate with a classmate in
keeping track of conditions
which result in displeasure
among their classmates.

... cooperate with a classmate
in keeping track of conditions
which result in pleasure among
their classmates.

... discuss how it feels to be
angry, fearful, lonely, etc.

... discuss ways in which particu-
lar emotions can be expressed.

In the   , the student will be able to
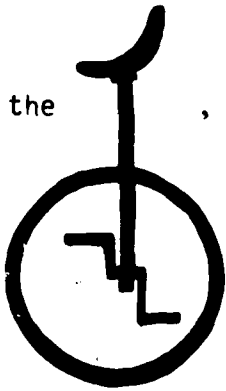
... pantomine a person who is
angry, fearful, lonely, etc.

... demonstrate an activity which
he enjoys, or does not enjoy.

Fourth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

A person's membership in a group affects the group as well as himself.

In the 👤 , the student will be able to

- . . . describe types of persons who are likely to belong to at least two specified types of groups.

- . . . categorize a given list of different community groups according to their activities; their membership requirements.

- . . . describe the activities of an out-of-school group to which one belongs.

In the 🤺 , the student will be able to

- . . . identify at least one way in which one's classmates influence one's achievements or feelings.

- . . . report on one's contribution to the functions of an out-of-school group.

- . . . discuss the relationship of individual and group needs in school, home, etc.

. . . name the groups to which one
belongs or would like to belong,
and why.

. . . "sell" oneself as a prospective
member to a particular group--
real or imaginary.

. . . cooperate in forming various
subgroups within the class.

. . . operate as a committee member
for a given activity.
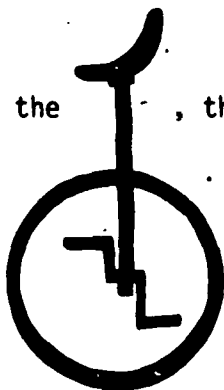
In the   , the student will be able to

. . . make displays to encourage membership
in different groups.

Fifth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

Interests and abilities mature and change as well as one's physical being.

In the (image), the student will be able to

. . . diagram various types of
measures of physical strength
and endurance among members
of the class.

. . . list types of personal growth
and distinguish those which
have a stopping point and those
that keep on going.

. . . compare the free-time playground
activities of first (or second,
etc.) graders with those of one's
own age group.

In the (image), the student will be able to

. . . identify which of one's
interests have changed and
which have remained unchanged
over a certain period of time.

. . . discuss changes in his academic
abilities over a certain period
of time.

. . . describe changes in his
physical skills over a
certain period of time.

. . . propose possible changes in
his abilities and interests
within a given expectation
of time.

. . . distinguish between signifi-
cant and insignificant changes
in oneself.

. . . compare one's physical measure-
ments with those of earlier
years.

. . . recall a hobby, or other activity,
in which he is no longer interested.

In the   , the student will be able to
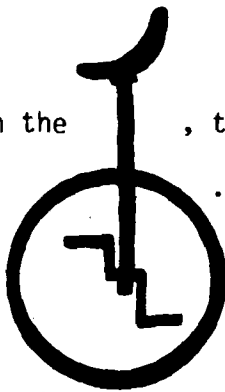
. . . demonstrate recently
achieved physical skills.

Sixth Experience Level

MAJOR CONCEPT

An understanding and acceptance of self is important.

SUBCONCEPT

There is a relationship between an individual's knowledge and acceptance of self and his career preference.

In the [head silhouette], the student will be able to

 . . . categorize a number of skill requirements according to job families.

 . . . describe at least two physical characteristics which may be required by a large number of occupations.

In the [figure silhouette], the student will be able to

 . . . relate one's own physical characteristics to a given list of possible career choices.

 . . . explain how each of a specified number of occupations would probably be unsuitable for oneself.

 . . . identify one's own present level of academic skills development, and locate areas in need of improvement.

 . . . distinguish a basic rank order in one's own present scale of values.

In the ⚲ , the student will be able to

. . . demonstrate one's own present
level of development in a
specified number of physical
skills.

Self Development

SOCIAL, ECONOMIC, EDUCATIONAL, AND CULTURAL
FORCES INFLUENCE SELF-DEVELOPMENT.

287

Introduction

As an individual grows and matures, he should become aware of the external forces which influence self-development. This dimension framework is concerned with these factors and with helping the student assess their importance in his own individual development.

The subconcepts consider the effects of money and other economic forces, schooling, cultural patterns, and the values and expectations of others upon the individual's perception of himself and his world. At the fifth experience level consideration is not only given to the effects of external forces on the individual and his development, but also to the effect that the individual has upon his environment and possible change.

Three major concepts make up the Self-Development Dimension. In addition to the major concept now being presented, another major concept deals with the development of self-understanding and acceptance. A third major concept is concerned with the differences which exist among individuals.

An individual is influenced
by other people.

.227

Readiness Level

An individual is influenced
by other people.

The school can provide an
opportunity to enhance
self-development.

228

First Experience Level

An individual is influenced
by other people.

The school can provide an oppor-
tunity to enhance self-development.

*An individual's feelings and
the feelings of others relate
to commonly held beliefs and
customs.*

229

Second Experience Level

An individual is influenced
by other people.

An individual's feelings and
the feelings of others relate
to commonly held beliefs and
customs.

The school can provide an oppor-
tunity to enhance self-development.

*Groups outside of school influence
an individual's personal develop-
ment.*

.23C

Third Experience Level

An individual is influenced
by other people.

An individual's feelings and the
feelings of others relate to com-
monly held beliefs and customs.

The school can provide an
opportunity to enhance
self-development.

Groups outside of school influence
an individual's personal develop-
ment.

An individual is influenced
by economic forces.
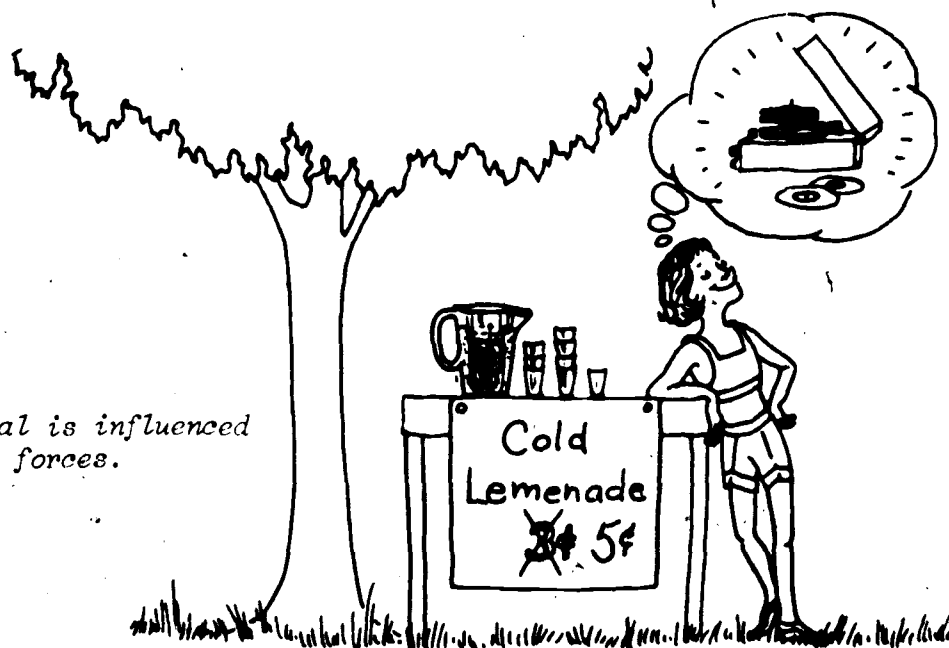
Fourth Experience Level

An individual is influenced by
other people.

Groups outside of school influence
an individual's personal develop-
ment.

The school can provide an oppor-
tunity to enhance self-development.

An individual is influenced by
economic forces.

An individual's feelings and the
feelings of others relate to com-
monly held beliefs and customs.

*Changes in an individual influence his
environment and changes in environ-
ment influence him.*

Fifth Experience Level

An individual is influenced by other people.

Groups outside of school influence an individual's personal development.

The school can provide an opportunity to enhance self-development.

An individual is influenced by economic forces.

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

Changes in an individual influence his environment and changes in environment influence him.

An individual's values and personal goals are influenced by the values of other people.

Sixth Experience Level

TEACHER/SELF
GOALS/DEVELOPMENT

Introduction

MAJOR CONCEPT: <u>Social, economic, educational, and cultural forces influence self-development.</u>

Teacher goals are offered to suggest d'rections in which the teacher might proceed to set up learning environments to promote the children's, realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

The child needs security in the social, economic, educational, and cultural environments. So that these do not threaten, the child needs ways to insure social, economic, educational, and cultural well being for himself and others. Such security can happen if the maturing individual can understand how these environments tend to mold him. Understanding advances the possibility of exercising control and choosing the most advantageous ways to participate in society, economy, education, and culture.

Many social, economic, educational, and cultural forces are beyond the control of the child. However, the role of the teacher in developing this major concept is mainly to

1. sharpen pupil awareness of social, economic, educational, and cultural influences upon each individual.

2. broaden each pupil's understanding of how he influences others by his participation in society, economy, education, and culture.

3. provide opportunities for each pupil to explore elementary ways of controlling and coping with social, educational, economic, and cultural forces as these affect his self-development.

234

Readiness Level

MAJOR CONCEPT

Social, economic, educational, -and cultural forces influence self-development.

SUBCONCEPT

An individual is influenced by others.

Teaching this subconcept is a question of making social inter- actions conscious and non- threatening occasions for the child. The teacher may

> FOCUS THE CHILD'S
> ATTENTION UPON PEOPLE
> WHOM HE MEETS FRE-
> QUENTLY,

and

> HELP PUPILS CATEGORIZE
> THEIR ACQUAINTANCES--
> FAMILY, FRIENDS, TEACHERS,
> WORKERS, AND THOSE THEY
> KNOW INDIRECTLY, SUCH
> AS TELEVISION PERSON-
> ALITIES.

Since others can influence us and make us feel happy, sad, safe, mad, etc., the teacher might wish to

> LEAD CHILDREN TO IDENTIFY
> WAYS THAT OTHERS MAKE
> THEM FEEL.

The children will be able to observe the way their own behavior influences others. What reactions result from invitations versus rejections, talk versus silence, sharing versus self- ishness, courtesy versus rudeness?

> BROADEN PUPIL UNDERSTANDING
> OF HOW THEY THEMSELVES
> INFLUENCE OTHERS.

INTEREST CHILDREN IN THE
CHAIN REACTIONS OF INFLU-
ENCE,

such as, "If Mother is happy with
me, I might make someone else
happy. If someone makes me mad,
I may kick the dog, etc."

So that the pupil can define him-
self apart from others, the teacher
can

PROVIDE EXPERIENCES OF
THE ADVANTAGES OF SOME-
TIMES BEING ALONE.

First Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

The school can provide an opportunity to enhance self-development.
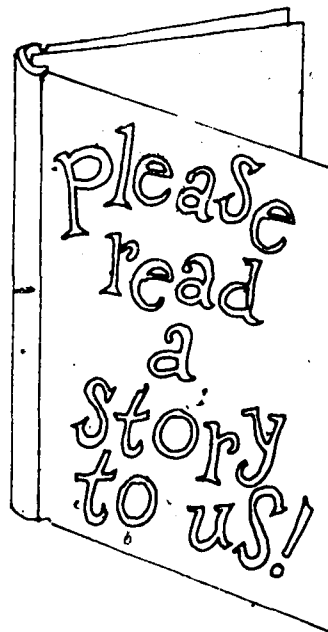
The possibility of the school to enhance self-development is greatly increased if the teacher can

PROVIDE LONG PERIODS OF INDIVIDUALIZED INSTRUCTION,

as well as

STRUCTURE FLEXIBILITY IN CLASSROOM GROUPING.

Little can be learned well without practice. To enhance self-development, the school must

GIVE THE CHILD MANY OPPORTUNITIES TO PRACTICE SELF-RELIANCE.

As the school is rich in social opportunities, the teacher can

OFFER AMPLE OCCASIONS FOR CHILDREN TO DEVELOP CLASSROOM FRIENDSHIPS.

School is not an end but a way. Ideally the classroom walls are not real! Let us

USE SCHOOL AS A MEDIUM THROUGH WHICH THE CHILD MEETS NEW AND MEANINGFUL PERSONS, PLACES, AND THINGS.

Insofar as positive self-develop-
ment is related to free choice,
the teacher can

> GIVE THE CHILD OPPOR-
> TUNITIES FOR FREE CHOICE
> AMONG ACTIVITIES AND
> GROUPS WITH WHICH TO
> WORK.

If children feel uncomfortable
with school assignments, the
teacher can try to

> STRENGTHEN PUPIL UNDER-
> STANDING OF THE ADVAN-
> TAGES OF PARTICIPATING
> IN SCHOOL ACTIVITIES
> WHICH THEY DO NOT FREELY
> CHOOSE.

Success grows out of encouragement.
The careful teacher will

> INSURE EACH CHILD THE
> CHANCE TO FEEL GOOD
> ABOUT HIS PERFORMANCE IN
> SOME SCHOOL ACTIVITY
> EACH DAY,

whether that activity be social,
physical, or academic.

Second Experience Level

MAJOR CONCEPT

Social, economic, educational,
and cultural forces influence
self-development.

SUBCONCEPT

*An individual's feelings and the
feelings of others relate to
commonly held beliefs and customs.*

Though seven year olds partici-
pate in beliefs and customs, the
ideas are probably vague. The
teacher can

> LEAD CHILDREN IN RECOG-
> NIZING SOME COMMON
> CUSTOMS--SOCIAL CUSTOMS
> SUCH AS COURTESY, FAMILY,
> PATRIOTIC, AND RELIGIOUS
> CUSTOMS.
>
> ENCOURAGE PUPILS TO
> RELATE CUSTOMS TO
> THINGS WHICH WE BELIEVE.

Pupils who have this under-
standing will be able to say,
"We say 'thank you' because
_____; we salute the flag
because _____; we celebrate
Martin Luther King's birthday,
Hannakuh because _____, etc."

Individuals have special feelings
about beliefs and customs because
personal trust and values are
invested in them. The teacher may

> GUIDE CHILDREN IN DESCRIB-
> ING AND UNDERSTANDING
> THEIR FEELINGS WHEN ACCEPT-
> ING AND PARTICIPATING IN
> COMMON-BELIEFS AND CUSTOMS,

and

> WHEN CONFRONTING BELIEFS
> AND PRACTICES WHICH ARE
> HARD TO ACCEPT OR DIF-
> FERENT FROM THEIR OWN.

Third Experience Level

MAJOR CONCEPT

Social, economic, educa-
tional, and cultural forces
influence self-development.

SUBCONCEPT

*Groups outside of school
influence an individual's
personal development.*

Many societal groups con-
tributing to the self-
development of the child are
outside of school. The teacher
can

> HELP CHILDREN TO IDENTIFY
> GROUPS OUTSIDE OF SCHOOL
> WITH WHICH THEY HAVE
> FREQUENT CONTACT.

These may be family; friends;
neighbors; clubs; local, state, or
federal government; churches;
businesses; industries; or others.

A group's influence can depend
upon whether it is organized and
how it is organized. The teacher
may

> BROADEN PUPIL UNDER-
> STANDING OF THE DIF-
> FERENCE BETWEEN ORGAN-
> IZED AND UNORGANIZED
> GROUPS,

example: Cub Scouts as compared
to the kids you see at the play-
ground; and

> BETWEEN CHILD-LED AND
> ADULT-LED GROUPS.

Groups exert their influence in
numerous ways and deserve different
types of response. The teacher can

> STIMULATE PUPIL INTEREST
> IN THE WAYS IN WHICH
> GROUPS INFLUENCE THEM
> AND THE WAYS THEY RESPOND.

The teacher might wish to

STRUCTURE EXPERIENCES
IN WHICH CHILDREN CAN
EXPLORE BEHAVIORS FOR
COPING WITH DIFFICULT
OR DIFFERENT BELIEFS
AND CUSTOMS.

Family, society, and school exert
pressures upon the child to con-
form to simple everyday procedures.
The teacher might wish to

EXAMINE WITH CHILDREN
REASONS FOR ACCEPTING
CERTAIN SIMPLE ROUTINES
SUCH AS EATING VEGETABLES,
USING A HANDKERCHIEF,
SLEEPING, GOING TO SCHOOL,
ETC.

Fourth Experience Level

MAJOR CONCEPT

Social, economic, educational,
and cultural forces influence
self-development.

SUBCONCEPT

*An individual is influenced by
economic forces.*

Since many elementary curriculums
give brief consideration to the
economic environment, the teacher
will want to

> PROVIDE BASIC ECONOMIC
> UNDERSTANDINGS.

This instruction could center
around basic elements of econom-
ics--natural resources, capital,
labor, technology--and four
economic questions: What is
produced? How are goods and
services produced? Who shall get
the goods and services produced?
How fast shall the economy grow?[1]

These understandings will not be
prejudicial if the teacher can

> CREATE A CLASSROOM
> ATMOSPHERE WHICH SUP-
> PORTS THE VALUE OF

PERSONAL AND EXPERIENTIAL
RICHNESS OVER MATERIAL
WEALTH.

The teacher goals which follow are
various aspects of providing basic
economic understandings. Children,
like adults (!), have a great
curiosity about where money comes
from. The teacher will want to

> OFFER OPPORTUNITIES TO
> DISCOVER SOURCES OF
> PERSONAL AND FAMILY
> INCOME,

and

[1]Bach, G. L., "Economic," World Book, Vol. E., Chicago: Field
Enterprises Corp., 1972, pp. 39-40A.

Group membership can be a matter
of comfort and pride, but some-
times it can also be burdensome or
even frightening.   The teacher can

      ENRICH PUPIL UNDER-
      STANDING OF THEIR
      FEELINGS ABOUT ADVAN-
      TAGES AND DISADVANTAGES
      OF MEMBERSHIP IN GROUPS
      OUTSIDE OF SCHOOL.

A possible advantage in developing
this subconcept would be to

      PROVIDE AN OPPORTUNITY
      FOR REPRESENTATIVES FROM
      OUTSIDE GROUPS TO DIS-
      CUSS THEIR INFLUENCE WITH
      THE PUPILS.

Sometimes a group does not intend
the influence which it does have
upon others.   The teacher can

      HELP PUPILS TO REALIZE
   WHICH GROUP INFLUENCES
      ARE VOLUNTARY AND WHICH
      ARE INVOLUNTARY.

Fifth Experience Level

MAJOR CONCEPT

Social, economic,
educational, and
cultural forces influ-
ence self-development.

SUBCONCEPT

*Changes in an individual
influence his environ-
ment and changes in the
environment influence
the individual.*

The environment is
social, economic,
educational, and cul-
tural, as well as
physical. The teacher
will want to

FOCUS PUPIL
ATTENTION UPON SOCIAL,
ECONOMIC, EDUCATIONAL,
CULTURAL, OR PHYSICAL
CHANGES IN THE ENVIRON-
MENT.

Examples of such changes would be
urbanization and technological
advances. The teacher may

LEAD PUPILS IN REALIZ-
ING HOW THESE CHANGES
HAVE INFLUENCED THEM-
SELVES.

Alternately, the teacher can

STRUCTURE AN EXPERIENCE
IN WHICH PUPILS CAN
EFFECT A SOCIAL, ECONOMIC,
EDUCATIONAL, CULTURAL, OR
PHYSICAL CHANGE UPON
THEIR ENVIRONMENT.

FOCUS PUPIL ATTENTION
UPON THOSE ECONOMIC
FORCES WHICH CONTROL
THE NUMBER OF JOBS.

Money can be spent, saved, or used
to create more money. The teacher
can

STRUCTURE EXPERIENCES
IN WHICH PUPILS ARE
CONSUMERS, MAKING
PERSONAL DECISIONS
ABOUT THE USE OF MONEY.

Similar valuable experiences
would be ones which would

GIVE PUPILS AN OPPOR-
TUNITY TO FACE AND
SOLVE AN ECONOMIC
PROBLEM,

and one which would

AFFORD PUPIL PRACTICE
IN PERSONAL ECONOMIC
PLANNING SUCH AS
BUDGETING, SAVING,
AND COMPARING QUALITY
AND PRICE.

Besides private income, the avail-
ability of public money influences
all of us. The teacher will want
to

STRENGTHEN PUPIL UNDER-
STANDINGS OF THE NEED FOR
AND USES OF TAX MONEY.

To emphasize social concern over
competitive concerns in free
enterprise, the teacher must

BUILD PUPIL APPRECIA-
TION OF THE SOCIAL
RESPONSIBILITY OF MATERIAL
WEALTH FOR INDIVIDUALS,
STATES, AND NATIONS.

The teacher may also

DEVELOP PUPIL AWARE-
NESS THAT SOME ECONOMIC
SYSTEMS ARE DIFFERENT
FROM OUR OWN FREE ENTER-
PRISE SYSTEM.

Sixth Experience Level

MAJOR CONCEPT

- Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPTS

An individual's values and personal goals are influenced by the values of other people.

Idols, heroes, and good friends exhibit attractive values. The teacher may

> ENRICH PUPIL AWARENESS OF WHY HE ADMIRES CERTAIN PEOPLE.

As choices evidence values, the teacher might

> LEAD PUPILS TO ANALYZE HOW PERSONAL CHOICES HAVE BEEN INFLUENCED BY OTHERS.

Other people can frighten as well as attract us. It would be helpful for the teacher to

> HELP PUPILS TO ASSESS BOTH THE POSITIVE AND NEGATIVE, AND THE SECURE AND THE INSECURE
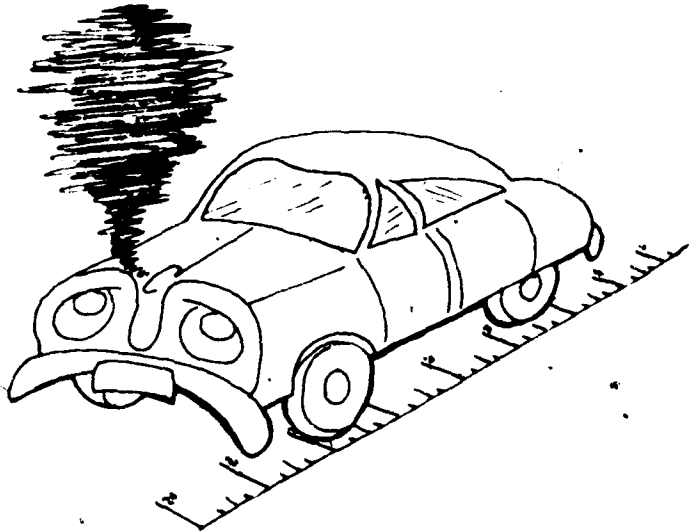
FEELINGS WHICH THE VALUES OF OTHERS CREATE IN THEM- SELVES.

Self-development is evidenced by thoughtful independence. The teacher can

> DEVELOP PUPIL UNDER- STANDING OF THE MEANING OF FREE CHOICE,

and

> SHARPEN PUPIL PERCEPTION OF PERSONAL VALUES WHICH HELP HIM TO WITHSTAND PEER PRESSURES.

In a complimentary way, the
teacher will be able to

INTEREST PUPILS IN
EXPLORING CHANGES IN
INDIVIDUALS WHICH
AFFECT THE ENVIRONMENT.

Examples of such influential
changes in individuals might be
getting a job, finishing school,
gaining a skill, or assuming a
position of power.

The teacher might wish to

PROVIDE PUPILS WITH INFOR-
MATION AND OPPORTUNITIES
TO EXPLORE WORK SETTINGS
AND MANPOWER NEEDS THAT
HAVE BEEN ALTERED BY
TECHNOLOGY.

PUPIL/SELF PERFORMANCE/DEVELOPMENT OBJECTIVES

Introduction

MAJOR CONCEPT: Social, economic, educational, and cultural forces
influence self-development.

The second Self-Development Dimension framework contains a series
of objectives which consider various external influences upon the self as
it matures. These influences are treated both as areas of concentration
and as facets of the individual's total environment.

Factors such as money and other conditions of the economy, cultural
patterns of expectations, schooling, and other people produce continual
effects upon any individual's perception of himself and his world. The
study of these types of forces
offers opportunities for the
development of a broader per-
spective in time and place as well
as an understanding of one's own
immediate environment. For
instance, differences in cultural,
economic, and social conditions in
other parts of the modern world or
in various historical settings pro-
vide diverse contexts for the sub-
concepts considered here. Compari-
sons and contrasts can be helpful
not only in defining respective
situations but for developing
deeper appreciations of the basic
needs and assumptions from which
differences and commonalities in
ways of living have evolved. The
interaction of changing conditions
and values continue to be of para-
mount importance.
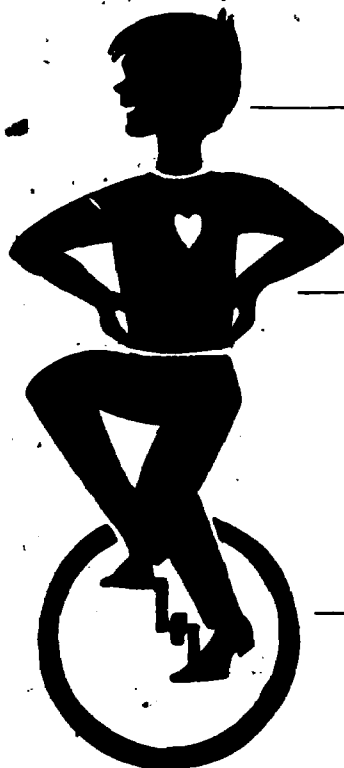
COGNITIVE
DOMAIN

AFFECTIVE
DOMAIN

PSYCHOMOTOR
DOMAIN

A person must confront the
values of others indirectly in
his environment. The teacher
may

     EMPHASIZE HOW THE
     VALUES OF OTHERS ARE
     FORCES WHICH SHAPE
     THE SOCIETY, THE
     ECONOMY, AND THE CUL-
     TURE IN WHICH PUPILS
     PARTICIPATE.

Readiness Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

An individual is influenced by other people.

In the , the student will be able to

   . . . name playmates in one's own neighborhood.

   . . . identify how characters in a story or film affect each other.

In the , the student will be able to

   . . . name different classmates with whom one would like to share each of a number of activities.

   . . . report on one's relationships with at least two different adult neighbors.

   . . . tell why a "favorite adult" outside one's immediate family is so favored.

   . . . describe how each of a specified number of community workers affects oneself.

   . . . infer changes in one's condition if each of a specified number of persons was missing for a given period of time.

Remember that each experience level introduces objectives dealing with a new subconcept, but that objectives from previous levels can and should be utilized as practicable.

First Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

The school can provide an opportunity to enhance self-development.

In the [image], the student will be able to

    . . . tell why certain school rules are necessary.

    . . . describe school activities that have been especially pleasant; or unpleasant.

    . . . name a specified number of new acquaintances one has met at school.

In the [image], the student will be able to

    . . . dramatize helping a new child become oriented to the classroom.

    . . . work cooperatively with at least two different individuals and groups at school.

    . . . tell new feelings about oneself since starting school.

    . . . exercise a choice among alternative activities or tasks.

    . . . participate in a structured small group situation.

. . . tell how one feels about at
least two television personalities.

. . . work alone for a certain length
of time.

Second Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

An individual's feelings and the feelings of others relate to commonly held beliefs and customs.

In the _____, the student will be able to

. . . explain the beliefs about
a given topic about which all
members of the group agree.

. . . identify at least one custom
and one belief different from
those of one's own group.

. . . define at least one belief and
one custom commonly held by
one's own group.

. . . describe customary behavior or
conditions in one's own home.

In the _____, the student will be able to

. . . state one's own feelings about
a specified number of commonly
held beliefs.

. . . discuss the relationship between
individual and group needs.

. . . dramatize at least two possible
different behaviors in a person
who does not agree with a particular
way of doing things.

In the _____, the student will be able to
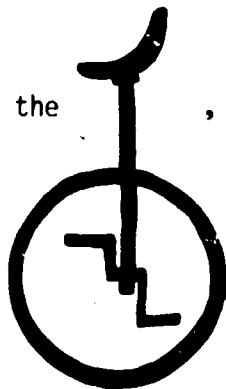
　　　. . . perform at least two physical
　　　　　skills one has learned at school.

　　　. . . use an art or craft technique one
　　　　　has learned at school.

　　　. . . demonstrate penmanship skills learned
　　　　　at school.

　　　. . . demonstrate an activity or task with
　　　　　which one feels sure of success.

Third Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

Groups outside of school influence an individual's personal development.

In the , the student will be able to

    . . . name one's own playmates who
        do not attend this school.

    . . . identify youth groups in the
        community which include children
        of one's own age.

    . . . tabulate membership of classmates
        in various out-of-school groups.

    . . . report orally, or in writing, on
        avowed purposes of youth groups
        in the community.

    . . . identify informal groups, such as
        friends, neighbors, etc.

    . . . distinguish between community groups
        led by adults and those led by non-
        adults.

    . . . list non-youth groups in the community
        and their purposes.

In the , the student will be able to

    . . . describe how membership in a
        group outside of school affects
        one's own values and interests.

. . . discuss the normality of
differing customs and beliefs.

. . . relate commonly held beliefs and
customs to a character or an
event in stories or films.

Fourth Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

An individual is influenced by economic forces.

In the [image] , the student will be able to

 . . . describe how availability of money helps to determine possible activities.

 . . . calculate the amount of money needed for each of a specified number of personal wants or needs.

 . . . estimate the amount of money needed to provide specific equipment or materials, such as paper, paints, etc., for the classroom.

 . . . interpret orally, or in writing, the historical uses of media of exchange.

 . . . describe at least two ways that goods move from producers to consumers and the effects on costs.

 . . . identify at least two possible sources of income.

In the [image] , the student will be able to

 . . . discuss the relation of taxes and community services.

 . . . distinguish between conditions which can be affected by money and those which cannot.

. . . explain why one no longer
belongs to a particular
out-of-school group.

. . . discuss the pros and cons of
groups led by adults and those
led by non-adults.

Fifth Experience Level

MAJOR CONCEPT-

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

Changes in an individual influence his environment and changes in environment influence him.

In the _____, the student will be able to

. . . identify a certain number of abilities required to work in a particular work space.

. . . report on how environmental changes have affected the life of a neighbor.

. . . explain significant changes in manpower supply and demand during at least two different historical periods.

. . . describe how a local work setting has been affected by technological change.

. . . list changes in availability of particular work opportunities in the community.

In the _____, the student will be able to

. . . describe changes which occurred in himself because of a change in housing conditions.

. . . debate the idea of allowance
    vs. non-allowance.

. . . compare how differences in
    costs may affect choices to
    buy.

. . . propose different budgets based
    upon varying amounts of income.

Sixth Experience Level

MAJOR CONCEPT

Social, economic, educational, and cultural forces influence self-development.

SUBCONCEPT

An individual's values and personal goals are influenced by the values of other people.

In the [image], the student will be able to

    . . . explain why particular people
           are used to endorse products.

    . . . explain how group pressures can
           force individual decisions.

    . . . criticize the pros and cons of
           peer group pressures.

    . . . distinguish between free personal
           choices and those which are directly
           influenced by others.

    . . . describe the effects of one culture
           upon another in at least two dif-
           ferent historical periods.

In the [image], the student will be able to

    . . . describe how certain of one's
           own values were influenced by
           others.

    . . . identify "significant others"
           in terms of their influence
           upon one's own values or goals.

. . . tell how one's activities
      are affected by seasonal,
      or temporary, changes in
      weather.

. . . describe changes which occurred
      in himself because of a change
      in jobs by one's parents.

. . . describe changes which occurred
      in himself because of a pro-
      motion or reassignment in school.

. . . define certain changes in himself,
      during a given time, and relate
      them to effects upon his peers or
      family.

. . . explain how different situations
      influence the behavior or feelings
      of an individual.

Introduction

An individual's perception of himself may often be affected by what he thinks he can do successfully and what he thinks he cannot do. This dimension framework is concerned with helping the student realize that all people are not alike and that people differ in their interests, aptitudes, values, and achievements. Such differences can work in a positive way for society, and it is in this context that this major concept is developed. Interests, aptitudes, values, and achievements are often influenced by age, environment, practice, etc.
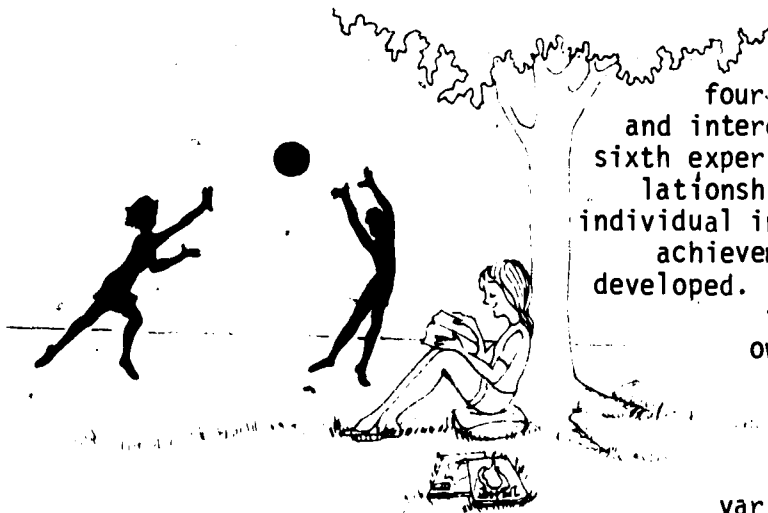
The subconcepts consider the four areas independently and interdependently. At the sixth experience level, the relationship of occupations to individual interests, abilities, achievements, and values is developed. It is at this level that an individual's own unique characteristics in the four areas can serve as a means for initial exploration of various occupations and their requirements.

As the subconcepts are developed, it is intended that an increased understanding and acceptance of individual abilities and limitations will lead to an increased understanding of self and a better understanding and sensitivity to others.

Self Development

INDIVIDUALS DIFFER IN THEIR
INTERESTS, APTITUDES, VALUES,
AND ACHIEVEMENTS.
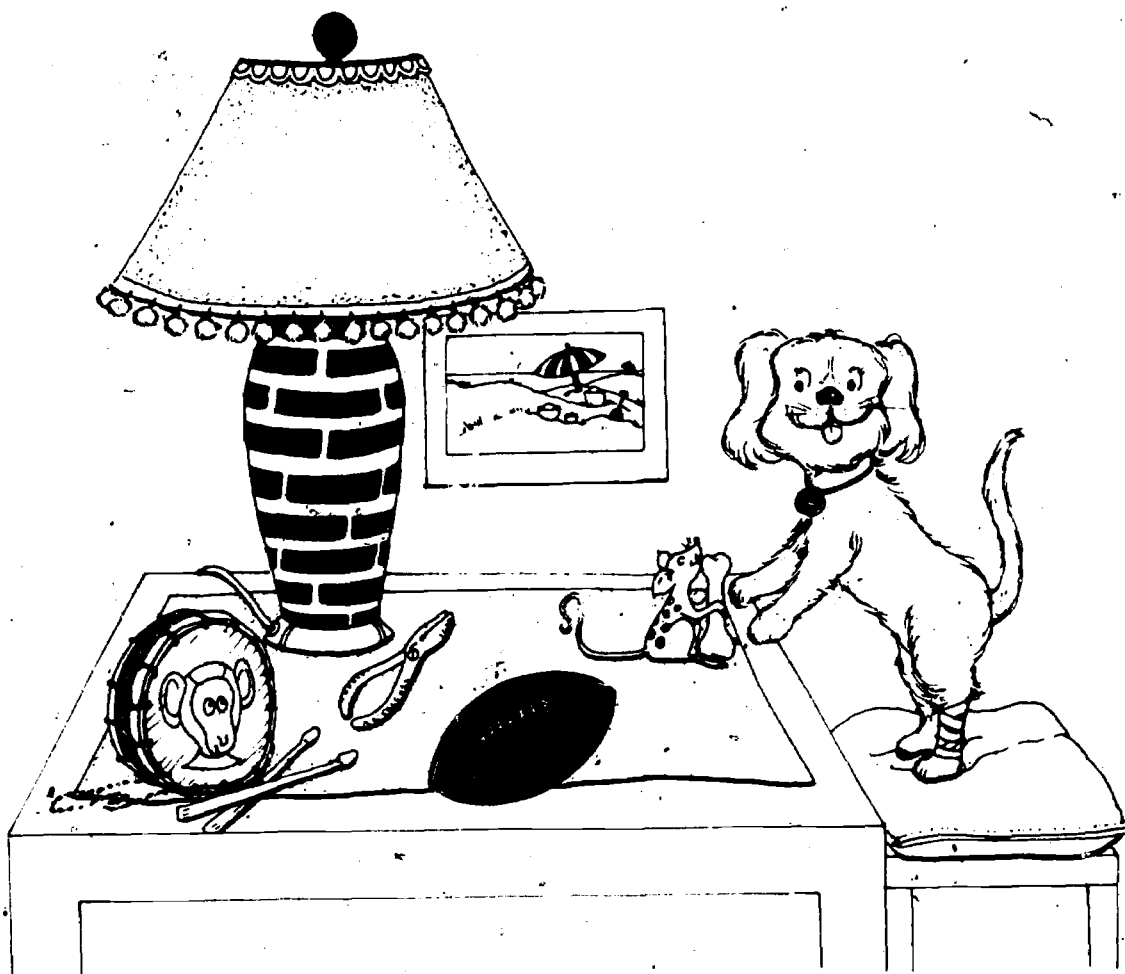
... dramatize an effort to get
someone else to do something
opposed to his own standards.

... discuss the pros and cons of
parental or other adult standards.

... relate feelings of security to
the effects of the opinions of
others.

... report how and why one's own
behavior was deliberately counter
to the expressed values of some-
one else.
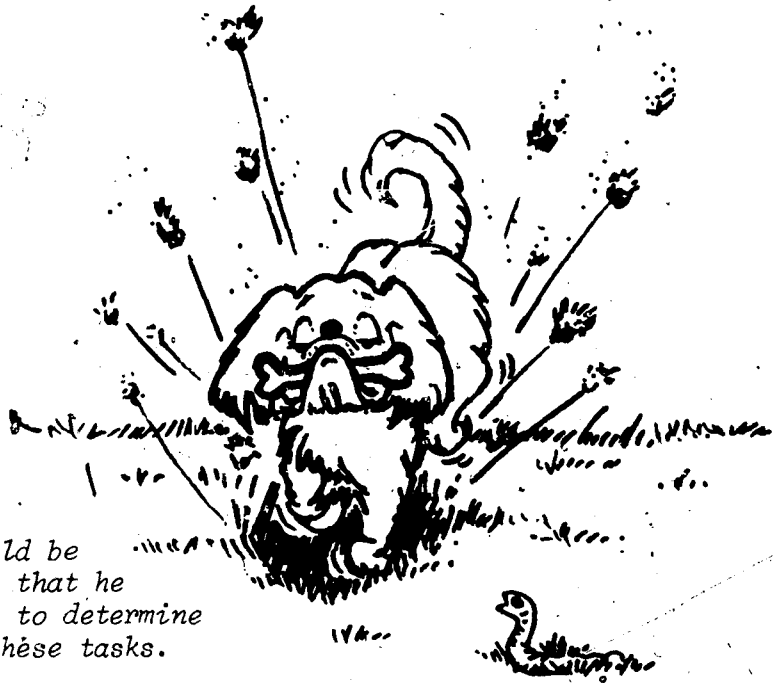
An individual should be
aware of the tasks that he
performs and begin to determine
his _interests_ in these tasks.

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Readiness Level

An individual should be aware
of the tasks that he performs
and begin to determine his
interests in these tasks.

An individual's interests,
aptitudes, values, and
achievements are not always
the same as those of his
peers.

265

First Experience Level

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

An individual has social, physical, and intellectual aptitudes for various tasks.

Second Experience Level

An individual should be aware of
the tasks that he performs and
begin to determine his interests
in these tasks.

An individual's interests, apti-
tudes, values, and achievements
are not always the same as those
of his peers.

An individual has social, physical,
and intellectual aptitudes for
various tasks.

*Individuals differ in their
physical characteristics.*

An individual should be aware of
the tasks that he performs and
begin to determine his <u>interests</u>
in these tasks.

An individual's interests, apti-
tudes, values, and achievements
are not always the same as those
of his peers.

An individual has social,
physical, and intellectual
aptitudes for various tasks.

Individuals differ in their
physical characteristics.

*Achievements in school and
out of school are often de-
pendent upon interests, apti-
tudes, and values.*

An individual should be aware of
the tasks that he performs and
begin to determine his <u>interests</u>
in these tasks.

Individuals differ in their
physical characteristics.

An individual's interests, apti-
tudes, values, and achievements
are not always the same as those
of his peers.

Achievements in school and
out of school are often de-
pendent upon interests, apti-
tudes, and values.

An individual has social, physi-
cal, and intellectual aptitudes
for various tasks.

An individual can differentiate between
himself and others in terms of interests,
aptitudes, values, and achievements in
and out of school.

An individual should be aware of
the tasks that he performs and
begin to determine his <u>interests</u>
in these tasks.

An individual's interests, apti-
tudes, values, and achievements
are not always the same as those
of his peers.

Individuals differ in their
physical characteristics.

Achievements in school and
out of school are often de-
pendent upon interests, apti-
tudes, and values.

An individual has social, physi-
cal, and intellectual aptitudes
for various tasks.

An individual can differen-
tiate between himself and
others in terms of interests,
aptitudes, values, and achieve-
ments in and out of school.

There is a relationship among
interests, aptitudes, achievements,
values, and occupations.

Sixth Experience Level

TEACHER/SELF
GOALS/DEVELOPMENT

Introduction

MAJOR CONCEPT: Individuals differ in their interests, aptitudes, values, and achievements.

Teacher goals are offered to suggest directions in which the teacher might proceed to set up learning environments to promote the children's realization of the subconcepts. Teacher goals will be more generally stated than pupil performance objectives.

Too often children are first asked to appreciate individual differences as a solution to a situation of conflict. With this major concept young children can describe, understand, and cooperate with the happy fact that people are not all alike. The teacher, in addition to using individualized instruction, will want to note the social and physical, as well as the intellectual excellences of pupils and capitalize upon these.

In summary, the teacher goals are:

1. Strengthen pupil ability to explain individual differences in interests, aptitudes, values, achievements, and physical characteristics.

2. Structure experiences in which pupils can explore and cooperate with individual differences.

3. Increase expressions of sensitivity and respect among classmates.

Readiness Level

MAJOR CONCEPT

Individuals differ in their
interests, aptitudes, values,
and achievements.

SUBCONCEPT

*An individual should be aware
of the tasks that he performs
and begin to determine his
interests in these tasks.*

As a kind of validation needed to
establish interests,

> PROVIDE OPPORTUNITIES OR
> PUPILS TO PURSUE THEIR
> INTEREST IN NEW AND DIF-
> FERENT TASKS.

Since the young child is so
busy and active, it should
not be difficult to

> FOCUS PUPIL ATTENTION
> UPON THE NUMEROUS TASKS--
> ALL THE "CAN DO'S"--
> WHICH THEY PERFORM AT
> HOME, AT SCHOOL, AND AT
> PLAY.

Reflective activities are also
appropriate for this subconcept.

> BROADEN PUPIL UNDERSTANDING
> OF THE REASONS WHY CERTAIN
> TASKS INTEREST HIM AND
> OTHERS DON'T.

Based upon their experiences,
children will have some idea
about tasks they especially
like or would expect to like.

If lack of interest on the part
of pupils becomes a hindrance,

> ENCOURAGE PUPILS TO
> PREDICT NEW TASKS IN
> WHICH THEY MIGHT BE
> INTERESTED.

> SHOW ADVANTAGES AND NE-
> CESSITY IN SOMETIMES
> PERFORMING TASKS WHICH
> ARE UNINTERESTING.

First Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.
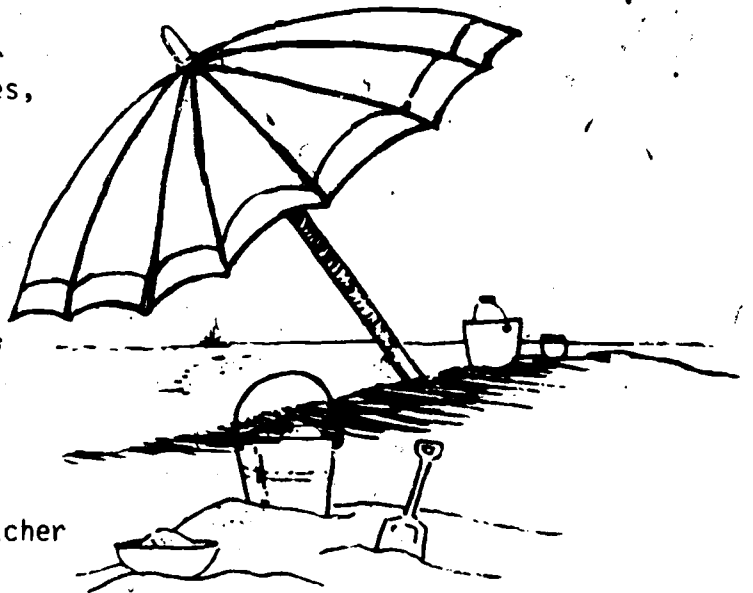
In the first place, the teacher will want to insure and

ESTABLISH A CLASSROOM ATMOSPHERE AND USE OF TEACHING STRATEGIES WHICH RESPECT AND RESPOND TO INDIVIDUAL DIFFERENCES.

and

STRENGTHEN PUPIL UNDERSTANDING OF WAYS INTERESTS, VALUES, AND ACHIEVEMENTS DEVELOP AND CHANGE.

The teacher may use various means to

BROADEN PUPIL UNDERSTANDING AND APPRECIATION OF SIMILARITIES AND DIFFERENCES IN THE INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS OF CLASSMATES;

This subconcept is grasped when understanding of individual differences is evidenced in pupil behavior and activities.

STRUCTURE EXPERIENCES IN WHICH PUPILS EXPLORE AND COPE WITH INDIVIDUAL DIFFERENCES.

Sometimes a person has lots of
interest but is disappointed to
discover he has little ability
for a task.

>STRUCTURE AN EXPERIENCE
TO EVIDENCE THE VALUE
OF PRACTICE AND PATIENCE
AND PERSISTENCE IN PUR-
SUING A TASK.

Because one's interests are
changing, the teacher might
wish to

>GUIDE PUPILS IN COM-
PARING PRESENT INTERESTS
WITH PRE-SCHOOL INTERESTS.

Second Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual has social, physical, and intellectual aptitudes for various tasks.
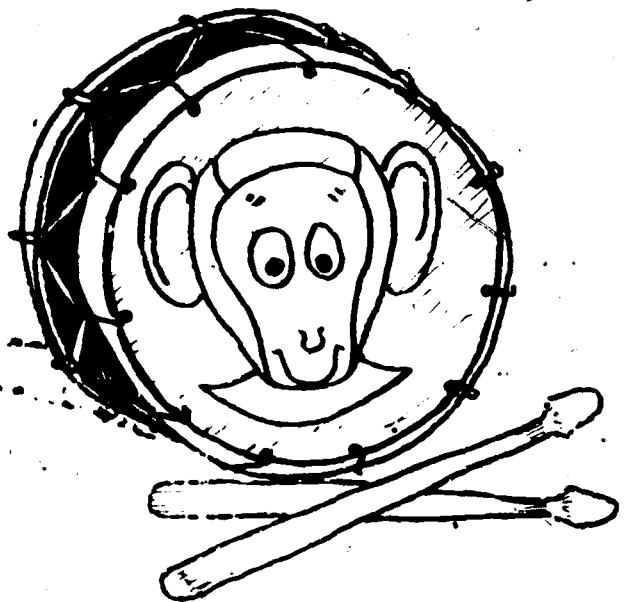
By aptitude is meant an innate capacity for success in certain areas. Praise and encouragement help pupils to realize their own aptitudes. The teacher must

GIVE EACH PUPIL SEVERAL OPPORTUNITIES TO EXCEL IN THE COURSE OF THE SCHOOL DAY,

as well as

STIMULATE PUPIL INTEREST IN THE VARIETY OF THINGS THEY CAN DO.

A person can have aptitudes in the ways he performs different tasks, such as with dexterity, thoroughness, and responsibility. The teacher can seek to

ELICIT INDIVIDUAL PUPIL APTITUDES WHICH CAN APPLY TO MANY DIFFERENT TASKS.

Examples would be: "Tom is neat. Sue will try hard. Joe never forgets, etc."

Pupils may choose friends because, compared to themselves, the friends have certain similarities or acceptable or attractive differences.

> ENCOURAGE PUPILS TO RELATE INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS TO FRIENDSHIPS. EXAMPLES: "I LIKE PEOPLE WHO LIKE DOGS, _____ WHO LAUGH A LOT, _____ WHO LISTEN TO ME, ETC."

To bring to life the notion that individual strengths are concentrated in different areas,

> SHARPEN PUPIL PERCEPTION OF THE WORTH OF SOCIAL AND PHYSICAL, AS WELL AS ACADEMIC, APTITUDES.

First Experience Level
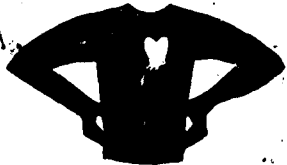
MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual's interests, aptitudes, values, and achievements are not always the same as those of his peers.

In the [image], the student will be able to

   . . . classify certain abilities
         of classmates, in terms of
         specific tasks.

   . . . count and compare how many
         classmates designate an
         interest in each of a
         specified number of activities.

   . . . identify an achievement of a
         classmate obtained as a result
         of patience, practice, or
         persistence.

   . . . identify an achievement of a
         classmate not requiring patience,
         practice, or persistence.

In the [image] ; the student will be able to

   . . . interpret comparative records
         of physical activities of
         members of the class.

   . . . identify from lists of prefer-
         ences which classmates are most
         similar or least similar to
         oneself.

. . . state a reason for a particular
action or behavior of one's own.

. . . explain one's own behavior in
terms of value judgments, such
as liking-disliking, preferring-
unconcerned, etc.

. . . infer a reason for a particular
action or behavior of someone
else.

In the   , the student will be able to
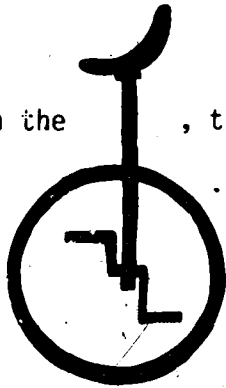
. . . make a display representing one's
own favorite foods, or television
programs, etc., and compare with
those of others.

Readiness Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual should be aware of the tasks that he performs and begin to determine his interests in these tasks.

In the , the student will be able to

    . . . report on tasks participated in
        at home, or at school, within a
        certain period of time.

    . . . identify interests in tasks
        exhibited by classmates.

    . . . define how interests of a class-
        mate in certain tasks have changed
        recently.

In the , the student will be able to

    . . . state the relationship of one's
        own interests to a given number
        of tasks at school.

    . . . describe a home task in which
        he is particularly interested.

    . . . tell about one's satisfaction,
        or lack of satisfaction, upon
        completing a particular task.

25.1

. . . demonstrate an ability to
try out a new task.

. . . discuss and compare feelings
that accompany interesting
and non-interesting tasks.
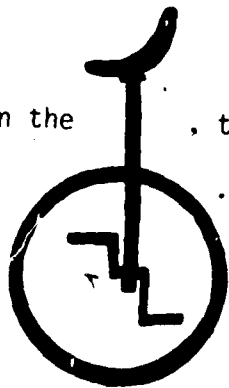
In the   , the student will be able to

. . . participate in play activities
which coincide with one's
interests.

PUPIL/SELF
PERFORMANCE/DEVELOPMENT
OBJECTIVES/

Introduction

MAJOR CONCEPT: Individuals differ in their interests, aptitudes, values,
and achievements.

      The third Self Development dimension framework deals with individual
differences in four broad areas of personal growth--interests, aptitudes,
values, and achievements. It is a continuing assumption that such personal
differences can and will be treated in an atmosphere of acceptance and
respect. The positive advantages of differences for society as well as for
each individual may rightfully be stressed in this context.

      The pupil performance objectives at successive experience levels
present a pattern which considers
each of the four areas separately
and as interacting influences
with each other and with environ-
mental situations. The objectives
seek to provide bases for activities
which encourage both understanding
and continuing growth.

COGNITIVE DOMAIN

AFFECTIVE DOMAIN

PSYCHOMOTOR DOMAIN

      Descriptions of occupational
conditions are sometimes related to
interests, aptitudes, values, and
achievements in terms of emphases
in working with "people," "ideas,"
or "things." Thus, some jobs may
require a great deal of contact with
other people, some may concentrate
on creative thinking or data manipu-
lation, and others may largely
involve work with machinery, tools,
or other kinds of material objects.
At the sixth experience level, this

people-ideas-things classification is suggested as a means for explor-
ing various job requirements.

Remember that each experience level introduces objectives dealing
with a new subconcept, but that objectives from previous levels can and
should be utilized as practicable.

Sixth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

There is a relationship among interests, aptitudes, achievements, values, and occupations.

ENHANCE PUPIL APPRE-
CIATION OF HOW SKILLS,
BEHAVIORS, AND APTITUDES
WHICH THEY NOW HAVE,
ARE A PART OF CERTAIN
OCCUPATIONAL PERFORMANCE
REQUIREMENTS.

Though the children may have gathered information about pur-poses, tasks, and work settings of many jobs, it is important to focus upon the worker and

EXPAND PUPIL OCCUPA-
TIONAL INFORMATION TO
INCLUDE CHARACTERISTICS
OF SPECIFIC WORKERS.
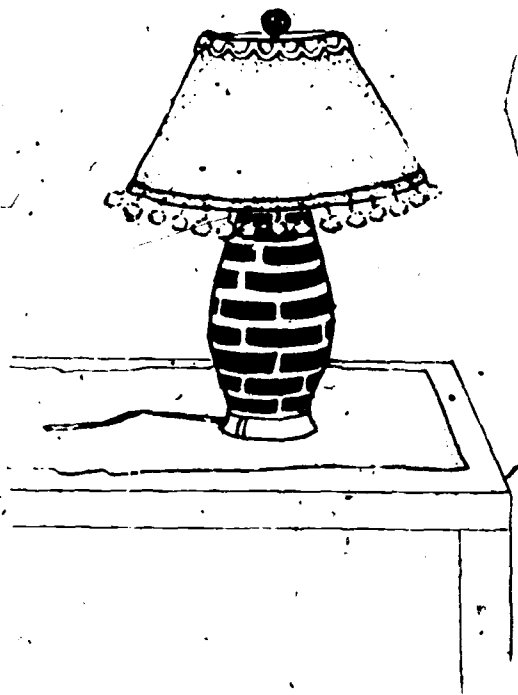
Understanding the requirements and opportunities of several occupations, pupils may be ready to pick out those which correspond to their own interests and apti-tudes.

GIVE PUPILS AN OPPORTUNITY
TO MATCH THEIR INTERESTS,
APTITUDES, VALUES, AND
ACHIEVEMENTS WITH SEVERAL
OCCUPATIONS.

Helpful and motivating may be to

   STIMULATE PUPIL INTEREST
   IN WAYS IN WHICH OTHERS
   WERE SUCCESSFUL IN USING
   SELF-KNOWLEDGE IN THE
   CHOICE OF THEIR PRO-
   FESSIONS.

Fifth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.

At this level the pupils will be able to describe and differentiate themselves from others in more precise ways. The teacher can

> PROVIDE PUPILS WITH CONCRETE METHODS OF ANALYZING OR PROFILING HIMSELF IN TERMS OF INTERESTS, APTITUDES, VALUES, AND ACHIEVEMENTS;

and

> GIVE PUPILS OPPORTUNITY TO COMPARE THEIR OWN SELF ANALYSES WITH THOSE OF CLASSMATES.

To find out whether self knowledge and understanding of others is meaningful, the teacher might wish to
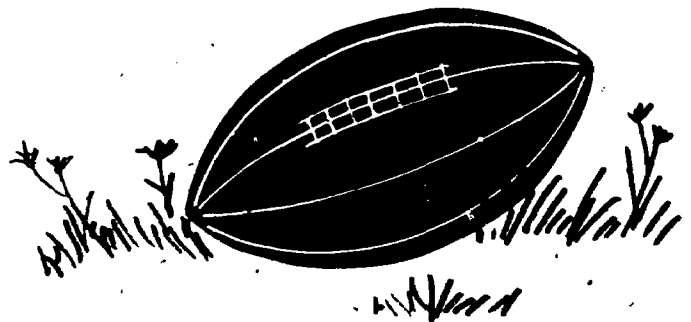
> STRUCTURE EXPERIENCES IN WHICH PUPILS CAN UTILIZE INDIVIDUAL DIFFERENCES IN A COOPERATIVE EFFORT,

and

> ENCOURAGE PUPILS TO DISPLAY BY THEIR ACTIONS SENSITIVITY TOWARD, AS WELL AS ACCEPTANCE OF, THE DIFFERENCES OF OTHERS.

Self-knowledge can help the children to isolate personal characteristics which they would like to change. The teacher may offer to

> GUIDE PUPILS IN PLANNING SELF-HELP PROGRAMS FOR DEVELOPING OR CHANGING CERTAIN INTERESTS, VALUES, OR ACHIEVEMENTS.

Some achievements are assigned as
responsibilities. Others are
accomplished in complete freedom.
The teacher may wish to

> STIMULATE INTEREST IN
> "JOB" VERSUS "LEISURE-
> TIME" ACTIVITIES,

and also

> GIVE PUPILS OPPORTUNI-
> TIES TO EMPLOY MORE
> THAN ONE STRATEGY IN
> PURSUING AN ACHIEVEMENT
> IN WHICH ONE HAS AN
> INTEREST BUT NO APTITUDE,

or

> AN APTITUDE BUT NO
> INTEREST.

Sometimes the effort to achieve
is ended before the goal is
reached. The teacher can

> BROADEN PUPIL UNDER-
> STANDING OF SITUATIONS,
> IN WHICH A PURSUIT
> MIGHT BE LEFT BEFORE
> AN ACHIEVEMENT IS COM-
> PLETED.

Hopefully the achievements of
others can be positive experi-
ences for the children. It is
necessary to

> DEVELOP PUPIL ABILITIES
> TO RESPECT AND COOPERATE
> WITH THE ACHIEVEMENTS OF
> OTHERS.

Fourth Experience Level

MAJOR CONCEPT

Individuals differ in their
interests, aptitudes, values,
and achievements.

SUBCONCEPT

*Achievements in school and out
of school are often dependent
upon interests, aptitudes, and
values.*
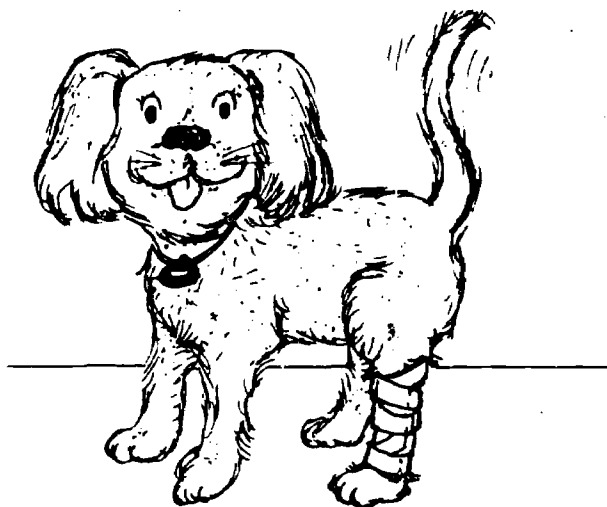
Two precautionary conditions can
help to remove any artificial
barriers between "in school" and
"out of school."

TAKE ALL POSSIBLE
MEASURES TO KEEP
INTEREST AND RELE-
VANCE LEVELS IN
SCHOOL ACTIVITIES
HIGH.

At the same time,

MAKE ROOM FOR ENRICH-
MENT AND APPRECIATION
OF PUPILS' "OUTSIDE"
INTERESTS IN SCHOOL.

Usually persons can find specific
reasons for their achievements.

PROVIDE OPPORTUNITIES FOR
PUPILS TO ANALYZE PERSONAL
ACHIEVEMENTS IN TERMS OF
THE INTERESTS, VALUES, AND
APTITUDES WITH WHICH THEY
WERE PURSUED.

Interests and values are two vari-
ables nearly always affecting
achievement. It is important to

DEVELOP PUPIL UNDERSTAND-
ING OF THE INFLUENCE OF
CHANGING INTERESTS AND
VALUES UPON PERSONAL
ACHIEVEMENTS OF THEMSELVES
AND OTHERS.

In spite of physical differences,
we are all equally endowed in
terms of our humanity. It is
important to

> STRENGTHEN PUPIL UNDER-
> STANDING OF THE FAMILY
> OF MAN--ITS HUMAN SIMI-
> LARITIES EXPRESSED IN
> RACIAL DIFFERENCES.

Many physical characteristics can
be modified and controlled.

> STRUCTURE AN EXPERIENCE
> IN WHICH PUPILS CAN EX-
> PLORE WAYS WE HAVE OF
> CONTROLLING PHYSICAL
> CHARACTERISTICS--SUCH
> AS HEALTH, CLEANLINESS,
> AND NEATNESS PRACTICES.

A physical handicap is a great
challenge to an individual. The
handicapped exhibit courage as
well as special skills which de-
serve recognition.

> - DEVELOP PUPIL APPRECIA-
>   TION OF THE ACHIEVEMENTS
>   OF THE PHYSICALLY HANDI-
>   CAPPED.

At all times

> CREATE A CLASSROOM AT-
> MOSPHERE OF RESPECT FOR
> ALL PHYSICAL DIFFERENCES.

Third Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

*Individuals differ in their physical characteristics.*

Some physical characteristics are obvious--some seem important to children--others not. The teacher may wish to

>   DIRECT PUPIL ATTENTION
>   TO THE VARIETIES OF
>   PHYSICAL CHARACTERISTICS,

and

>   OFFER OPPORTUNITIES TO
>   DESCRIBE AND MEASURE
>   PHYSICAL CHARACTERISTICS.

By the third experience level, many children have assumed prejudices and stereotypes attached to sex differences. The teacher may wish to use various means to

>   EMPHASIZE THAT PHYSICAL
>   CHARACTERISTICS OF GIRLS

COMPARED TO BOYS DO NOT DETERMINE APTITUDES OR ACHIEVEMENTS.

Children grow. Adults age. These facts are easily observed and also intriguing. The teacher can

>   EXPAND PUPIL UNDERSTANDING
>   OF WAYS PHYSICAL CHARACTER-
>   ISTICS CHANGE IN THEMSELVES
>   AND OTHERS.

Aptitudes are not always obvious.
The teacher can

EXPAND PUPIL UNDER-
STANDING OF WAYS HE
HAS DISCOVERED HIS
APTITUDES IN SCHOOL,
AT HOME, IN THE
COMMUNITY,

and

STRENGTHEN PUPIL
APPRECIATION OF WAYS
OTHERS HAVE DISCOVERED
THEIR APTITUDES.

The teacher may wish to

ENCOURAGE PUPILS TO
THINK OF APTITUDES THEY
USED IN THE PAST AND
COMPARE THEM WITH THOSE
THEY MIGHT WISH TO USE
IN THE FUTURE.

We can easily be confused when
our aptitudes conflict with
interests or achievements. The
teacher may

ESTABLISH UNDERSTANDING
THAT APTITUDE NEED NOT
BE RELATED TO INTEREST
OR ACHIEVEMENT.

Cooperative efforts are good
illustrations of this subconcept.
The teacher may

PROVIDE AN EXPERIENCE
WHICH REQUIRES THE INDI-
VIDUAL TO DEMONSTRATE
SEVERAL DIFFERENT APTI-
TUDES.

Sometimes, though a person does
not have an aptitude, he does
learn a behavior. The teacher
might wish to

INSURE OPPORTUNITIES TO
LEARN HELPFUL BEHAVIORS
FOR WHICH ONE MIGHT NOT
HAVE AN APTITUDE.

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Second Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual has aptitudes for various tasks.

In the [head silhouette], the student will be able to

    . . . distinguish between activities which one can perform readily and those which require some degree of effort.

    . . . identify at least one intellectual, social, and physical aptitude of one's own.

In the [cheerleader silhouette], the student will be able to

    . . . match a specified number of tasks to one's own opinion of personal aptitudes.

    . . . identify abilities he needs to develop in order to carry out a given task.

    . . . compete with oneself in developing speed and accuracy in basic academic skills.
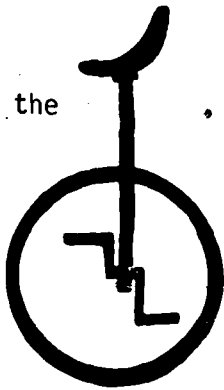
In the ⎕, the student will be able to

. . . manipulate a specified number
of simple hand tools with
reaso ˙le success.

. . . prac   physical skills in
which improvement is needed,
or desired.

Third Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

Individuals differ in their physical characteristics.

In the [image], the student will be able to

    . . . match names of members of the
        class to a list of certain
        physical characteristics.

    . . . observe and record physical
        characteristics of workers
        in different occupations.

    . . . compare the physical character-
        istics of one's own group with
        information about those of people
        in other parts of the world.

In the [image], the student will be able to

    . . . compare measurements of bodily
        dimensions (e.g., span, reach,
        height) of oneself and of
        classmates.

    . . . record and compare achievements
        in a specified number of physical
        activities by members of the class.

. . . study the official school
records of the physical
growth of oneself and of
classmates since entering
school.

. . . discuss how physical character-
istics relate to values, aptitudes,
interests, and achievements.

In the ⊙ , the student will be able to
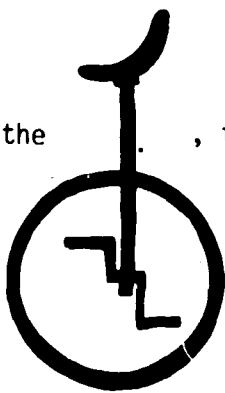
. . . prepare graphs or charts of
the distribution of certain
physical characteristics among
class members.

. . . apply one's physical talents
effectively to a specified number
of tasks.

Fourth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

Achievements in school and out of school are dependent upon interests, aptitudes, and values.

In the [silhouette], the student will be able to

. . . distinguish between an
interest and a value; an
interest and an aptitude;
an aptitude and a value.

. . . report on how interests,
aptitudes, or values con-
tributed to certain successes
of adult acquaintances.

. . . interpret the achievements of
at least two famous people in
terms of their interests, apti-
tudes, or values.

. . . identify at least one situation
in which one's own interest and
aptitude are in opposition.

In the [figure], the student will be able to

. . . relate a certain number of per-
sonal achievements which have
been accomplished within the
past year to specific interests,
or aptitudes, or values of one's
own.

. . . state one's feelings about
certain personal achievements.

. . . discuss the relationship between
one's leisure-time activities and
relevant interests, aptitudes,
and values.

. . . describe a personal achievement
for which one has no particular
interest.

. . . explain how one's own out-of-school
job is related to his interests,
aptitudes, and values.

. . . compare one's own interests and
values with respect to in-school
and out-of-school activities.

In the   , the student will be able to
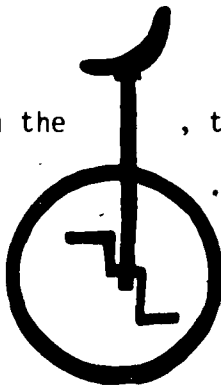
. . . perform certain physical tasks
which coincide with one's
stated opinion of personal
abilities.

Fifth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

An individual can differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.

In the , the student will be able to

   . . . report one's own responses to
an interest inventory together
with those of at least two
classmates.

   . . . describe how one's own work
values differ from those of
at least one other person.

   . . . describe how one's own work
interests differ from those
of at least one other person.

   . . . describe how one's own work
aptitudes differ from those
of at least one other person.

   . . . describe how one's own work
achievements differ from those
of at least one other person.

In the , the student will be able to

   . . . cooperate with a classmate in
listing and comparing their
respective interests, aptitudes,
values, and achievements.

. . . discuss the normality of
differences in interests,
aptitudes, values, and
achievements.

. . . rank order oneself with at least
four other classmates according
to a specified number of physical
abilities.

. . . report about out-of-school work
activities for which one is
responsible.

. . . compare one's own free choice
activities during a given weekend
with those of a classmate.

. . . display by one's actions a sensi-
tivity to individual differences
of others.

In the   , the student will be able to
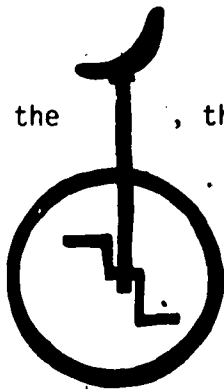
. . . compete in a specified number
of contests of manual dexterity;
e.g., handwriting, balancing,
stacking blocks.

Sixth Experience Level

MAJOR CONCEPT

Individuals differ in their interests, aptitudes, values, and achievements.

SUBCONCEPT

There is a relationship among interests, aptitudes, achievements, values, and occupations.
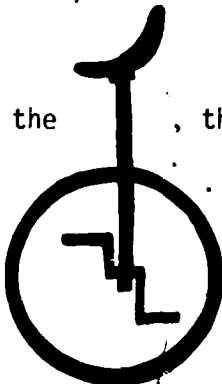
In the   , the student will be able to

   . . : classify a specified number of job descriptions as emphasizing "people," "ideas," or "things."

   . . . infer how a given number of famous people probably came to make their occupational choices.

   . . . categorize a specified number of occupations according to a given set of aptitudes, interests, or values.

   . . . identify specific achievements required for entry into certain occupations.

   . . . report on reasons why at least two adult acquaintances changed or stayed with their occupational choices.

In the   , the student will be able to

   . . . identify at least two work possibilities which are congruent with one's own values.

. . . qualify one's rejections of
certain work possibilities
with specific reference to
one's personal values.

. . . categorize a given number of
occupations according to one's
own interest or lack of interest.

. . . describe one's own feelings
about working alone or with
other people.

In the   , the student will be able to

. . . perform a specified number of
manual tasks related to a
particular job family.

IV. FRAMEWORKS FOR INTERACTING DIMENSIONS

ATTITUDES AND APPRECIATIONS

CAREER INFORMATION

EDUCATIONAL AWARENESS

Educational Awareness

EDUCATIONAL SKILLS AND EXPERIENCES ARE
RELATED TO THE ACHIEVEMENT OF CAREER GOALS.

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Introduction

   Implementing this concept involves providing the con-
ditions of educational relevance for each pupil. It is hoped
that in-school learning experiences make a continuing contribu-
tion to personal growth and practical skills which pupils use
outside of school. Pupils have difficulty realizing the ultimate
usefulness of education because of their limited experience in
the world. Though we do not wish to detract from learning for
its own sake, teachers need to intentionally relate in-school
experiences to out-of-school possibilities and pleasures for
the children, especially as these in-school experiences
are the beginnings of professional qualifications.
This orientation can help to identify learning
as an integral and continuing part of life,
which depends upon willingness to learn as well
as the ability.

   Due to the nature
of the content of the
Educational Awareness
dimension, all pupil
performance objec-
tives are stated
in terms relat-
ing to the
affective
domain.

EDUCATIONAL SKILLS AND EXPERIENCES ARE RELATED TO THE ACHIEVEMENT OF CAREER GOALS

Knowledge and skills in subject matter areas are helpful in occupational competence

Career-oriented learning may take place in school or out

Learning achievement depends upon effort and ability

Learning is a lifelong process

GO TIGERS!
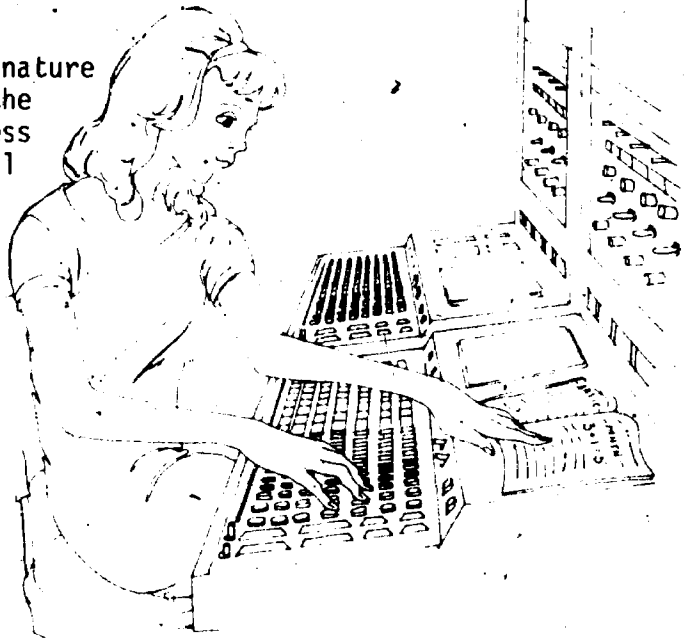
Major Concept

Educational skills and
experiences are related to
the achievement of career
goals.

Subconcept

Knowledge and skills in
subject matter areas are
helpful in occupational
competence.

Teacher Goals

INTEREST PUPILS IN KNOWLEDGE
AND SKILLS USED IN VARIOUS OCCUPATIONS.

STRUCTURE EXPERIENCES IN WHICH PUPILS USE
SUBJECT AREA SKILLS AND KNOWLEDGE TO SIMULATE
OCCUPATIONAL ACTIVITIES.

Pupil Performance Objectives

. . . relate a particular academic skill to the
requirements of at least three different
occupations.

. . . identify academic knowledge and skills used
by a particular worker in his job.

. . . identify physical or artistic skills used by a
particular worker in his job.

. . . relate one's own learning achievements to at
least two different job descriptions.

Major Concept

Educational skills and experiences are related to the achievement of career goals.

Subconcept

Career-oriented learning may take place in school or out of school.

Teacher Goals

SHARPEN PUPIL PERCEPTION OF THE MANY CONTEXTS IN WHICH LEARNING MAY TAKE PLACE.

RECOGNIZE AND SUPPORT PUPILS WHO UNDERTAKE SIGNIFICANT OUT-OF-SCHOOL ACTIVITIES.

Pupil Performance Objectives

. . . identify at least one particular fact or skill which one has learned out of school.

. . . identify at least two specific skills or facts that one has learned via instruction in school.

. . . report on how preparation for a particular occupation was achieved during a given period in history.

. . . list at least two different ways that a person may learn a skill or fact other than by direct instruction.

. . . classify a specified number of occupations according to their formal educational requirements.

Major Concept

Educational skills and
experiences are related to
the achievement of career
goals.

Subconcept

*Learning is a life-long
process.*

Teacher Goals

BUILD NEW LEARNINGS UPON PRE-
VIOUS LEARNINGS FOR INDIVIDUAL
PUPILS.

ENLARGE PUPIL PERSPECTIVES SO THAT THEY
MAY UNDERSTAND THE CONTINUING LEARNINGS OF
PRE-SCHOOL CHILDREN AS WELL AS ADULTS.

Pupil Performance Objectives

. . . cite the work experience of an adult acquaintance
as an example of the continuing nature of learning.

. . . name at least one adult acquaintance who is attend-
ing a school of some kind, and tell what his pur-
poses in attending are.

. . . report on the achievements of a particular inventor
or explorer.

. . . explain how changes in technology, science, or the
environment may require most people to add new
knowledge or skills to their lives.

. . . compare the contents of a particular text for one's
own grade level with those of a related text for a
different grade level.

. . . name at least three learnings one had accomplished
before entering school.

Major Concept

Educational skills and
experiences are related to
the achievement of career
goals.

Subconcept

*Learning achievement depends
upon effort and ability.*

Teacher Goals

REWARD EFFORT AS WELL AS
ACHIEVEMENT.

APPRECIATE INDIVIDUAL DIFFERENCES
IN PUPIL ABILITIES.

CREATE DIFFERENT AND STIMULATING WAYS TO
ACQUIRE SPECIFIC SKILLS SO THAT CONTINUED
EFFORT WILL BE ENCOURAGED.

OFFER PUPIL MANY OPPORTUNITIES TO PERFORM SUCCESS-
FULLY AFTER LEARNING HAS BEEN ACHIEVED.

Pupil Performance Objectives

. . . describe how one's attitude toward a particular
task may affect one's effort.

. . . differentiate between being willing to learn and
being able to learn.

. . . tell of at least one instance in which one's.
deliberate efforts to improve resulted in
increased ability or knowledge.

. . . cite an example of a fact or skill which is
prerequisite to another.

. . . offer encouragement to a classmate who is having
difficulty with a particular task.

Attitudes and Appreciations

Major Concept

SOCIETY IS DEPENDENT UPON THE PRODUCTIVE
WORK OF INDIVIDUALS.

Introduction

Since prehistoric times people have lived in groups. When work is shared in a group and tasks become specialized no one person must struggle to meet his own total needs. Today the well-being of our highly technical society depends upon the contribution of many individual workers, including those in authority. When every member does his part, group goals can be attained.

The class itself is a small society. Each pupil is a worker upon which the class depends. Classroom experiences can provide realistic examples of these subconcepts. The teacher can help pupils develop personal understandings of the responsibilities of group members by taking steps to see that these are often delegated. Classmates take pride in completing tasks and meeting expectations in work settings of various kinds of groups. Such understandings easily transfer to the world of work. The teacher needs to provide enough occupational information to make it possible for pupils to draw this relationship.

Due to the nature of the content of the Attitudes and Appreciations dimension, all pupil performance objectives are stated in terms relating to the affective domain.

Work involves the acceptance of responsibility for a task

A gr
task
perf
or w
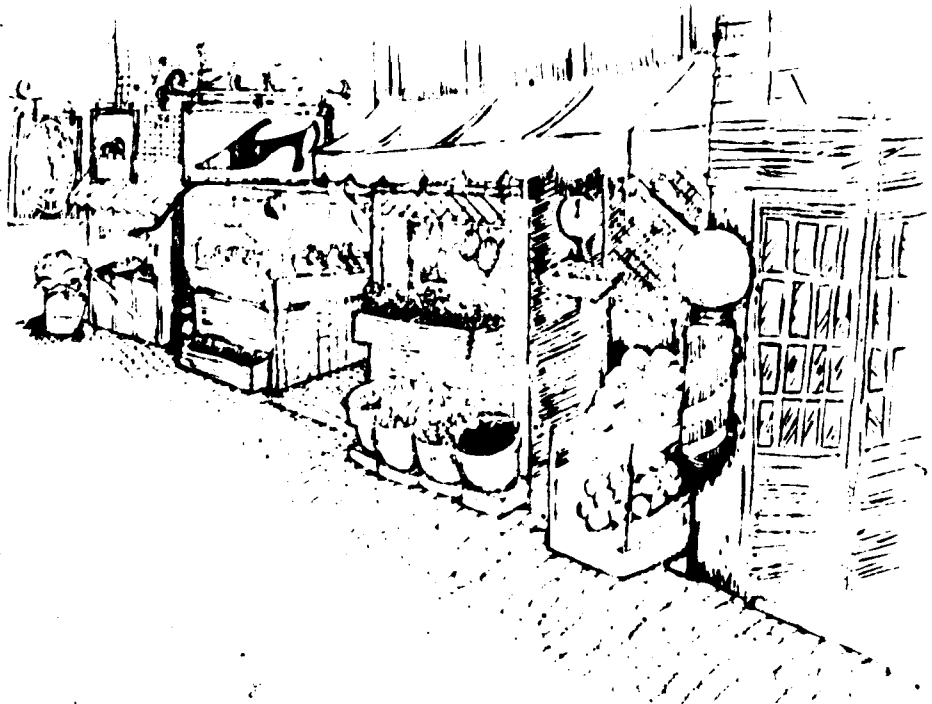
Most occupations include common expectations, such as punctuality, dependability, and avoidance of excessive Absence
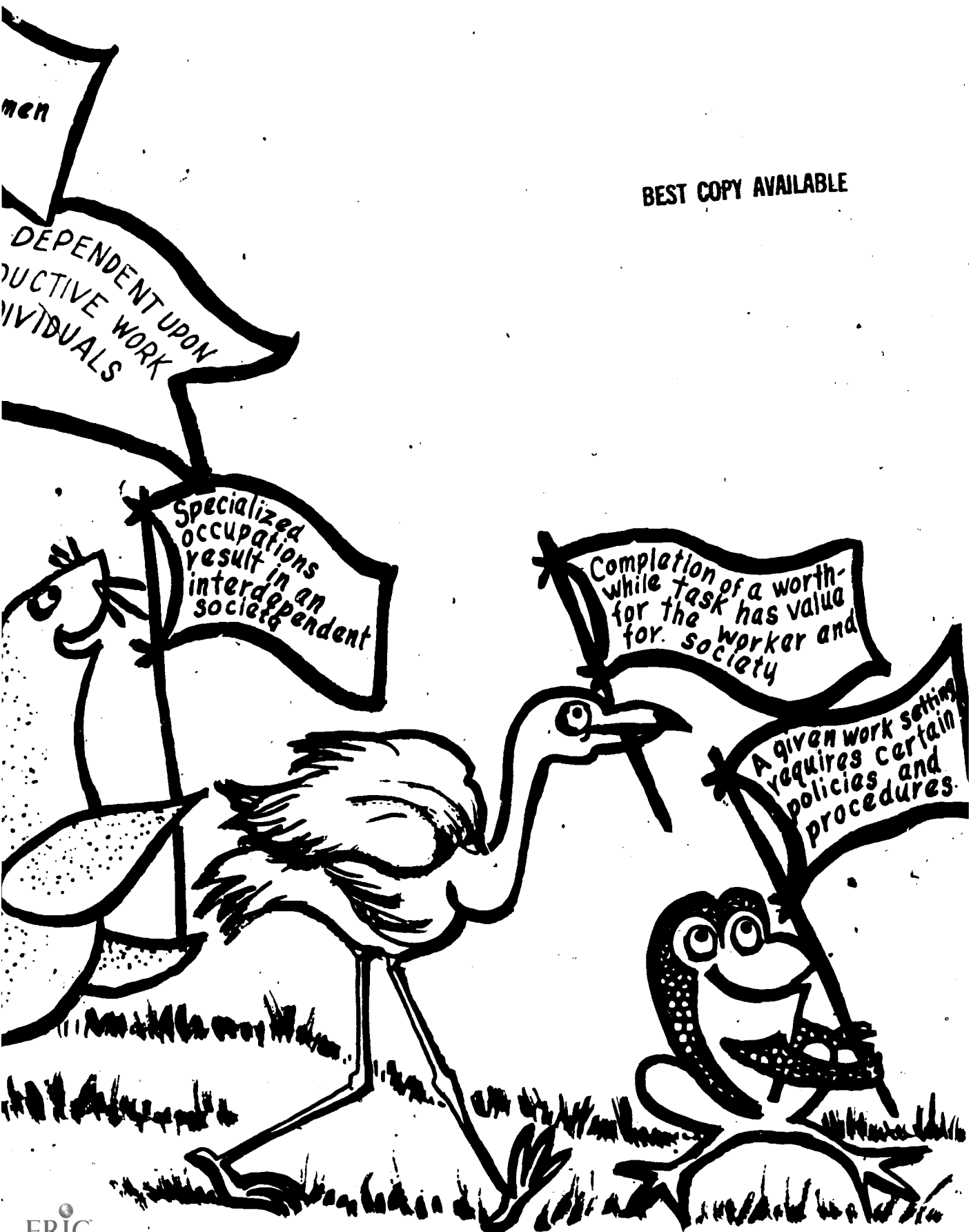
Major Concept

Society is dependent upon the productive work of individuals.

Subconcept

Completion of a worthwhile task has value for the worker and for society.

Teacher Goals

DEVELOP PERSONAL COMMITMENTS
TO THE COMPLETION OF TASKS.

OFFER OPPORTUNITIES FOR PUPILS TO
FEEL SATISFACTIONS FROM COMPLETION OF
WORTHWHILE TASKS.

STRIVE TO ASSIGN TASKS WHICH ARE ABLE TO
BE COMPLETED BY INDIVIDUALS AND WHICH ARE
VALUED BY THEMSELVES AND BY OTHERS.

Pupil Performance Objectives

. . . explain the completion of a particular task
at school or home in terms of value to one
or more other individuals.

. . . discuss the different feelings which one has
upon finishing a specified number of tasks.

. . . compliment a classmate for a task well done.

. . . identify the particular contributions made
to society by a specified number of workers.

Major Concept

Society is dependent upon the
productive work of individuals.

Subconcept

*Work involves the accep-
tance of responsibility
for a task.*

Teacher Goals

PROVIDE OPPORTUNITIES FOR PUPILS
TO DEVELOP INDEPENDENCE AND RESPONSI-
BILITY BY CHOOSING THEIR OWN LEARNING TASKS.

SHARPEN PUPIL PERCEPTION OF ACCEPTANCE OF A TASK
AS A PERSONAL FREEDOM.

HELP PUPILS TO EXPLAIN THE MEANING AND IMPLICATIONS
OF FULL RESPONSIBILITY FOR COMPLETION OF A TASK.

DIRECT PUPIL ATTENTION TO THE SMOOTH FUNCTION OF WORK WHEN
INDIVIDUALS ARE DEPENDABLE.

Pupil Performance Objectives

. . . describe a particular school task as an accep-
tance of responsibility to oneself, or to others.

. . . report on one's own responsibilities for tasks
at home.

. . . describe the effects upon oneself when another
person failed to perform a task and vice versa.

. . . discuss the mutual expectations in a particular
written or implied contract.

. . . tell about a situation in which one voluntarily
assumed responsibility for a task.

Major Concept

Society is dependent upon the
productive work of individuals.

Subconcept

*A great many tasks can be
performed by men or women.*

Teacher Goals

IF CLASSROOM GROUPS OR TASKS OR
BEHAVIORS HAVE BECOME SEX STEREO-
TYPED, MAKE CAREFUL INTENTIONAL EFFORTS
TO EQUALIZE BOY-GIRL ROLES.

OFFER ADEQUATE AND UNBIASED INFORMATION ABOUT
OCCUPATIONS AND OCCUPATIONAL QUALIFICATIONS TO
ENABLE PUPILS TO CONCLUDE THAT ALMOST ALL WORK CAN
BE CARRIED OUT EQUALLY WELL BY EITHER SEX.

Pupil Performance Objectives

. . . cite at least two particular tasks in a given
work setting as suitable for either men or
women.

. . . identify a specific occupation that normally
involves only men (or women), and discuss
whether or not that normal expectation is valid.

Major Concept

Society is dependent upon the
productive work of individuals.

Subconcept

*Most occupations include
common expectations, such as
punctuality, dependability,
and avoidance of excessive
absence.*

Teacher Goals

INCREASE PUPIL INFORMATION REGARDING THE
COMMON EXPECTATIONS OF MOST OCCUPATIONS.

PROVIDE OPPORTUNITIES FOR PUPILS TO PRACTICE
THESE COMMON EXPECTATIONS IN THEIR SCHOOL
EXPERIENCE.

HELP PUPILS TO REALIZE THE MANY ADVANTAGES FOR THE
WORKER AND FOR HIS GROUP WHEN THESE COMMON EXPECTATIONS
ARE MET.

REWARD CONTINUED ACHIEVEMENT IN ATTENDANCE, PUNCTUALITY,
DEPENDABILITY.

Pupil Performance Objectives

. . . list at least five occupations which require
specified daily hours.

. . . name at least two occupations which largely
permit a worker to control his own use of time.

. . . discuss interrelationships of common expectations
with respect to performing a given task.

. . . classify a specified number of behaviors as always
expected, never expected, or sometimes expected,
with respect to a given list of occupations.

Major Concept

Society is dependent upon the
productive work of individuals.

Subconcept

*A given work setting requires
certain policies and pro-
cedures.*

Teacher Goals

INTEREST PUPILS IN THE POLICIES
AND PROCEDURES OF DIFFERENT WORK
SETTINGS.

STRUCTURE EXPERIENCES IN WHICH PUPILS
CAN SIMULATE POLICIES AND PROCEDURES OF
DIFFERENT WORK SETTINGS.

Pupil Performance Objectives

. . . describe a particular behavior which would be
acceptable in one work setting but not in
another.

. . . take part in a dramatization of a newly hired
worker being oriented to a particular work setting.

. . . discuss how policies and procedures require
support from all concerned.

Major Concept

Society is dependent upon the
productive work of individuals.

Subconcept '

*Specialized occupations
result in an interdependent
society.*

Teacher Goals

FOCUS PUPIL ATTENTION UPON
SPECIALIZATION AND INTERDEPENDENCE
IN CLASSROOM GROUPS.

BROADEN PUPIL UNDERSTANDING OF ADVAN-
TAGES AND DISADVANTAGES OF SPECIALIZATION.

INTEREST PUPILS IN DESCRIBING THE RELATIONSHIPS
BETWEEN VARIOUS SPECIALIZATION..

Pupil Performance Objectives

. . . relate the goods or services of a given occupa-
tion to needs and expectations of at least
three other parts of society.

. . . explain the dependence of a worker in a given
occupation upon at least three other occupations.

. . . describe the relative degrees of dependence as
exemplified by persons in primitive or pioneer
societies.

. . . explain the interdependence of specializations
within a given occupation.

Career Information

Major Concept

BASIC CAREER INFORMATION WILL AID IN
MAKING CAREER-RELATED DECISIONS.

Introduction

One of the basic components for arriving at intelligent conclusions is a store of relevant factual information. As an individual grows toward eventual career-oriented decisions, practical knowledge of the natures and requirements of a substantial number of careers will be helpful. The teacher goals and pupil performance objectives for this dimension are formulated to acknowledge types of information which are common to most occupations. One such topic is the preparations needed for entry into various fields of work. Expectations for particular occupations in terms of aptitudes, terminology, equipment, clothing, and work settings are likewise helpful for organizing one's accumulating knowledge of the world of work.

Due to the nature of the content of the Career Information dimension, all pupil performance objectives are stated in terms relating to the cognitive domain.

BEST COPY AVAILABLE

BASIC CAREER INFORMATION WILL AID IN MAKING CAREER-RELATED DECISIONS

Occupations require the use of specific materials and equipment

The individual worker determines which of an occupation pleasant or unpl

Occupations may have certain dress requirements

Occupations have their own vocabularies

ERIC

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

[illegible handwritten text]

Teacher Goals.

OFFER INFORMATION ABOUT
DIFFERENT DRESS REQUIREMENTS
OF SEVERAL OCCUPATIONS.

INTEREST PUPILS IN REASONS WHY SOME
OCCUPATIONS REQUIRE CERTAIN FORMS OF
DRESS.

ENCOURAGE PUPILS TO EXPLORE THEIR FEELINGS
ABOUT THEMSELVES WHEN THEY ARE DRESSED IN
DIFFERENT WAYS.

Pupil Performance Objectives

. . . name at least two occupations which normally require
a uniform.

. . . appraise the pros and cons of a school dress code.

. . . distinguish the reasons for dress requirements in a
particular occupation.

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*Occupations require the use of
specific materials and equip-
ment.*

Teacher Goals

OFFER INFORMATION ABOUT THE
MATERIALS AND EQUIPMENT USED IN
DIFFERENT OCCUPATIONS.

STRUCTURE EXPERIENCES IN WHICH PUPILS
CAN PRACTICE BEGINNING SKILLS WITH SIMPLE
EQUIPMENT USED IN DIFFERENT OCCUPATIONS.

FOCUS PUPIL ATTENTION UPON THE WAYS ORDINARY
CLASSROOM MATERIALS AND EQUIPMENT ARE ALSO USED
IN VARIOUS OCCUPATIONS.

Pupil Performance Objectives

. . . identify a specified number of tools according to
the occupations in which they are used.

. . . list materials and equipment required by workers
in at least two different occupations.

. . . tell about a tool or machine devised specifically
for a particular occupational task.

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*Occupations have their own
vocabularies.*

Teacher Goals

PROVIDE PUPILS WITH VARIOUS
OPPORTUNITIES TO USE WORDS FROM
THE VOCABULARIES OF SPECIFIC
OCCUPATIONS.

STIMULATE PUPILS TO SPECIFY THE VOCABU-
LARIES WHICH PERTAIN TO CERTAIN AREAS OF
THEIR OWN EXPERIENCE, SUCH AS ATHLETICS,
HOME, SCHOOL, PART-TIME JOB, SECRET CLUB.

INTEREST PUPILS IN HOW SPECIFIC VOCABULARIES
COME TO BE AND THEIR ADVANTAGE TO THOSE WHO USE
THEM.

Pupil Performance Objectives

. . . match a specified number of vocabulary terms with
the names of specific occupations.

. . . define a given number of vocabulary terms for a
specific occupation.

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Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*The individual worker determines
which aspects of an occupation
may be pleasant or unpleasant.*

Teacher Goals

OFFER PUPILS OPPORTUNITIES TO DESCRIBE
THEIR OWN LIKES AND DISLIKES REGARDING A
WORK SETTING WHICH THEY EXPERIENCE.

EXPAND PUPIL INFORMATION ABOUT POTENTIALLY PLEA-
SANT AND UNPLEASANT ASPECTS OF AN OCCUPATION.

EMPHASIZE THAT SATISFACTIONS AND HARDSHIPS OF DIFFERENT
KINDS OF WORK MIGHT DEPEND UPON THE PERSONALITY OF THE
WORKER.

VARY THE LEARNING SITUATIONS IN SCHOOL OFTEN SO THAT EACH PUPIL
CAN SOMETIMES WORK IN THE SETTING MOST FAVORABLE TO HIM.

Pupil Performance Objectives

. . . distinguish between classroom or other school activi-
ties that most classmates like or do not like.

. . . report on the opinions of at least two adult
acquaintances in the same occupation with respect to
their occupational likes and dislikes.

. . . point out potentially pleasant or unpleasant features
of a particular job description.

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*Occupations have their own
work settings.*

Teacher Goals

LEAD PUPILS TO EXPLORE AND
SPECIFY THE WORK SETTINGS OF
SEVERAL DIFFERENT OCCUPATIONS.

STRUCTURE EXPERIENCES ALLOWING PUPILS
TO WORK IN DIFFERENT ENVIRONMENTS.

HELP PUPILS TO SPECIFY AND UNDERSTAND THEIR
OWN PREFERENCES IN WORK ENVIRONMENTS.

Pupil Performance Objectives

. . . match a specified number of occupations with
descriptions of particular work environments.

. . . describe at least two ways in which occupational
settings may differ from each other.

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*Occupations require special
personal characteristics.*

Teacher Goals

INCREASE PUPIL INFORMATION
REGARDING THE PERSONAL CHARACTERISTICS
WHICH DIFFERENT WORKERS APPLY IN THEIR
OCCUPATIONS.

HELP PUPILS TO IDENTIFY THEIR OWN APTITUDES,
STRENGTHS, AND WEAKNESSES.

ENCOURAGE PUPILS TO RELATE THEIR OWN PERSONAL
CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS.

Pupil Performance Objectives

. . . describe how certain physical, social, or intel-
lectual characteristics are needed for a particular
occupation.

. . . identify specific physical, social, or intellectual
characteristics which are not necessarily required
in a particular occupation.

. . . classify a given number of occupations according to
their requiring or not requiring a specified physi-
cal, social, or intellectual characteristic.

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Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

Earnings vary with occupations.

Teacher Goals

HELP PUPILS TO EXPLAIN THE
MEANING AND FUNCTION OF WAGES.

BROADEN PUPIL UNDERSTANDING OF
REASONS WHY EARNINGS VARY WITH
OCCUPATIONS.

DEVELOP PUPIL AWARENESS THAT AN INDIVIDUAL
OFTEN ACCEPTS RESPONSIBILITY FOR TASKS FOR WHICH
THERE ARE NO WAGES.

Pupil Performance Objectives

. . . point out the relationship between wages and
motivation for working.

. . . classify a specified number of occupations according
to their general income expectations.

. . . describe rewards other than monetary from a particular
occupation.

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*Career development includes
progression through stages of
educational and occupational
training.*

Teacher Goals

STIMULATE PUPILS TO EXPLORE
THE EDUCATIONAL AND OCCUPATIONAL
TRAINING REQUIRED FOR SEVERAL
UNSKILLED, SKILLED, AND PROFESSIONAL
OCCUPATIONS.

FOCUS PUPIL ATTENTION UPON THEIR PRESENT
SCHOOLING AS INTEGRAL TO CAREER DEVELOPMENT.

Pupil Performance Objectives

. . . classify a specified number of occupations according
to their respective preparatory requirements.

. . . summarize the occupational preparation experienced by
at least two adult acquaintances.

. . . relate specific school experiences to possible occupa-
tional competence.

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Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

Costs of training for occupations vary.

Teacher Goals

INCREASE PUPIL INFORMATION
REGARDING THE COSTS OF SEVERAL
KINDS OF OCCUPATIONAL TRAINING.

ENHANCE PUPIL UNDERSTANDING OF THE
MANY WAYS IN WHICH THEIR PRESENT EDUCA-
TION IS FINANCED.

Pupil Performance Objectives

. . . classify a specified number of occupations according
to their respective costs in preparation and/or
continuance.

. . . compare in detail the costs of preparation and/or
continuance for two different occupations.

Major Concept

Basic career information will
aid in making career-related
decisions.

Subconcept

*Technological, economic, social,
and political factors influence
supply and demand of jobs.*

Teacher Goals

HELP PUPILS IN EXAMINING TECHNO-
LOGICAL, ECONOMIC, SOCIAL, AND
POLITICAL REASONS WHY THE NUMBER OF
AVAILABLE JOBS AND THE NUMBER OF AVAILABLE
WORKERS ARE NOT ALWAYS EQUAL.

LEAD PUPILS TO EXPLORE PROBLEMS WHICH ARISE WHEN
JOB SUPPLY AND DEMAND ARE UNEQUAL.

Pupil Performance Objectives

. . . explain probable geographical reasons why a particu-
lar facility (business, industry, recreational) is
located where it is.

. . . . identify examples of unemployment in terms of supply
and demand of jobs.

APPENDIXES

NOTE: Appendixes A and B are first-draft, working documents that
        have since been revised. These documents are included in
        this publication to give historical perspective on how the
        career development concepts and subconcepts were derived.

        Appendix C is a final-copy document.

APPENDIX A

MAJOR CONCEPTS ORGANIZED BY DIMENSION

Attitudes and Appreciations

1. All productive and honest work is good and contributes in a positive way to society.

2. Society is dependent upon the work of many people.

3. Every worker has responsibilities to himself and to others.

Coping Behaviors

1. Individuals can learn to perform adequately in a variety of occupations and occupational environments.

2. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

3. Personal values influence work situation coping behaviors.

Career Information

1. Societal needs determine vocational opportunity.

2. Career development includes progression through stages of educational and occupational experience.

3. There are ways to obtain basic information which will aid the decision-making process.

4. There is a wide variety of occupations which may be classified in several ways.

Decision Making

1. Life involves a series of choices about career commitments.

2. There are basic components of the decision-making process which can be applied to career-related decisions.

Educational Awareness

1. Educational skills and experiences are related to the achievement of career and life goals.

Educational Awareness (Cont'd)

2. Different careers and life goals sometimes require different educational preparation.

Lifestyle

1. Work affects an individual's standard of living (economic being).

2. Occupational choice affects the range of social benefits available to an individual (social being).

3. A relationship exists between a person's career and one's responsibilities as a family member (family being).

4. There is a relationship between leisure-time activities and occupational choice (leisure being).

5. Moral principles are an integral part of life (moral being).

Self-Development

1. An understanding and acceptance of self is important.

2. Social, economic, educational, and cultural forces influence self-development.

3. Individuals differ in their interests, abilities, attitudes, and values.

4. It is important to set personal goals for one's self.

APPENDIX B

MAJOR CONCEPTS AND SUBCONCEPTS ORGANIZED BY DIMENSION

ATTITUDES AND APPRECIATIONS

1. <u>Major Concept</u>

All productive and honest work is good and contributes in a positive way to society.

Readiness Level

The student will become aware that people who work help others.

First Experience Level

The student will become aware that all honest and productive jobs have worth.

Second Experience Level

The student will appreciate the importance and value of work for the individual and for all of society.

Third Experience Level

The student will understand that those who perform useful work produce goods and services that help others.

Fourth Experience Level

The student will become aware that work may provide the opportunity for an individual to enhance his own dignity and worth.

Fifth Experience Level

The student will recognize that there is a variety of careers by which an individual contributes to society.

Sixth Experience Level

The student will understand that society requires that all jobs be adequately filled.

2. <u>Major Concept</u>

Society is dependent upon the work of many people.

Readiness Level

The student will become aware that people work in many different kinds of jobs.

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ATTITUDES AND APPRECIATIONS

Readiness Level (Cont'd)

The student will become aware that both men and women can
often work in the same occupation.

First Experience Level

The student will recognize that various workers perform tasks
which help the learner and others in the community.

Second Experience Level

The student will become aware that the work of one individual
many times depends on the work of other individuals.

Third Experience Level

The student will recognize that it takes the work of many people
to make oossible all of the goods and services that we enjoy.

Fourth Experience Level

The student will become aware that specialization creates an
interdependent society.

Fifth Experience Level

The student will recognize that the interaction and interdependency
of workers is vital to achieve the goals of society.

Sixth Experience Level

The student will understand that the contribution of a wide
range of occupations is necessary for the well-being of society.

3. Major Concept

Every worker has responsibilities to himself and to others.

Readiness Level

The student will become aware of the importance of completing
a task.

First Experience Level

The student will become aware that completion of a task may
benefit others.

ATTITUDES AND APPRECIATIONS

Second Experience Level

The student will recognize that he has a responsibility for completing certain individual tasks.

Third Experience Level

The student will become aware that others rely upon him to complete an accepted task.

Fourth Experience Level

The student will understand that upon successful completion of a task he will be rewarded by self-satisfaction and recognition from others.

Fifth Experience Level

The student will recognize the value and importance of a task to himself and others.

Sixth Experience Level

The student will recognize the relationships between himself and others resulting from the performance of a task.

COPING BEHAVIORS

1. Major Concept

Individuals can learn to perform adequately in a variety of occupations and occupational environments.

Readiness Level

The student will learn that different skills are required for different tasks.

First Experience Level

The student will learn that several skills may be required to perform a given task.

Second Experience Level

The student will become familiar with job specialization.

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COPING BEHAVIORS

Third Experience Level

The student will understand that some skills can be trans-
ferred from one specialized job to another.

Fourth Experience Level

* The student will understand that performance requirements
for a job will vary with the work setting of the job.

Fifth Experience Level

The student will learn that performance requirements for
a job may change with time.

Sixth Experience Level

The student will identify characteristics which differentiate
between jobs.

2. Major Concept

There are identifiable attitudes and behaviors which enable
one to obtain and hold a job.

Readiness Level

The student will learn how to cope with the rights and feelings
of others.

First Experience Level

The student will learn how to cope with authority exercised
by others.

Second Experience Level

The student will learn to depend on others and to be depended
upon.

Third Experience Level

The student will begin to learn how to become a contributing
member of a group.

Fourth Experience Level

The student will continue to learn how to contribute to group
effort by demonstrating ability to both compromise and exercise
influence in achievement of group goals.

COPING BEHAVIORS

Fifth Experience Level

The student will understand that work effectiveness depends not just on proficiency but on quality of interpersonal relations as well.

Sixth Experience Level

The student will learn effective interpersonal relations skills for giving or evaluating instructions.

3. Major Concept

Personal values influence work situation coping behaviors.

Readiness Level

The student will become aware that his feelings and the feelings of others relate to values.

First Experience Level

The student will recognize that he possesses unique coping characteristics.

Second Experience Level

The student will recognize cultural differences.

Third Experience Level

The student will understand how cultural differences develop.

Fourth Experience Level

The student will identify his cultural values and their origins.

The student will learn how to develop a sensitivity to other people regardless of physical appearance, nationality, creed, or ethnic background.

Fifth Experience Level

The student will become aware of his feelings and the feelings of others as they relate to commonly held beliefs and customs.

Sixth Experience Level

The student will analyze his values in relation to values of his peer group.

CAREER INFORMATION

1. **Major Concept**

    Societal needs determine vocational opportunity.

    Readiness Level

        The student will become aware of the interdependence of
        family members as workers in the home.

    First Experience Level

        The student will understand how the performance of some
        occupations meets the needs of the community.

    Second Experience Level

        The student will recognize the interdependency of occupations
        in maintaining the community.

    Third Experience Level

        The student will become aware of occupations as related to
        geographical areas and job mobility.

    Fourth Experience Level

        The student will recognize the relationship between geography
        and the location of careers and people.

    Fifth Experience Level

        The student will recognize that technological developments
        cause a continual change in the emergence and disappearance
        of jobs.

    Sixth Experience Level

        The student will recognize that our economic system causes a
        continual change in the emergence and disappearance of jobs.

        The student will recognize that social and political factors
        cause a continual change in the emergence and disappearance
        of jobs.

2. **Major Concept**

    Career development includes progression through stages of educa-
    tional and occupational experience.

CAREER INFORMATION

Readiness Level

The student will be aware that successful performance of
a task requires preparation.

First Experience Level

The student will recognize that different preparation is
required for successful performance of different tasks.

Second Experience Level

The student will recognize that preparations for and successful
performance of one task may aid in successful performance of
related tasks.

Third Experience Level

The student will recognize that performing new tasks often
requires prerequisite skills.

Fourth Experience Level

The student will recognize that basic responsibilities and per-
formance standards are needed to succeed in any task or occupation.

Fifth Experience Level

The student will recognize that career changes are a natural result
of a number of factors.

Sixth Experience Level

The student will be aware that valid qualifications for an
occupation rest in the performance competencies needed.

The student will recognize and apply unique specific requirements
for job success to various situations.

3. Major Concept

There are ways to obtain basic information which will aid the
decision-making process.

Readiness Level

The student will become aware that his past experiences provide
information.

CAREER INFORMATION

First Experience Level

The student will be able to identify sources of information
when making choices,

Second Experience Level

The student will learn that people can be sources of informa-
tion about jobs in his neighborhood and community.

Third Experience Level

The student will understand that his sources of information
need to be validated.

Fourth Experience Level

The student will learn that there are written sources of
information about careers that will aid him in investigating
occupations that are not within his experiential or environ-
mental context.

Fifth Experience Level

The student will know that there are dimensions of work related
to worker traits, work environment, job knowledge unique to the
occupation, etc., which can be obtained from sources of career
information.

Sixth Experience Level

The student will become aware of an array of questions related
to determining preferences for exploration of occupational
cluster.

4. Major Concept

There is a wide variety of occupations which may be classified
in several ways.

Readiness Level

The student will become aware of work performed in his environ-
ment (home, neighborhood, school).

First Experience Level

The student will become aware of the work performed in his
community.

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CAREER INFORMATION

Second Experience Level

The student will continue to develop awareness of the work
performed in his community and will recognize similarities
and differences in skills possessed by these workers.

Third Experience Level

The student will understand the need for job specialization
and that there are many specialized jobs within occupational
areas.

Fourth Experience Level

The student will understand that occupational areas do have a
hierarchical structure which requires different kinds of prepara-
tion and within each area preparation for various levels of work.

Fifth Experience Level

The student will be able to devise clustering based upon occupa-
tional similarities.

Sixth Experience Level

The student will recognize that there are established ways to
cluster occupations.

DECISION MAKING

1. Major Concept

   Life involves a series of choices about career commitments.

   Readiness Level

   The student will become aware that choice means "making up
   one's mind."

   The student will learn that there are certain situations
   where he can make choices.

   First Experience Level

   Things change and these changes influence the choices and
   decisions a person makes.

DECISION MAKING

Second Experience Level

The student will develop an awareness that his decisions
affect him and others.

Third Experience Level

The student will learn that people change and these changes
influence the choices and decisions he makes.

Fourth Experience Level

The student will recognize that decision making involve. risks.

Fifth Experience Level

The student will recognize that decision making can precipitate
chain reactions.

Sixth Experience Level

The student will recognize that previous decisions, peers,
gratifications, needs, interests, and career information
influence present and future decisions.

2. Major Concept

There are basic components of the decision-making process which
can be applied to career-related decisions.

Readiness Level

The student will learn how to establish his goals.

First Experience Level

The student will become aware of the relationship between
his goals and making choices.

Second Experience Level

The student will learn how to identify and assess problems
which conflict with his goals.

Third Experience Level

The student will learn how to consider alternative solutions
to problems which conflict with his goals.

DECISION MAKING

Fourth Experience Level

The student will learn how to choose a best plan and a second plan to solve problems that conflict with his goals and he will work out details of both plans.

Fifth Experience Level

The student will develop, try out, and evaluate a plan to solve a problem that conflicts with his goals.

Sixth Experience Level

The student will develop, try out, evaluate, and make any needed changes on a plan to solve a problem that conflicts with his goals.

EDUCATIONAL AWARENESS

1. **Major Concept**

   Educational skills and experiences are related to the achievement of career and life goals.

   Readiness Level

   The student will become aware that there are reasons for going to school.

   The student will become aware that learning and performing various tasks are related.

   The student will become aware that there may be a relationship between his in-school experiences and out-of-school experiences.

   First Experience Level

   The student will understand that an individual must be able to read, write, and count in most occupations.

   Second Experience Level

   The student will become aware that learning helps people do things for their community, state, and nation.

   Third Experience Level

   The student will be able to recognize the relationship between performance in basic subjects and performance in specific careers.

EDUCATIONAL AWARENESS

Fourth Experience Level

The student will recognize that participation in school classes
and activities may relate to his use of time throughout life.

Fifth Experience Level

The student will be able to relate skills learned in the class-
room to those skills used in specific careers.

Sixth Experience Level

The student will be able to understand that desire and capability
to learn influence learning and career directions.

2. Major Concept

Different careers and life goals sometimes require different
educational preparation.

Readiness Level

The student will recognize that there are different occupations.

First Experience Level

The student will become aware that education is required for
various occupations.

Second Experience Level

The student will recognize that the educational requirements for
some occupations are different than they are for others.

Third Experience Level.

The student will recognize how communications, mathematics,
science, and social studies are used in some occupations.

Fourth Experience Level

The student will become familiar with the relationship between
in-school experiences and career directions.

Fifth Experience Level

The student will understand that school experiences provide
only a part of the learning experience necessary for career
development.

EDUCATIONAL AWARENESS

Sixth Experience Level

The student will develop an understanding of the different
types of educational preparation required for various
occupations.

LIFESTYLE

1. Major Concept

Work affects an individual's standard of living (economic
being).

Readiness Level

The student will understand that people work.

First Experience Level

The student will recognize that people are paid for work.

Second Experience Level

The student will recognize that economic rewards vary for
different kinds of work.

Third Experience Level

The student will understand that economic rewards for work may
satisfy needs and wants.

Fourth Experience Level

The student will become aware of the relationships between
desired lifestyles and career monetary rewards.

Fifth Experience Level

The student will relate occupational roles to the concept of
economic benefit.

Sixth Experience Level

The student will understand his responsibility for making accom-
modations for his future.

LIFESTYLE

2. Major Concept

Occupational choice affects the range of social benefits avail-
able to an individual (social being).

Readiness Level

The student will become aware that there are many reasons why
people work.

First Experience Level

The student will become aware that work brings rewards other
than money.

Second Experience Level

The student will express a preference for personal-social
needs and wants.

Third Experience Level

The student will become aware of the personal and social rewards
of various occupations.

Fourth Experience Level

The student will understand that social needs and wants differ
among individuals.

Fifth Experience Level

The student will relate occupational roles to the concept of
social benefit.

Sixth Experience Level

The student will understand some factors which have caused social
benefits to differ among occupations.

3. Major Concept

A relationship exists between a person's career and one's
responsibilities as a family member (family being).

Readiness Level

The student will understand that he is a member of a family
and the importance of his membership in a family.

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LIFESTYLE

First Experience Level

The student will become aware that being a part of a family
brings responsibilities.

Second Experience Level

The student will understand that family members perform jobs
they are capable of performing and that responsibilities are
shared.

Third Experience Level

The student will understand that cooperation is the first step
to successful living and working.

Fourth Experience Level

·The student will become aware, that family attitudes and the
way an individual accepts family responsibilities affect work
attitudes and performance.

Fifth Experience Level

The student will understand how work can alter the family.

Sixth Experience Level

The student will understand that family values affect occupa-
tional choice.

4. Major Concept

There is a relationship between leisure-time activities and
occupational choice (leisure being).

Readiness Level

The student will become aware of the relationship between work
and play.

First Experience Level

The student will become aware that leisure-time activities can
combine elements of both work and play.

Second Experience Level

The student will become aware that occupational choice affects
the amount of leisure time an individual has.

LIFESTYLE

Third Experience Level

The student will become aware that work attitudes and interests extend to leisure time.

Fourth Experience Level

The student will learn that hobbies can be related to jobs.

Fifth Experience Level

The student will understand that the skills he learns in work make his leisure time more enjoyable.

Sixth Experience Level

The student will recognize that leisure-time activities may lead to a career.

5. Major Concept

Moral principles are an integral part of life (moral being).

Readiness Level

The student will become aware of the importance of truth and honesty at all times.

First Experience Level

The student will understand the importance of respect for others.

Second Experience Level

The student will recognize that rewards usually go to those who pursue them in a proper way.

Third Experience Level

The student will understand how the family and society would be endangered if people tried to fulfill all their wishes regardless of others.

Fourth Experience Level

The student will understand the limits in satisfying his needs.

Fifth Experience Level

The student will understand that certain jobs could be a poor moral choice.

LIFESTYLE

Sixth Experience Level

The student will understand that truthfulness, honesty, and respect are unchanging principles.

SELF-DEVELOPMENT

1. Major Concept

An understanding and acceptance of self is important.

Readiness Level

The student will become aware of himself--physical, social, and emotional self.

The student will become aware of himself within the context of his family structure.

First Experience Level

The student will recognize the various roles he plays.

Second Experience Level

The student will recognize that there are certain character- istics that make him unique.

Third Experience Level

The student will become aware of himself in relation to his community.

Fourth Experience Level

The student will draw conclusions about self upon performing tasks which are increasingly challenging and compatible with his development.

Fifth Experience Level

The student will be able to assess the relationship between his developing interests and his abilities.

Sixth Experience Level

The student will become aware that there is a relationship between one's knowledge and acceptance of self and what he will become.

SEl F-DEVELOPMENT

2. Major Concept

Social, economic, educational, and cultural forces influence
self-development.

Readiness Level

The student will become aware that other people influence
him.

First Experience Level

The student will become aware that family and school influence
his opportunities and responsibilities.

Second Experience Level

The student will become aware of economic influences on him.

Third Experience Level

The student will become aware that participation in various
groups influences his personal development.

Fourth Experience Level

The student will become aware that he is a part of his environment.

Fifth Experience Level

The student will become aware that changes in him influence his
environment and that changes in environment influence him.

Sixth Experience Level

The student will become aware that the values of other people
influence his values and personal goals.

3. Major Concept

Individuals differ in their interests, abilities, attitudes, and
values.

Readiness Level

The student will become aware of his interest in certain
activities.

The student will become aware of the tasks that he performs.

SELF-DEVELOPMENT

First Experience Level

The student will become aware of his ability to perform various tasks.

Second Experience Level

The student will become aware that his interests and abilities are not always the same as his peers.

Third Experience Level

The student will become aware that all people possess unique characteristics.

Fourth Experience Level

The student will become aware of the difference between interests and aptitudes.

Fifth Experience Level

The student will differentiate between himself and others in terms of interests, aptitudes, values, and achievements in and out of school.

Sixth Experience Level

The student will become aware of the relationship among interests, aptitudes, achievements, values, and occupations.

4. Major Concept

It is important to set personal goals for one's self.

Readiness Level

The student will become aware of what "a goal" is.

The student will learn to set goals in his play activities as well as his classroom activities.

First Experience Level

The student will recognize that what he produces when he has a goal is frequently different from what happens when he has no goal.

Second Experience Level

The student will understand why it is necessary to set goals in the classroom.

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Third Experience Level

The student will recognize that he can relate his needs to goals.

Fourth Experience Level

The student will become aware that he can influence his future.

The student will become aware that he can change the focus of his goals from immediate to longer range.

Fifth Experience Level

The student will become aware of the importance of setting priorities in developing goals.

Sixth Experience Level

The student will become aware that his self-image will affect the goals he sets for himself.

APPENDIX C

DEFINITION OF TERMS

Attitudes and Appreciations Dimension: One of the seven components of career development. A major concept and subconcepts for the Attitudes and Appreciations Dimension are found in the Interacting Dimensions Handbook and relate to the affective behaviors associated with the idea that society is dependent upon the productive work of individuals.

Career: A succession of opportunities for service through work, paid or unpaid, and extending throughout life.

Career Development: Personal growth that includes those concepts related to Attitudes and Appreciations, Coping Behaviors, Career Information, Decision Making, Educational Awareness, Lifestyle, and Self-Development.

Career Development Concepts: The concepts identified in each career dimension framework.

Career Education: The curriculum which results when career development concepts and subject matter concepts are brought together in an instructional system that has meaning for students.

Career Information Dimension: One of the seven components of career development. A major concept and subconcepts for the Career Information Dimension are found in the Interacting Dimensions Handbook and relate to data and ways to obtain data about occupations.

Cluster: One of the fifteen broad families of occupations that has been developed by the Bureau of Adult, Vocational, and Technical Education, United States Office of Education. The fifteen clusters are: Agri-Business and Natural Resources, Business and Office Occupations, Communication and Media, Construction, Consumer and Homemaking-Related Occupations, Environment, Fine Arts and Humanities, Health Occupations, Hospitality and Recreation, Marine Science Occupations, Marketing and Distribution Occupations, Manufacturing, Personal Services Occupations, Public Service, and Transportation.

Coping Behaviors Dimension: One of the seven components of career development. Major concepts and subconcepts for the Coping Behaviors Dimension are found in the Coping Behaviors Dimension Guide and relate to the behaviors used when dealing with life situations.

Developmental Dimensions: The four components of career development in which concepts can be sequenced in a logical progression for different experience levels.

Dimension: The classification assigned to the seven major components of career development.

Dimension Framework: An organizational pattern based upon a single major
         concept, from which follow subconcepts, teacher goals, and pupil
         performance objectives. It is one of the two major divisions of
         the dimension guides.

Dimension Guide: A publication which focuses on one of the four developmental
         dimensions of career development: Coping Behaviors, Decision Making,
         Lifestyle, and Self-Development. Each guide contains a dimension
         framework(s) and sample infusion strategies.

Decision Making Dimension: One of the seven components of career development.
         Major concepts and subconcepts for the Decision Making Dimension are
         found in the Decision Making Dimension Guide and relate to those
         behaviors associated with selecting from alternatives.

Educational Awareness Dimension: One of the seven components of career
         development. A major concept and subconcepts for the Educational
         Awareness Dimension are found in the Interacting Dimensions Handbook
         and relate to the reciprocal effects between subject matter concepts
         and career development concepts.

Infusion Strategy: A series of teaching-learning activities characterized by a
         single developmental subconcept and selected interacting concepts,
         which are brought together with concepts from subject matter areas. A
         sample occupation is used as a context for implementing these concepts.
         Infusion strategies comprise one of the two major divisions of the
         dimension guides.

Interacting Dimension: The three components of career development in which all
         concepts are appropriate for all experience levels.

Interacting Dimensions Handbook: A publication which contains a dimension frame-
         work for each of the three interacting dimensions: Attitudes and Appre-
         ciations, Career Information, and Educational Awareness.

Lifestyle Dimension: One of the seven components of career development. A
         major concept and subconcepts for the Lifestyle Dimension are found
         in the Lifestyle Dimension Guide and relate to the ways an individual
         chooses to lead his life.

Major Concepts: The important themes for each career development dimension.
         In the developmental dimensions each of these themes is broken out
         into subconcepts for each experience level. In the interacting
         dimensions these main themes are broken out into subconcepts which
         are appropriate for every experience level.

Professional Book: A publication which explains the rationale for the selec-
         tion and organization of the dimension and the infusion strategies.

Pupil Performance Objectives for the Dimension: Statements which describe
         student behaviors for each subconcept in the dimension framework.

Pupil Performance Objectives for the Infusion Strategy. Statements which
        describe student behaviors for the infusion strategy. These state-
        ments have been derived from pupil performance objectives for the
        dimension and from subject matter concepts that have been selected
        for the infusion strategy.

REACT Page: The student materials which accompany each activity in the
        infusion strategy.

Self-Development Dimension: One of the seven components of career develop-
        ment. Major concepts and subconcepts for the Self-Development
        Dimension are found in the Self-Development Dimension Guide and
        relate to behaviors associated with how a person views himself.

Subconcepts: The main ideas which accompany each career development major
        concept. In the developmental dimensions, there is a subconcept
        for each experience level. In the interacting dimensions, subcon-
        cepts are appropriate for every experience level.

Subject Matter Concepts: The concepts commonly taught at each experience
        level for mathematics, science, language arts, and social studies.

Teacher Goals for the Dimension: Statements which describe teacher behaviors
        for each subconcept in the dimension framework.

Teacher Goals for the Infusion Strategy: Statements which describe teacher
        behaviors for the infusion strategy. These statements have been
        derived from the teacher goals for the dimension and from subject
        matter concepts that have been selected for the infusion strategy.